Pima Community College
2014 HLC Self-Study Report

PimaCommunityCollege

Chancellor's Message

Pima Community College exists to serve our community. We are dedicated to giving our constituents the best opportunity to achieve their personal goals through the promise inherent in education. We recognize that our mission, to develop our community through learning, requires imparting knowledge that furthers academic achievement, economic development and cultural connection. By honoring and meeting the diverse needs of individual students, we are making a significant contribution to the progress of our city, our state and our nation.

We recognize the importance of providing as detailed and transparent an accounting as possible of activities undertaken to meet the needs of our students and the community. We understand the critical role that accreditation plays in the assessment of educational institutions. Accreditation is an important indication for current students, prospective students and the community that a college or university is performing acceptably now and has the capacity to thrive in the future.

PCC has been accredited by the North Central Association's Higher Learning Commission since 1975. As an accredited institution, we appreciate the vital importance of the HLC's Criteria for Accreditation. In April 2013, we responded openly and forthrightly when the HLC placed the College on probation for non-compliance with criteria related to governance, institutional integrity and strategic planning. The Probation Sanction set into motion an Institutional Self-Study, an unsparing self-examination that sought not only to bring PCC into compliance with HLC standards but also served as a comprehensive examination of College processes, policies and goals. Over 300 employees, students and community members have been conducting the Self-Study for more than a year. This evidence-based inquiry has studied all aspects of the College. It identifies precisely where the College is out of compliance with HLC criteria, benchmarks the College against peer institutions, incorporates best practices and describes our progress to close gaps and be held accountable.

This report documents the Institutional Self-Study. We are eager to share its findings with representatives of the HLC visiting the College in September 2014. We welcome the opportunity to demonstrate we deserve the HLC's and the public's highest degree of confidence. The Self Study Report provides strong evidence that the College has resolved the HLC's concerns regarding areas of non-compliance and meets the HLC's Criteria for Accreditation, the Core Components, and the Assumed Practices. The report documents major changes that have occurred at PCC since the HLC reaffirmed our accreditation in 2010, and includes a compliance plan through which we will ensure meeting all federal and state legal requirements related to higher education.

Publication of the Self-Study Report is a milestone but not an endpoint. A culture of continuous improvement is taking hold at PCC, where we recognize the need to establish a cycle of assessment, implementation of change, and reassessment. We understand that the Self-Study Report provides a baseline as the College meets the challenges to fulfilling its mission amid globalization, technological advances and other changes in the 21st century.

Thank you for taking the time to review the Self-Study Report. As always, we welcome the insights of our constituents. We seek a shared vision derived from engaging the community in an honest conversation about its needs and expectations, so that we may create a premier community college that puts students first.

Lee D. Lambert, J.D.
Chancellor
Pima Community College

Table of Contents

Introduction to 2014 Self-Study

Introduction to 2014 Self-Study

Pima Community College respectfully submits this Self-Study Report to the Higher Learning Commission (HLC). The HLC placed the College on probation in April 2013. The Probation Sanctions and the Self-Study process allowed the institution to collaborate with its internal and external communities in a meticulous examination of the institution's strengths and challenges. Upon receiving the Probation Sanction letter, the College designated the Provost's Office to lead the effort to reaffirm its accreditation. More than 300 employees, students and community members examined PCC's policies and practices and identified goals for continuous improvement. The Self-Study structure and process have also aimed at ameliorating the College's culture and climate. Through the support of new leadership, the collective goal for the College and for the community prevails: student success.

The HLC's Probation Sanction Letter clearly indicated that Pima Community College had strayed from the College's core purpose and role within the community. The change in admissions policy was a change in mission. In its probation sanction notification, the HLC wrote that the College had altered its admissions policy "without adequate internal engagement and support and despite community opposition, failing to achieve consensus or broad understanding of the new purpose." The Commission questioned the College's future ability to comply with Core Component 1.A, "the institution's mission is broadly understood within the institution and guides its operations." Through the College-wide Self-Study process, PCC has sought to realign its aspirations and activities with the commonly understood mission of community colleges everywhere, a mission that is best understood through the history of the community college movement.

In the summer of 1946, President Harry Truman appointed a Presidential Commission on Higher Education, urging that "we should now reexamine our system of higher education in terms of its objectives, methods, facilities; and in the light of the social role it has to play." The Truman Commission recommended a massive expansion of access to college. To achieve this goal, the report called for an end to racial and religious discrimination, the introduction of generous financial aid programs for needy students, the creation of a network of community colleges, federal aid to the states for higher education, and new curricula to appeal to a broad range of Americans. The 1947 President's Commission on Higher Education, along with the G.I. Bill of 1944, marked the beginning of a substantial shift in the nation's expectations of who should attend college.

The commission emphasized that higher education should be far more accessible to the nation's citizens. Echoing a claim found throughout the history of American democracy, the commission argued that free institutions can flourish only when they are sustained by an educated citizenry:

> *Equal opportunity for all persons, to the maximum of their individual abilities and without regard to economic status, race, color, sex, national origin, or ancestry is a major goal of American democracy. Only an informed, thoughtful, tolerant people can develop and maintain a free society.*

In addition, The American Association of Community Colleges states that the community college's mission is the fountain from which all of its activities flow. In other words, the mission of the community college is to provide education for individuals, many of whom are adults, in its service region. Most community college missions have basic commitments to:

- serve all segments of society through an open-access admissions policy that offers equal and fair treatment to all students

- a comprehensive educational program

- serve its community as a community-based institution of higher education

- teaching

- lifelong learning

Pima Community College departed from the open-access foundation of the community college mission. This culminated in 2011 with a change to the College's admissions policy, resulting in decreased access for some Pima County constituents. Since the Probation Sanction, the College has taken strategic and deliberate steps to refocus efforts on the diverse population of its students by providing open-access admissions, improving student success, persistence, retention, program completion, and transfer opportunities, as is evidenced in the Self-Study Report.

In addition to the change in admissions policy and mission, the Probation Sanction Letter identified several areas where PCC was out of compliance with the Criteria for Accreditation. The College was placed on probation "because of concerns related to integrity, financial management, personnel policies and procedures, shared governance, Board oversight of the institution, and systemic and integrated planning." The Probation Sanction required the College to undergo a full accreditation process, including the preparation and submission of this Institutional Self-Study Report by July 2014.

After over a year's worth of dedicated work by hundreds of College employees and community members led by the College's HLC Project Management Team, the submission of this comprehensive Self-Study Report and the on-site evaluation visit in September, Pima Community College will demonstrate its strengths, challenges, and plans for continuous improvement. The results of the Self-Study will direct College administration, faculty and staff in identifying opportunities to fulfill its educational mission with excellence.

As part of the College's commitment to the success of its current and prospective students, Pima Community College fully embraces the Higher Learning Commission's ten guiding values:

- PCC focuses on student learning

- PCC serves a public purpose

- PCC prepares its students for a diverse, technological, and globally connected world

- PCC provides a culture of continuous improvement

- PCC provides evidence-based institutional learning and self-presentation

- PCC endorses integrity, transparency, and ethical behavior or practice

- PCC requires governance for the well-being of the institution

- PCC executes sound planning and management of resources to ensure institutional sustainability

- PCC supports mission-centered evaluation

- PCC welcomes accreditation through peer review.

The Self-Study process has generated a transformation at the College, including its policies, procedures, goals for continuous improvement, organizational structure, and community and business partnerships. It has also led PCC to recognize and honor internal transparency,

accountability, and inclusivity. The College is in the midst of this change and realizes it will take time, thoughtful care and respectful nurturing. We welcome the Higher Learning Commission's evaluation and acknowledge that it will help lay the foundation for the future of the College.

Accreditation History

Pima Community College assumed correspondent status with the North Central Association (NCA) in 1969 and was accredited in 1975. The College was put on Probation in 1989 and a comprehensive visit occurred in 1990, resulting in reaffirmation of accreditation. Focused visits were made in 1994 and 1997. The College acted upon each recommendation of the NCA evaluation teams and implemented all of the teams' non-binding suggestions. In 2000 and 2010 there were two successful Self-Study Reports and comprehensive visits for reaffirmation of accreditation. After the designation of Probation in April 2013, The Higher Learning Commission of the North Central Association of College and Schools will visit the College for an on-site evaluation in September 2014.

Request for Continued Accreditation

Pima Community College's Self-Study Report represents a detailed and comprehensive evaluation. It includes evidence that Pima Community College meets the Higher Learning Commission's five Criteria for Accreditation, the Assumed Practices, and follows federal compliance requirements. The College recognizes that with the Probation Sanction, the Self-Study process provides an opportunity for the institution to formally examine itself, assess its strengths and challenges, document its effectiveness, and develop strategies to capitalize on its strengths while working diligently to address its challenges, including internal culture and climate. The College has made a commitment to create an infrastructure that will institutionalize accreditation and compliance matters as part of its Strategic Plan. The strengths and challenges faced by the College are presented in greater detail in the following pages as well as its plans for continuous improvement.

Therefore, based on the findings presented in this report, the College respectfully submits this evidence and requests continued accreditation of Pima Community College.

Overview of Pima Community College

In 1966, when the population of Pima County was less than 350,000, the citizens of Pima County voted to form a junior college district with a five-member Board of Governors and named the new institution Pima College. With help from committees composed of citizens, the board developed educational goals, created a financial plan, selected a president, and chose a campus site.

The next year the citizens of Pima County elected a board to replace the appointed officials. The voters also approved a $5.9 million bond issue for the College. In 1969 construction on the first campus began on a 267-acre site in the foothills of the Tucson Mountains west of the city.

The College's first classes met in the fall of 1969 at Tucson Medical Center, Villa Maria, and in the town of Marana. The student headcount for fall 1970 was 3,543. By January 1971, students were attending classes at what is today's West Campus. In 1982, the Board renamed

the institution Pima Community College. The College expanded with the Downtown Campus (1974), Community Campus (1975), East Campus (1981), Desert Vista Campus (1993), and the Northwest Campus (2003). These last three campuses originated earlier as learning centers.

Pima County

The College is accountable to four main constituencies—students, residents of Pima County, community leaders, and its employees. Pima County is a growing community with a rich and diverse cultural heritage—Native American, Spanish, African-American, Asian, Mexican, Mexican-American, and Anglo American, plus numerous smaller communities of immigrants from a wide variety of countries and cultures. Located in Southern Arizona, the county is close to the border with Mexico. The 2010 U.S. Census indicated that 980,263 people resided in Pima County, with White and Latino/Hispanic being the two largest ethnic groups. Our community is 50.8 percent female. Of the population aged 25 years and older, 29.4 percent had a Bachelor's degree or higher and 87 percent were high school graduates. The percent of families living below the poverty line was 18.5 percent.

Organization and Governance

Pima Community College is governed by a five-member Board of Governors, elected by the voters of Pima County. The Board sets policy for the College and employs a chancellor to run district-wide operations.

Campus Overview

Pima Community College'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. These service areas have different demographics, industries, and educational needs.

The Community Campus specializes in Continuing Education and Workforce/Business training, serves as the center of the College's distance education programs, and oversees the off-campus sites for the Adult Education program, the 29th Street Coalition Center and Davis Monthan AFB Education Center. Northern Arizona University has administrative offices and classrooms on the campus as well. The College recognized an opportunity to consolidate programs that had resided in separate leased facilities when the Tucson Unified School District (TUSD) solicited bids for use of vacated elementary schools. Working closely with a local community group and TUSD, the College renovated and occupied the space now known as the PCC 29th Street Coalition Center. This space is currently used by the Adult Education and Public Safety and Emergency Services Institute (PSESI) programs. The consolidation of these leases in FY 2012 saved over $100,000 per year to the College.

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). Built on an ancient Hohokam archaeological site, the campus has particularly appropriate cultural ties to its surrounding communities, including Native American and Hispanic/Latino communities. The Center for Training and Development (CTD), which offers non-credit, open entry/open exit certificate programs for direct employment, is located at the campus. The campus is part of a Pathways to Healthcare network and administers the Health Professions Opportunity Grant (HPOG) to provide health care training to low-income

students. The campus houses a recreation and fitness complex in partnership with the City of Tucson Parks and Recreation Department.

The Downtown Campus is close to both the University of Arizona and downtown Tucson and, consequently, serves a large number of UA students and participates in area revitalization projects. Occupational programs include Building Construction Technology, Automotive Technology, and Welding, as well as innovative business programs such as Fashion Merchandising. Advisory groups work closely with these programs to assure quality, relevant education. The Alternative Learning Center, Biology Learning Lab, Instructional Activities Center and Language Lab use current technology and techniques aimed at student success. The Sciences and Technology building has provided much needed additional space for both the sciences and occupational programs.

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 houses a health clinic that is open to the public as well as to 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 specific occupational programs. 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. In summer of 2014, classes were offered in the new 49,000 square foot building that houses Science, Technology, Engineering and Math classrooms and labs, as well as general use classrooms and additional faculty space. This new facility was funded from fund balance reserves.

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 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. In fiscal year 2012-13, a $2 million remodel of the West Campus Fitness Sports Science Annex and Gym was completed.

Instructional Programs

Pima Community College offers transfer, occupational and continuing education programs. The College offers Associate's Degrees, Certificates for Direct Employment, Post-Degree Certificates, and Certificates of Completion at the Center for Training and Development.

As of the census day for fall 2013, 73.4 percent (19,894) of the students were taking at least one course classified as a transfer course and 46.6 percent (12,630) of the students were taking at least one course classified as an occupational course.

The number of degrees and certificates has steadily risen over the last five academic years, see Table 1.1. In the 2008-2009 academic year, the College awarded 4,546 degrees and certificates,

and in the 2012-2013 academic year awarded 5,730 degrees and certificates, an increase of 26 percent.

Table 1.1: Degrees and certificates awarded from 2008-09 to 2012-13, including certificates of completion

	2008-09		2009-10		2010-11		2011-12		2012-13	
Award	N	%	N	%	N	%	N	%	N	%
Associate of Arts	755	17%	729	16%	784	16%	852	16%	868	15%
Associate of Applied Art	13	0%	11	0%	7	0%	7	0%	15	0%
Associate of Applied Science	700	15%	688	15%	718	14%	878	16%	859	15%
Associate of Business	196	4%	185	4%	174	3%	183	3%	181	3%
Associate of Fine Arts	15	0%	13	0%	22	0%	16	0%	27	0%
Associate of General Studies	403	9%	390	8%	412	8%	435	8%	469	8%
Associate of Science	150	3%	146	3%	165	3%	178	3%	215	4%
Total Degrees	**2,232**	**49%**	**2,162**	**47%**	**2,282**	**45%**	**2,549**	**47%**	**2,634**	**46%**
Total Certificates	**2,093**	**46%**	**2,242**	**48%**	**2,486**	**49%**	**2,622**	**48%**	**2,856**	**50%**
Total Certificates of Completion	**221**	**5%**	**229**	**5%**	**289**	**6%**	**282**	**5%**	**240**	**4%**
Total Degrees/Certificates	**4,546**	**100%**	**4,633**	**100%**	**5,057**	**100%**	**5,453**	**100%**	**5,730**	**100%**

In addition to transfer and occupational, the College offers extensive programs under its Adult Education Division, including Adult Basic Education, English Language Acquisition for Adults, and High School Equivalency (formally GED) preparation.

Community Education offers non-credit activities for children (Pima Kids Programs), senior citizens, and other segments of the community. The programs range from study tours, to skills improvement with computers and enhancing well-being.

Student Profile

The profile of students enrolled in credit classes at PCC is for the Fall 2013 census date was:

- Average age was 27.1; 58.0 percent of students were under the age of 25 years.
- 33.5 percent of the credit students were full-time and 66.5 percent were part-time.
- The annualized unofficial FTSE for the fall 2013 term was 7,719.9.
- In fall 2013, the largest campus enrollments were West Campus with 10,417, followed by Downtown Campus with 8,469 and East Campus with 6,120.
- Enrollments at the remaining campuses were 5,023 at Northwest Campus, 4,314 at the Community Campus, and 3,851 at the Desert Vista Campus.
- In addition to the campuses, the Public Safety and Emergency Services Institute had 232 students.

- PCC is classified by the U.S. Department of Education as an Hispanic-Serving Institution. Of the 26,613 students who indicated an ethnicity/race, 41.2 percent, 10,959 were Hispanic/Latino. An additional 858, 3.2 percent of the students indicated Two or More Races. The remaining reported data show that Whites were 11,965, 45.0 percent of the enrollment, Black or African-American were 1,217, 4.6 percent, Asian were 887, 3.3 percent, American Indian or Alaskan Native were 638, 2.4 percent and Native Hawaiian or Pacific Islander were 89, 0.3 percent. The Desert Vista Campus had the largest percentage of enrollment of Hispanic/Latinos at 67.0 percent.

- 25,998 students enrolled reported their gender, and of those 14,205, 54.6 percent were female and 11,793, 45.4 percent were male, 1,106 students did not report their gender.

- PCC offers many different instructional delivery methods to meet the needs of its students. Of all the students registered for credit classes on the fall 2013 census date, 76.2 percent (20,643) were enrolled in at least one traditional course and 27.5 percent (7,457) were enrolled in at least one online course.

- The demographic characteristics of our student population are reported in each term, including gender, ethnicity, age, education level, attendance method and more. Characteristics reports for the most recent fall term are on the College's public webpage.

The profile of students enrolled in Adult Education and Center for Training and Development classes during fiscal year 2013 was:

- There were 5,899 students enrolled in Adult Education (AE) and 191 students in credit enrollment in the Center for Training and Development (CTD) during FY 2013.

- For Adult Education, 41 percent of those students were male and 59 percent were female.

- For CTD, 23 percent were male and 77 percent were female.

- The ethnicity breakdown for Adult Education is 63 percent Hispanic/Latino, 17 percent White, 9 percent Black or African-American, 8 percent Asian and 3 percent Native Indian/Alaskan Native.

- For CTD, 42 percent Hispanic/Latino, 37 percent White, 9 percent Black or African-American, 6 percent Native Indian/Alaskan Native, 3 percent Asian and 2 percent Two or More Races.

Employee Profile

The profile of employees is as follows:

- The College employs 363 full-time faculty members, including 338 instructional faculty and 25 educational support faculty (counselors and librarians), and 951 adjunct instructors.

- The number of administrators: 52.

- The number of full-time staff positions: 946.

Budget

Pima County Community College District's annual external financial audit is conducted by the State of Arizona Office of the Auditor General at the close of each fiscal year. The current Independent Auditors' Report, dated December 13, 2013, is published in the Financial Section of

the Comprehensive Annual Financial Report (CAFR) for Fiscal Year Ended June 30, 2013, which is available to the public on the College's website.

The College maintains its accounts in accordance with generally accepted accounting principles of fund accounting for public higher education and the uniform system of accounting and financial reporting promulgated by the State of Arizona Office of the Auditor General.

In addition to the annual audit, the institution is subject to periodic evaluation by financial rating auxiliary enterprises organizations and currently enjoys excellent bond ratings from both Moody's Investor's Service (Aa1) and Standard and Poor's (AA). Both of these ratings were affirmed in 2013. The College's management of its debt and strong financial position contribute to these ratings.

Pima Community College makes allocations and expends funds in accordance with state law through an annual budgeting process. Oversight and direction are provided through the Pima Community College Board of Governors. For the fiscal year ended June 30, 2014, approximately 61 percent of the College's operating budget (general and designated funds) was allocated to support instruction and academic support services at the campus level. The remaining 39 percent was allocated to institutional support. The College receives funds from property taxes levied on county residents, state appropriations, and from tuition, fees, grants, contracts, investment income, and gifts. Income is also generated through the operation of auxiliary enterprises.

Criterion Five includes details on the College's resource, budgeting, and strategic planning processes, and how the College has responded to cuts in appropriations from the State of Arizona.

The Self-Study Organizational Structure and Process at PCC

The Self-Study process was designed to be inclusive, transparent and comprehensive. The Provost's Office led and provided oversight of the Self-Study process. The organizational structure included: the HLC Project Management Team; the Accreditation Work Group; 14 committees representing all areas to be studied; the Steering Committee; and Fast Action Teams, see Figure 1.1. Over 300 College employees, students, and community members participated in the process.

HLC Project Management Team

The Project Management Team (PMT), the major decision-making body for the Self-Study Report, consisted of the Provost, Vice Provost, the Senior Assistant to the Provost, the Acting Vice Chancellor of Institutional Advancement, the Assistant Vice Chancellor of Planning and Institutional Research, the Advanced Program Manager in the Provost's Office, the Government Relations Advanced Analyst, the Executive Assistant in Finance and Administration and the Lead Writer of the Self-Study Report. The PMT met daily for several months to develop processes, evaluate progress, and determine immediate and future planning.

Throughout the Self-Study process, the role of the HLC Project Management Team was to:

- review and analyze the evidence identified and gathered by the 14 HLC committees

- determine, administer and analyze survey instruments and results

- build College-wide enthusiasm for and knowledge about the Self-Study through workshops for employees, written communication on progress to students, faculty, staff, administrators and the external community, and monthly updates to the Board of Governors

- communicate relevant information to and from the 14 HLC committees, Fast Action Teams, Work Group and Steering Committee

- outline the Self-Study structure, process and report

- review and revise drafts of the Self-Study Report

Accreditation Work Group

This group, comprising 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 14 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 Monitoring Report; Follow-Up to SLO Monitoring Report; Multi-Campus; Probation; Archive; and Writing. Committee members were PCC full-time 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 an accreditation committee; a committee liaison (Work Group) member; one administrative sponsor (to provide resources needed to carry out the committee charge); a Self-Study writer; and an archivist. Over 300 volunteers served 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

- If identified as a "green" zone, the criterion or topic was considered to be in compliance and evidence gathering was complete

- If identified as a "yellow" zone, the criterion or topic was considered to be in compliance at a minimal level and required a plan for improvement

- If identified as a "red" zone, the criterion or topic was brought forward to the HLC Project Management Team to develop a plan for meeting the standard

Steering Committee

Each of the 14 committees elected co-chairs to serve on the Steering Committee. Other members of this group also consisted of members of the Accreditation Work 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 occurred across committees that were addressing similar issues. It also assessed the overall progress being made in meeting the Self-Study timelines.

Fast Action Teams

Once "red zone" topics were identified the Project Management Team and the Work 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. Probation Sanction items were addressed in the same way.

Organizational Structure for the Self-Study:

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                    │  HLC Project Management Team     │
                    │       (Decision-Making)          │
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        │                           │                           │
┌───────────────┐      ┌─────────────────────────┐      ┌───────────────┐
│ Accreditation │      │   Steering Committee    │      │  Fast Action  │
│ Working Group │      │ (Communication between  │      │     Teams     │
│(Decision-     │      │  Decision-Making and    │      │               │
│  Making)      │      │  Self-Study Committees) │      │               │
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                                    │
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                       │      14 Committees       │
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Figure 1.1: Committee structure in the Self-Study process

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 Work Group to determine their status. If the component was determined as a "red zone," a Fast Action Team was identified, see Figure 1.2.
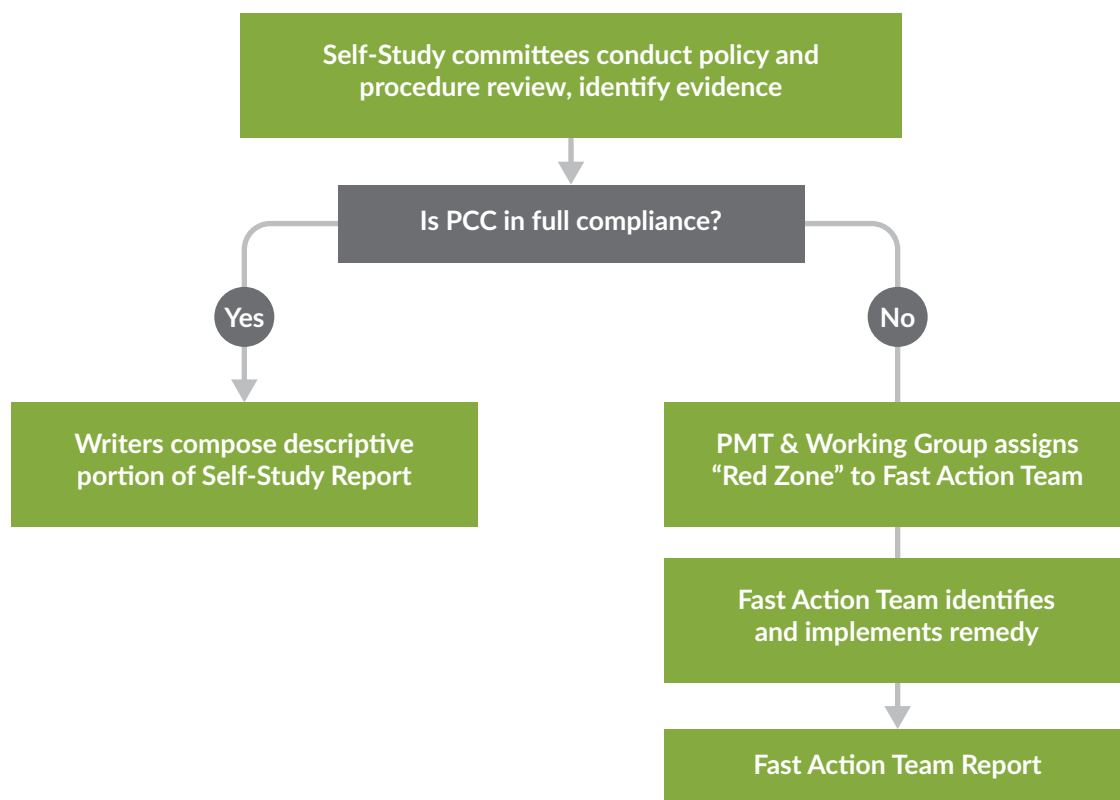
Figure 1.2: Process chart for "red zone" and Fast Action Teams

Criterion for Accreditation Process

During fall 2013, the members of the five Criterion committees 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 the results to the PMT and Accreditation Work 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, see Figure 1.3. Their reports included a summary of their findings, charts or graphs as proof, and a recommended plan for continuous improvement as needed.
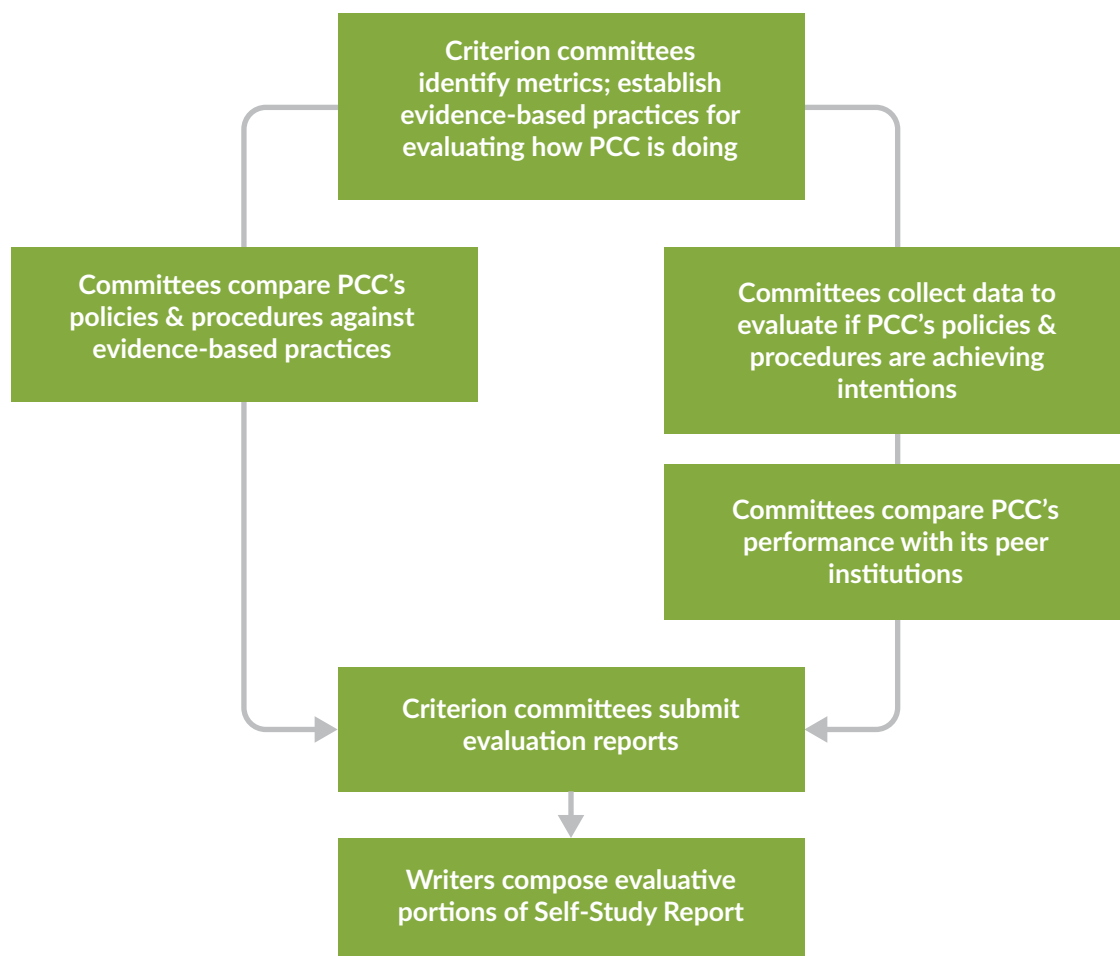
Figure 1.3: Process chart for criterion committee evaluative reports

Ongoing Changes at the College

This Self-Study Report represents the status of the College and the most recent documentation effective July 2014. The electronic resources linked from this document were applicable at the time this report was prepared. However, the College is continuing to evolve. A website is being created this fall that lists updates demonstrating changes that have occurred since the Self-Study was submitted.

Principal Sources of Data for the Self-Study Process

Since the 2010 HLC reaccreditation visit, the College has added the following benchmarking projects:

Community College Survey of Student Engagement (CCSSE): The Community College Survey of Student Engagement provides college-specific data, including benchmark comparisons between PCC, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement, as well as CCSSE special-focus items on promising educational practices.

Community College Faculty Survey of Student Engagement (CCFSSE): The Community College Faculty Survey of Student Engagement, designed as a companion survey to CCSSE, elicits information from full- and part-time faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences.

Survey of Entering Student Engagement (SENSE): The Survey of Entering Student Engagement benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.

CCSSE, CCFSSE and SENSE have been administered twice, first in the 2011 academic year and most recently in the 2014 academic year for CCSSE and CCFSSE and 2013 for SENSE. Results from 2011 and 2013 have been posted online, and a full roll-out of the results is underway and will be timed to coincide with the release of the 2014 findings. In addition, these results have informed the Self-Study process and enabled the institution to better understand performance in areas related to student engagement. Results from these surveys are included through the Self-Study Report.

PCC Results:

- CCSSE Key Findings: 2011
- SENSE Key Findings: 2011 | 2013
- CCFSSE Summary Tables: 2011
- CCFSSE Promising Practices: 2011

Noel-Levitz Employee Satisfaction Survey: In November and December of 2013, PCC administered the Noel-Levitz Employee Satisfaction Survey as part of an initiative to strengthen the level of constructive employee engagement by addressing a number of important areas, including the mission. It included comprehensive questions, provided benchmarking opportunities, and assessed employee opinions on the importance of statements as well as their satisfaction with the implementation, using a 5-point Likert scale where 5 is "very satisfied" and 1 is "not satisfied at all" for Pima Community College and a comparison group of institutions.

Community Perceptions Survey: In April 2014, PCC enlisted FMR Associates to conduct a Community Perceptions Survey to "assess attitudes and opinions related to the awareness, imaging and perceptions of Pima Community College among adult residents of Pima County, Arizona." The 500 participants were asked questions about their perceptions of higher education, the College's community profile, programs, administration, quality of degrees, and ease of credit transfer to a four-year institution.

ETS Proficiency Profile: The ETS Proficiency Profile is an exam intended to measure general education outcomes at institutions of higher education. The test is specifically intended to measure four skill areas: critical thinking, reading, writing and mathematics. This tool represents a new way to understand the College's success in general education. The College piloted the ETS Proficiency Profile in 2012, and did a full implementation in 2014. The findings from 2012 were used in the student learning outcomes monitoring report activities, as described elsewhere in this report.

Voluntary Framework of Accountability (VFA): The Voluntary Framework of Accountability (VFA) gives specific metrics that assess how community colleges are doing in areas such as student progress and achievement, implementation of career and technical education programs, and transparency in reporting outcomes. Pima Community College served as a pilot institution for the VFA between late 2010 and 2011, and continues to participate in the study. The most recent metrics were submitted in June 2014. As a pilot site, institutional research staff participated in discussions with the other pilot colleges to refine metrics. Building upon this effort, Arizona community college presidents and chancellors developed an in-state set of metrics termed the 2020 Vision. These metrics are primarily derived from the VFA, with some minor differences to ensure they are meaningful to the Arizona community colleges. Pima Community College submitted metrics to the consultant overseeing the project in May 2014, and comparison data with the other state colleges will be used to identify areas for improvement. On July 9, 2014 a presentation was given to the Board of Governors on the VFA and 2020 Vision metrics. The new comparison data for the state will be released by the consultant in August.

Graduate Report: Each year, the Office of Planning and Institutional Research (PIR) prepares a graduate report, which includes information on the number of graduating students, the awards that were received, information by gender and race/ethnicity, and longitudinal trends by award for the five most recent years. This report is updated each year and posted to the Student Reports web page. The report includes awards from the Center for Training and Development, as well as credit certificates and degrees.

Graduate Exit Survey: In addition, each year PIR administers the Graduate Exit Survey. Results from the survey are posted to the Student Reports web page when available. The survey includes a range of categories, including: program area and program objectives, college-level learning outcomes, the Pima experience, employment, and overall educational experience. It is being modified for the 2014-2015 administration to include questions that relate to the new general education outcomes described under subcomponent 4.B.1. The survey is sent out to potential graduates via their College email addresses several weeks before the end of each semester.

Other Student Reports: Each semester, PIR prepares reports which are posted to the public website, including reports on student age, education level, gender, race/ethnicity and residency. In addition, the reporting addresses enrollment in classes as a function of course classification, day of week, whether the class is considered general education or not, instructional delivery method and time of day (including daytime, evening, weekend and distance education). All of the reports are prepared by campus, as well as for the full district and data for the three most recent semesters are posted online.

Response to the Higher Learning Commission Monitoring and Probation Findings

Response to the Higher Learning Commission Monitoring and Probation Findings

The Higher Learning Commission's Probation Sanction Letter of April 16, 2013 informed Pima Community College that it had been placed on probation for findings of non-compliance with three core components within two Criteria for Accreditation and nonconformity with two Assumed Practices:

- **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.

- **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.

While not grounds for probation, the Commission also admonished the College for changing its admissions policy without properly consulting its internal or external constituencies. Thus, the Higher Learning Commission expressed concern that the College was in danger of not complying with Criterion One:

- **Criterion One, Core Component 1.A,** The institution's mission is broadly understood within the institution and it guides its operations.

Pima Community College has worked to enact the operational and institutional changes necessary to remedy the issues that led to the Probation Sanction, monitoring, and the admonition of a change to admissions. The College drew on subject matter experts from the departments of Finance, Human Resources, and Planning and Institutional Research. The Offices of the Provost and Chancellor were engaged in working on admissions policy changes and governance issues. The following chapter summarizes the work of these units. More details on their research, analysis, and activities can be found in the individual department reports: Finance, Human Resources, and the Office of the Chancellor.

The following chapter includes language drawn directly from the HLC's Probation Sanction Letter that is listed as "HLC Finding." These findings are followed by description of the remedies the College has undertaken to comply with the Criteria for Accreditation and conform with the Assumed Practices.

HLC 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."

HLC Finding: By failing to follow its policies on fair bidding for institutional contracts the College did not operate with integrity. The fact-finding team found that members of the senior leadership of the College followed the former Chancellor's instructions to form these contracts without questioning the lack of fair bidding or insisting that College policy be followed.

HLC Finding: The Arizona Auditor General's recent financial audit of the institution also identified concerns with financial management. In addition to the contracted services under review by this team, the Auditor General found "significant deficiencies" in the institution's financial controls.

In its April 2013 Probation Sanction Letter, the Higher Learning Commission fact-finding team cited deficiencies in financial management and oversight, specifically in regards to issuing institutional contracts, as evidence that the College was 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. The HLC 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. Subsequently, the Auditor General determined that the College's procedures for awarding non-competitive agreements were 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.

The College partnered with the Auditor Generals' 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: Contracts, revised March 2013, and the College Purchasing Manual, revised September 2013. 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 align with the Arizona state requirements for sole-source contracting (State Procurement Code ARS 41-2536). In addition, the College conducted enhanced training on the revised purchasing procedures for staff and administrators involved in the purchasing process.

The training highlighted the importance of following competitive processes, described the options involved, and emphasized the need to provide sufficient information when creating requisitions. This training occurred between June and October 2013. Training on contracts and purchasing policies was also provided to the Board of Governors on July 25, 2012 and September 14, 2013. There were no purchasing- or contracts-related findings or repeat findings noted in the Report on Internal Control and Compliance for FY 2013, indicating that the Office of the Auditor General concluded that the College had satisfactorily strengthened its purchasing controls.

HLC Finding: The Board of Governors appears to have no processes in place to adequately oversee these financial practices.

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 2013, the monthly financial reports were revised to make them more informative and easier to understand. The new reports, which include definitions of accounting terms appearing in the report and additional charts for both revenues and expenses, were introduced at the September meeting of the Board of Governors. The video of the September 18th presentation is available at the 1:47:00 mark of the meeting. Furthermore, additional financial-related content has been added to the College website on a number of webpages including the Board Meeting Video & Presentations webpage, Financial Reports, Finance, and Budget webpages.

In addition to discussions at their regular meetings, the Board has also received training at special meetings or work sessions. A presentation on contracting was presented at a special meeting on July 25, 2012. This presentation discussed types of agreements, how procurement contracts are awarded, areas of exposure, and what the College is doing to bolster and ensure compliance. The Chief Financial Officer and the Director of Internal Audit presented on purchasing policies and procedures at a special meeting on September 14, 2013. This presentation focused on Board policies and College procedures related to purchasing and included a detailed discussion of the College's purchasing manual. The discussion also addressed areas of risk and described the College's methods of internal control and compliance. At a retreat facilitated by the Association of Community College Trustees (ACCT) in September of 2013, the Board also received training on how to oversee policies on fair bidding and financial practices effectively.

HLC Finding: The fact-finding team found that the processes by which administrators are hired, terminated, or reassigned are not clearly stated and are not understood by the institution's personnel.

The Higher Learning Commission fact-finding 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 revised SPG-4201/BA: Filling Authorized, Vacant Regular Positions to emphasize that a job-related and defensible process must be used to fill vacancies. The SPG requires a recruitment request form and a business-case justification when positions are filled using interim, direct appointments, and reassignments. Acceptable business-case justifications include safety and security, program accreditation, academic or operational immediate need. Positions that are filled using interim, direct appointments, and reassignments must be approved by the Chief Human Resources Officer before being forwarded to the Chancellor for approval, and direct appointments must be reported to the Board of Governors. The business-case justification, required approvals, and Board notice provide a system of checks and balances meant to mitigate excessive movement. On June

25, 2014, the Board approved the 2014/2015 employee Personnel Policy Statements, which included revisions that aligned them with SPG-4201/BA.

The College began providing professional development for staff and administrators involved in the hiring process beginning in January 2013. Faculty also received training in the hiring process in fall 2013 in association with modifications to the faculty hiring process meant to increase campus involvement and reduce time to hire. Improvements to the hiring process will continue to be supported through ongoing training for hiring managers and employees on SPG-4201/BA and the development of a Career Advancement webpage which will serve as a resource for the College.

In addition to the revising SPG-4201/BA, the College has also increased the transparency of administrative hiring decisions and created greater opportunities for College-wide involvement in the recruitment process. For example, the recruitment and selection activities for the three Campus President vacancies in Spring 2014 included College-wide committee interviews, campus-specific committee interviews and a final interview with Chancellor Lambert. Following the interviews with the Provost and President candidates, the Chancellor met with the respective selection committees to hear their feedback and reach consensus on which candidates to complete final background checks. He also met with the committee after the background checks to share what was learned, and to decide who would be offered the respective positions. PCC has also hosted candidate forums, tours, and informal meet-and-greets, and meetings with Campus cabinets and Chancellor's Cabinet. Employees, students, and community members were also invited to attend forums for the positions of Provost and Presidents and Vice Presidents at various campuses. For those who could not attend, the sessions were recorded and videos were posted online. Feedback forms were made available for comments.

The College has also clarified its expectations for administrators and the criteria against which they will be evaluated. Chancellor Lambert's goals include restoring "professionalism and confidence in the leadership of the College." This major goal includes two subordinate goals of working with "Chancellor's Cabinet on leadership expectations and competencies no later than fall 2013" and working with "campus and district administrative leadership groups (including Directors and Advanced Program Managers) on leadership expectations and competencies no later than fall 2013." This work has resulted in the Expectations for Successful Leadership, which focus on Open and Honest Communication, Fair, Reasonable and Consistent Policies, Procedures, Practices and Processes, Informed Decision-making and Planning, Accountability, and Leadership and Management. In fall 2013, the College administered a leadership survey to gauge baseline employee perceptions of administrative job performance in these areas. The survey results will be used to inform future leadership assessments, and administrative performance evaluations were based on the Expectations during fall 2013.

HLC Finding: Many policies, including the sexual harassment policy, have not been updated for more than a decade.

The Higher Learning Commission site-visit team observed that many College policies had not been updated in over a decade. The College has since begun a comprehensive review and revision of all Board Policies, Regulations, and Standard Practice Guides. The policies have been grouped into functional areas and assigned to the appropriate College units who have been asked to revise, delete, or combine them as needed. These units have also been tasked with identifying circumstances that require the creation of new Board Policies. In May 2014, the Board of Governors began receiving monthly updates at public meetings on the progress related to this ongoing review and revision.

HLC Finding: Senior administrators do not appear to have enforced and applied institutional policies consistently and uniformly.

As indicated above, administrators will now be evaluated on their application of "Fair, Reasonable and Consistent Policies, Procedures, Practices and Processes" as part of Chancellor Lambert's Expectations for Successful Leadership. These changed expectations have been accompanied by training to ensure that all administrators are thoroughly acquainted with PCC's policies and procedures. A special training session was held on July 2, 2014 specifically for administrators, Directors, and Advanced Program Managers to review policy and procedure updates. The campus presidents held a retreat in June of 2014 where they developed an orientation program for new campus presidents that will include a primer on college policies, regulations, standard practice guides and other policy documents. This orientation can be modified for all new administrators.

HLC Finding: The College has not operated with integrity in that it failed to conduct a timely investigation of numerous serious allegations related to the former Chancellor and his conduct. The fact-finding team found that the institution's Board of Governors failed to conduct a prompt serious investigation or otherwise take timely action when it was aware of serious allegations against its Chancellor related to his behavior toward the institution's employees.

As described in the Assumed Practices Monitoring Report, PCC's Board of Governors did not investigate the complaints it received about former Chancellor Flores' abrasive managerial style or claims that he sexually harassed several women during his tenure at PCC. The Board's inaction appears to have been the result of a number of factors. At the time the complaints were received, Board members did not share a clear understanding of how the Chancellor should behave. Furthermore, when these complaints were lodged, the Board's complaint handling process required members to refer complaints to the Chief Executive Officer. This protocol created an obvious conflict of interest when complaints were filed against the CEO himself. Finally, many of the complaints were filed anonymously, and in the absence of a robust complaint-handling process, Board members failed to thoroughly investigate them. To remedy these deficiencies, PCC has adopted a Chancellor Evaluation Process that clearly defines what it expects from its CEO. It has provided sexual harassment training for its Board and employees, and it has revised its protocols for investigating complaints to prevent conflicts of interest that might hinder an impartial investigation of the facts surrounding a complaint.

Adopted in April 2014, BP-1103: Delegation of Authority to the Chancellor requires the Board to evaluate the Chancellor annually and identifies two key sources of information it will use when doing so. At a minimum, the Board will consider "Input from the Chancellor" and "Input from College employees, students, and members of the public." Using this information,the Board will then evaluate the Chancellor's performance during the previous 12 months using a set of clearly articulated criteria. These criteria are derived from the ACCT's proprietary Chancellor Performance Appraisal and ask the Board to evaluate the CEO's leadership of the District, his relation to people external to the College, his management of the budget, and his personal qualities. The Chancellor's evaluation will also appraise how well he has accomplished the annual goals he has set for himself. Upon completing the evaluation, the Board will publish a summary that provides the College community with a basic understanding of the process. The summary for this year's evaluation is expected to be approved at the August Board meeting. By adopting these measures, PCC has clarified what it expects from its CEO and created a process that the Board of Governors will use to to fairly judge him. Chancellor Lambert shared a draft of his self-evaluation addressing the Chancellor Goals and Objectives with the Board during its May executive session. The final self-evaluation was presented to the Board at its July regular meeting during executive

session, and a presentation was made to the Board in open meeting regarding Goals and Objectives.

Chancellor Lambert presented a sexual harassment awareness workshop to College administrative leadership and the Board of Governors on April 15, 2014. The training defined sexual harassment, described the pertinent College policies, and clarified the College's expectations for preventing and reporting sexual harassment. In May 2014, the Human Resources Department conducted further training on all campuses for supervisors and managers. In addition, all administrators and supervisors were required to participate in sexual harassment training in June 2014 held at campuses, the District Office, and Maintenance and Security. These trainings included a two-hour workshop, followed by a quiz to test participants on their knowledge of the material, and an evaluative survey that asked participants to rate the workshop's effectiveness. Beginning June 2, 2014, all new college employees will receive sexual harassment training as a part of their new hire training.

PCC has revised its policies for handling complaints against senior administrators and members of the Board to prevent conflicts of interest during their investigation. The Board of Governors revised its bylaws so that neither Board members nor the Chancellor are charged with investigating complaints against themselves. The new Article XII, Response to Complaints, divides complaints into three different types: complaints of a general nature, complaints about the Chancellor, and complaints about Board members. If Board members receive complaints of a general nature, they urge the person lodging the complaint to avail himself of existing College procedures before they refer the complaint to the Chancellor. If they receive a complaint against the Chancellor, they notify the Board Chair and College legal counsel, who then notifies all Board members. College legal counsel and the Board evaluate the complaint's validity before identifying the best means for conducting an unbiased fact-finding investigation. If members receive a complaint about another Board member, they notify the Board Chair, the Chancellor, and College legal counsel. The Board member against whom the complaint is filed is prohibited from participating in the the complaint's investigation "except as required to provide due process to the Board member." As a further measure for preventing conflicts of interest , the protocols for complaints against both the Chancellor and Board members include provisions allowing for the enlistment of "outside professional services" as one option for conducting an unbiased fact-finding investigation.

The College divided Section 5.2 of SPG-1501/AA: Procedure for Complaints of Discrimination, Harassment and Retaliation into three sections that define separate processes for handling complaints against the Chancellor, Executive Administrators, and the EEO/AA/ADA Officer to prevent conflicts of interest in complaint investigations. Complaints of discrimination, harassment, and retaliation against the Chancellor will be conducted by an "independent third-party reviewer who shall report the results to the Board and the College's Attorney." Finally, the College also revised provisions of Common Policy related to investigations of the Chancellor to prevent conflicts of interest. Prior to the revision, the College's General Counsel conducted investigations of the Chancellor. This arrangement created a circular chain of authority, since the General Counsel reports back to the Chancellor. In January 2014, the College revised this practice so that investigations of the Chancellor are now led by outside legal counsel hired by the College. The College updated Common Policy Section V Code of Conduct/Discipline to reflect this change.

HLC 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."

HLC Finding: The College did not engage appropriately or collaboratively with faculty and administration when it failed to engage those constituencies meaningfully as it changed its admissions policies over public opposition; this failure was in regard to an important institutional decision with a clear effect on academic programs. Senior administrators had used administrative protocols to curtail discussion among the College's constituents regarding the proposed policy change.

The Higher Learning Commission fact-finding 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 and which were met by clear public opposition. To better ensure that its deliberative processes are informed by the perspectives of internal constituencies, PCC revised its governance policy (BP-1401: Governance) in March 2014 following a nearly year-long process of benchmarking and seeking input from internal and external constituencies.

After defining the scope of both the Board's and the Chancellor's duties, BP-1401 articulates a set of underlying beliefs held by the Board:

- 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.

These beliefs inform the College Governance Council, which consists of three students, three faculty, three staff, and three administrators, who will be consulted on issues that impact the College and its ability to fulfill its mission. The Council 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. The council will be evaluated annually and modified if necessary.

HLC Finding: The College's Board of Governors had not engaged in regular review and updating of the College's financial and personnel policies and had not taken steps to ensure that policies and procedures the in effect is such areas as contracting and sexual harassment were appropriately followed at all levels. Moreover, the College's Board of Governors had not routinely revised and updated its own policies and procedures and lacked a robust committee structure to provide oversight of human resources or other functional areas of the College.

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 Association

of Community College Trustees (ACCT) was hired to train the Board on strategies for reviewing Board policies and procedures. This training occurred in September 2013 and included overviews of financial policies and procedures, the student and employee complaint process, and sexual harassment policies and reporting requirements. ACCT representatives also discussed the risks associated with contracting and procurement processes, and the shortcomings of current processes, and they recommended improvements to address issues and concerns. As noted in the section describing its efforts to comply with Core Component 2.A, the College has begun a comprehensive review of all College Policies, Regulations and Standard Practice Guides, and the Board receives monthly updates on the review's progress.

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. In further consultation with ACCT, the Board reviewed its bylaws to determine how to align them with the best practices of peer institutions. The Board revised all 12 Bylaws at its November 19, 2013 Study Session and approved them at the December 11, 2013 Special Meeting, with additional revisions approved at the February 4, 2014 meeting. To keep the bylaws current and aligned with other College policies and practices, the Board of Governors added a provision to Article IX mandating that bylaws be reviewed every three years or more frequently if needed.

To provide additional oversight and monitoring of the College's financial, audit, and investment related performance, policies, and procedures, the Board of Governors authorized a Finance and Audit Committee along with the respective Committee Charter at the November 13, 2013 regular Board meeting, item 19. The committee is made up of two members of the Board of Governors and five to eight community representatives. The committee members were appointed at a May 14, 2014 Board of Governors' meeting, and they held their first regular, meeting on July 1, 2014. In addition to the Finance and Audit Committee, the Board has also created a Human Resources Advisory Team consisting of two members of the Board of Governors, the Vice Chancellor for Human Resources, the Assistant Vice Chancellor to the Chancellor, and the College's General Counsel. Since June 2014, the group has been meeting regularly to review the performance of Human Resources.

HLC Finding: The fact-finding team noted a culture of fear and retribution that pervaded the administration of the College.

A group of Pima Community College staff, faculty, and administrators created the College Culture Work Group in Spring 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 Work Group hosted several meetings, forums, and workshops facilitated by a local non-profit group, the Center for Community Dialogue, to construct 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 2013. It recommended the following:

- 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.

As indicated above, the College has adopted and published a set of Expectations for Successful Leadership.

To gain further insight into the College climate, PCC contracted with Noel-Levitz to conduct a Employee Satisfaction Survey. The College received the survey results in February 2014. In May 2014 Chancellor Lambert established the Institutional Climate Work Group, and appointed two College administrators, the East Campus President, and the Vice Chancellor of Facilities to the lead the group. The charge was to lay the groundwork for the creation of an Institutional Climate Committee (ICC) to address the results of the Noel-Levitz Employee Satisfaction survey. The Work Group consisted of 10 College employees, representing administrators, faculty, adjunct faculty, and staff. The Work Group met four times in May (meeting minutes), concluded their work on July 18, 2014. Final recommendations will be provided to the Chancellor in early August. Catherine Tornbom, a manager from Tucson's Our Family Services Center for Community Dialogue, facilitated the meetings. The tasks included creating a vision statement, determining the structure needed to implement the vision, and identifying the elements used to implement the structure. At the third meeting, the Work Group focused on data compiled from the ICS, which revealed 13 significant statistical data points as related to results from a comparison group. Results are also pending from the most recent administrations of the engagement surveys, CCSSE and CCFSSE, which may be incorporated into the ICC's work.

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 have 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 2013. This document became the foundation of the College's strategic planning efforts and, in addition to including elements recommended by the aforementioned College Culture Work Group, the Chancellor's Goals, Objectives, and Timelines directly address many of the shortcomings documented by the HLC fact-finding team.

HLC Finding: Finally the fact-finding team, as previously noted, found that the Board of Governors did not act with regard to the former Chancellor after it had become aware of allegations of misconduct. These findings further indicate a situation in which the College failed to have effective structures for consultation and collaboration and failed to exercise leadership effectively.

The remedies that the College has implemented to address this finding are described above in the response to similar findings in relation to Core Component 2.A.

HLC Finding: The College is out of compliance with Criterion Five, Core Component 5.C, "the institution engages in systematic and integrated planning."

HLC Finding: The College has not engaged in systematic and integrated planning. The College's use of interim and acting administrative leaders and constant turnover in administrative positions led to reports from senior administrators during the fact-finding visit of discontinuity in meeting institutional goals. This administrative instability appears to have made it difficult for the College to engage in the systematic and integrated planning activities required by this Criterion.

The remedies that the College has instituted to address this finding are discussed in the section of 2.A devoted to the revised policies and procedures meant to rationalize the processes for hiring, transferring, and firing its administrators.

HLC Finding: The fact-finding team noted that the culture of fear and retribution further limited the institution's ability to engage internal and external constituencies in systematic planning. Key stakeholders were not sufficiently involved in the discussion or evaluation of the change in mission and degrees offered.

In response to the HLC findings and in alignment with Chancellor Lambert's goals and objectives, the College has adopted a new strategic planning process that solicits input from both internal and external constituencies. 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 18-20 possible priorities in alignment with local, state, national, and global initiatives for consideration and inclusion in the strategic plan.

A Futures Conference for internal and external College constituents was held on February 18, 2014 to consider which priorities should be included in the strategic plan. Attendees of the Futures Conference included students, College employees, 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 (see Mar. 25 and Mar. 26 transcripts). This committee includes approximately 70 individuals including College students, administrators, faculty and staff as well as community members. This committee reviewed 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 directions are:

- Reaffirm HLC accreditation and fully commit to the HLC guiding values

- Improve access and student success

- Foster partnerships to strengthen educational opportunities in response to community needs

- Improve responsiveness to the needs of business community and economic development opportunities

- Increase diversity, inclusion, and global education

- Develop a culture of organizational learning, employee accountability and employee development

The draft district-wide Strategic Plan was posted to the PCC website for comment on May 8 and the College Strategic Plan 2014-2017 went 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 which 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.

HLC 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."

HLC Finding: The fact-finding team found that the College did not respond to allegations and complaints about the former Chancellor in a timely manner and following appropriate and up-to-date policies and procedure.

Complaints and Grievances Against the Chancellor, members of the Board and certain Executive-level Administrators

PCC's revised processes for handling Complaints against the Chancellor are addressed in the sections describing the remedies to bring the College into compliance with Core Component 2.A.

Board of Governors 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. Since the Monitoring Report was published, members of the Governing Board have participated in a comprehensive regimen of professional development to enhance their knowledge and understanding of a number of topics related to their duties. These include training on sexual harassment, the HLC's Assumed Practices and many others.

PCC contracted the Association of Community College Trustees (ACCT) to train the Board on a variety of topics. These topics include: roles and responsibility, appropriate oversight and accountability, Board-Chancellor partnership, and avoiding micromanagement. The training and development program 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. The ACCT committed to examine Board policies for completeness, currency, and appropriateness, and pinpoint areas where the policies need improvement. The policy and procedures review includes an updated version of the Board's Code of Ethics.

At a Governing Board Retreat organized by the ACCT and held in September 2013, the College's General Counsel, facilitated a two-hour session that reviewed sexual harassment policies and processes. He defined sexual harassment and described the protocols for reporting sexual harassment complaints. An ACCT representative and PCC administrators led the training, which covered:

- Presidential Evaluation Process
- Board Self-Assessment Process
- Effective Public and Community Engagement
- Shared Governance
- Mission/Core Indicators/Mission Fulfillment
- Public Notice Process
- Grievance Policy/Process (Board role/appeal)
- Sexual Harassment Policy/Process
- Procurement Process

Members of the Board have supplemented this training by attending national conferences. On October 2-5, 2013, they attended the ACCT Leadership Congress '13 in Seattle. Board members attended sessions that ranged from effective board governance policy, to measuring accountability, to Workforce Development needs and partnerships, to strategies for student success and completion. The Board also attended the ACCT Legislative Summit in Washington, D.C. on February 10-14, 2014. Board members attended sessions including Community College Priorities and the Department of Education TRiO Meetings. They also met with individual members of Congress.

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

The Monitoring Report identified deficiencies in PCC's complaint handling processes for students, employees, and community members. The College has reviewed and aligned all policies and procedures related to complaints and grievances made by students, staff, and the community and aligned all of its complaint and grievances processes including process terminology and reviewed EEO/Affirmative Action. PCC has revised its complaint procedure. Finally, the three groups collected feedback from students, staff, and faculty and developed a widespread communication plan to provide information on the new processes.

Complaints Against the Chancellor

PCC's revised procedures for filing complaints against the Chancellor, members of the Board of Governors, and certain senior level administrators are described in the remedies undertaken to comply with Core Component 2.A.

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 different types of complaints. As explained in the "Recent Improvements" section 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.

A sub-group of the Complaints and Grievances Oversight (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 detailed the results of the Student Complaint Processes Feedback Form survey. The sub-group recommended the process be changed so that students could lodge an informal complaint. It also 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 in the Monitoring Report and incorporated them into the holistic complaints process, revising the student complaint and grievance process to include use of the ethics and complaint hotline for general complaints.

Employee Grievances

The Ad Hoc Grievances Working Group was charged with revising Section VI. Grievance Procedure of the Personnel Policy Statement for College Employees 2013/2014. The Chancellor's Cabinet approved the revised Grievance Procedure on April 1, 2014. The revised Grievance Procedure applies to all regular faculty, classified employees and administrators and has clear steps, is 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." The Grievance Procedure was incorporated into the Personnel Policy Statement for College Employees 2014/2015, which was approved by the Board of Governors on June 25, 2014.

Complaint and Grievance Intake and Resolution Process — All Constituents

Following a review of best practices and existing College procedures, PCC developed a consistent procedure for receiving and handling complaints and grievances from all constituent groups. The process includes three key components: a centralized database, an independent centralized office, and external investigative assistance.

To lay the groundwork for developing the three key components, the teams clarified the definitions of key terms. For example, "formal" and "informal" were reviewed to ensure that they are used consistently throughout all College complaints and grievances processes. The definitions of complaints and grievances were also both reviewed and clarified. The CGO team was charged with defining a complaint. Unlike grievances, complaints are defined as "a request for the resolution of a problem, conflict, concern, or issue that negatively impacts students, employees, the community and/or the College." Examples may include, but are not limited to:

- For employees: professional relationships; 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 or compliance with policy or laws, operations, or processes. This includes concerns from, and regarding, College vendors.

PCC has developed a uniform process for receiving and resolving all complaints and grievances that relies upon three key components.The first component is EthicsPoint, a confidential, third-party reporting tool that allows concerns and complaints to be submitted anonymously via phone or online. The College has used EthicsPoint for employees since September 2012, and the CGO Team determined that it worked equally well for receiving complaints from both community members and students. The College has purchased an upgraded version of the EthicsPoint that allows employees, students, and community members to submit complaints. The upgrade will be fully completed in September 2014. In the meantime, the existing version of the EthicsPoint portal is available for all constituency groups and tracking and trending are also still available. After reviewing its current processes for complaint handling, PCC decided that the Office of Internal Audit should field, triage and address EthicsPoint feedback.

The second component of the overall complaint and grievance process is an independent office that oversees and tracks complaints, grievances and feedback from all constituent groups. In April 2014, the College created the Office of Dispute Resolution to address complaints and grievances from students, employees, and the community. This office is responsible for the intake, triage, investigation, tracking and analysis of complaints and grievances, as well as the identification of process improvements. The office reports to the Office of Internal Audit, which provides objective appraisal of College operations, including programs, finances and governance. The internal auditor has direct access to College policies, procedures, and data, in addition to the Chancellor, Board of Governors, and College employees, meaning the internal auditor does need to get permission to contact any of these individuals directly or to request data should the need arise.

This office includes two full-time positions: a Director and an Advanced Program Manager (APM), who report to the Internal Auditor. The Director provides "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 APM serves as an investigator and will help the Director maintain the EthicsPoint database, identify trends in complaints, and track complaints ensure that the loop is closed at every level. The Director began work in July 2014. The APM has been hired and will begin employment with the College on August 18, 2014.

Complaints and grievances may be submitted to the office in person, either directly to the independent office or through a contact person at each of Pima's campuses, or online via a link on the PCC website. The Complaint and Grievance Intake and Office of Dispute Resolution flow chart illustrates the path followed for each intake method. Every process is linked to the central database, which tracks every complaint and grievance.

The College is conducting a marketing campaign to educate all stakeholders about the new office. The College will evaluate the Independent Office of Dispute Resolution after six months and again at one year to identify areas for improvement.

Creating the Office of Dispute Resolution to address complaints and grievances created some overlap with investigative and other related activities previously handled by the Employee Relations area in Human Resources. To eliminate this overlap, the Complaints and Grievances Oversight Team, Employee Relations staff and the Internal Auditor determined that Employee

Relations should begin serving as a consultative body. With Employee Relations serving as a consultative body, and the Office of Dispute Resolution overseeing the investigation of all complaints and grievances, the complaint intake, triage, and tracking processes are simplified, and the primary role of Employee Relations as an advisor and coach to employees is facilitated. Since the structures were aligned, Internal Audit and Employee Relations have conducted information sessions with Staff Council, directors and supervisors, and campus administrations outlining the duties and responsibilities of the new Office of Dispute Resolution, as well as the changing role of Employee Relations.

The third component of the overall complaints and grievances process is an external investigative service to address complaints that should not or cannot be properly handled internally. The CGO Team determined that hiring an external investigative service 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. SPG-1501/AA: Procedure for Complaints of Discrimination, Harassment and Retaliation was revised to authorize outside investigative services and now includes Section 9, "Rights to Make Complaints to Outside Agency." The new complaint procedure outlines the factors evaluated to determine if external investigative services are appropriate and necessary. The College will soon issue an RFP for "on-call" investigative services and expects to award a contract in fall 2014.

HLC 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."

HLC Finding: The faculty did not participate substantially in the review and adoption of the new admissions policy.

In 2011, former Chancellor Flores and Provost Miles circumvented College protocols to revise PCC's admissions policy. The change 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" (SPG-3501/AA : Admissions and Registration). While some constituents supported this change, many community members opposed it. In response to that opposition, the College developed the Pima Prep Academy to help students who scored below the established minimum level on placement tests improve their reading, writing and mathematics skills. The curriculum for this new non-credit developmental education program was neither developed nor reviewed by College faculty.

Substantial Faculty Oversight of Curriculum

As described in the Assumed Practices Monitoring Report, faculty have long overseen the College's general enrollment credit curriculum through College Discipline Area Committees (CDACs) and the College Curriculum Council (CCC). Other curricula include Workforce Response, Clock-hour training, Adult Education, non-credit continuing and community education. To ensure

that faculty oversee all of its curriculum, PCC has worked to integrate the other types of curricula into a process that ensures faculty oversight.

This past academic year the CCC and members of the Provost's Office have discussed how the College might increase faculty oversight of all areas of the curriculum. Recently representatives from Workforce Response, Clock-hour training, Adult Education and non-credit continuing and community education have attended CCC meetings, both to learn about how the CCC reviews "regular credit," and to share information about curriculum in their areas. The CCC has also requested that these groups give presentations about curriculum in their areas. The first presentation, on Workforce Response, occurred at the May CCC meeting. Members of the CCC have suggested that similar presentations be offered for faculty, administrators, and student development staff. Additionally, the College recently revised SPG-3105/AC: College Curriculum Council. This revised SPG includes new ex officio members to the CCC from Workforce Response, the Center for Training and Development, Adult Education, and Continuing and Community Education. These actions enhance faculty oversight of all curricula offered throughout the College.

Workforce Response Curriculum

Pima Community College offers Workforce Response credit courses, certificates and degrees. These courses "fulfill a specific business or industry request" and are "contracted with an agency and are evaluated by the agency." Workforce Response courses provide "quick response curriculum to a specific audience, are not articulated through the Arizona Course Equivalency Guide process, and are not included in the College's associate degrees except workforce response degrees." Workforce courses are taught almost exclusively by adjunct faculty. The content of this curriculum is developed 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.

Workforce Response curriculum is currently reflected on the each College Curriculum Council agenda in an informational status. When the curriculum comes to the CCC, it has already been vetted by the programmatic area responsible for its development and implementation. Additionally, the curriculum has been approved by both the Vice Provost and the Provost. Although full-time faculty members are frequently involved in curricular discussions, as mentioned above, the College Curriculum Council has been discussing ways to enhance faculty involvement in Workforce Response curriculum development and delivery, thus providing more extensive oversight.

Clock-Hour Training

PCC also offers certificates 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. CTD instructors are consistently involved in the development and modification of the clock-hour courses and programs. Instructors develop the curriculum in conjunction with advisory board recommendations, accreditation standards, and with the discipline specific coordinator, CTD

Director and Academic Dean. Next fall the CCC will contemplate adding faculty oversight at the district level through approval by the CCC should be added 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 follow the standard credit approval process, but non-credit Adult Education curriculum offered through Pima College Adult Education has not been subject to District-wide approval.

The Department of Education provides the curriculum for Adult Education across the state. When necessary, instructors review and adjust the curriculum to meet the specific needs of their students. However, the degree to which the curriculum may be modified is limited by the fact that it requires state approval. Adult Education instructors do provide as much oversight as allowable by state regulations.

While PCC's developmental education credit curriculum has faculty oversight and the Adult Education curriculum has instructor oversight, the Pima Prep Academy program did not go through any standard curriculum approval processes which includes faculty or instructor oversight. Thus, additional regulation is warranted. The CCC discussed developmental education and if and how it might provide oversight. The CCC has recommended that the Developmental Education Council (a new body proposed by the Development Education Redesign) oversee all non-credit developmental education. The CCC has forwarded its recommendation to the Chair of the Developmental Education Redesign Committee so that it may be incorporated into the Council's charge. The CCC has also contemplated reviewing the College's non-credit developmental education as information items.

Non-Credit Continuing and Community Education

The College 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. The CCC is discussing the appropriateness of approving or at least reviewing the continuing and community education curriculum.

B.2.c.2. and B.2.c.3.

Assumed Practice B.2.c. has four areas – faculty participate substantially in:

1. oversight of the curriculum – its development and implementation, academic substance, currency, and relevance for internal and external constituencies;

2. assurance of consistency in the level and quality of instruction and in the expectations of student performance;

3. establishment of the academic qualifications for instructional personnel;

4. analysis of data and appropriate action on assessment of student learning and program completion.

Since The College was specifically asked by the HLC to address B.2.c.1., the Monitoring Report dedicated extra attention to and provided a background for and summary of issues related to B.2.c.1. However, the report also demonstrated that the College has many robust systems in place to ensure that faculty participate substantially in the oversight of curriculum (B.2.c.1.), and

demonstrated that the College is already in compliance with B.2.c.2., B.2.c.3. and B.2.c.4. For that reason, B.2.c.2., B.2.c.3. and B.2.c.4 (with one exception below) are not specifically addressed here. Please see The Assumed Practices chapter for additional information.

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: Program Review be updated. SPG-3105/DA outlines a procedure 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: Program and Service Review was recently updated. 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.

Core Component 1.A The institution's mission is broadly understood within the institution and guides its operations.

In its Probation Sanction Letter informing PCC that it was being placed on probation, the HLC indicated that "while not grounds for the Probation Sanction, the Board found that the College changed its admissions policy without adequate internal engagement and support and despite community opposition, failing to achieve consensus or broad understanding of the new purpose."

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.

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 its June 25, 2013 Special Board Meeting, the Board approved an affirmation of BP-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. PCC's Board of Governors reversed the provision in the Standard Practice Guide that mandated this. The Board further affirmed the College's commitment to open admissions and 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."

The Monitoring Report also recommended that SPG-3501/AA: Admissions and Registration be separated into three SPGs to improve clarity. The College revised SPG-3501/AA limiting it to Admissions, and developed two new Standard Practices Guides, SPG-3501/AC: Registration Process for Credit Courses and SPG-3509/AA: Placement for English as a Second Language, Mathematics, Reading and Writing. These SPGs were presented to Staff Council and Faculty Senate in May 2014 and were posted online for comments for the standard 21 day review. They are now approved, posted, and in effect. 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 address 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. 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 those placement measures and course recommendations as needed.

Developmental Education Redesign

As explained in the Monitoring Report, Pima Community College has robust systems in place to ensure that faculty participates substantially in the oversight of curriculum. However, many of these were bypassed or misused to curtail review during the adoption of the admissions policy change. This policy change also affected Developmental Education courses. In reclaiming the mission of community colleges, PCC has restored its full-access, open-admissions policy. As a result, the Pima Prep Academy is now dissolved and Developmental Education at the College is in the process of being redesigned.

After conducting much research and benchmarking, the Developmental Education Redesign Committee crafted its own set of guiding principles by which to follow throughout the redesign. These include, among others, promoting student access, retention and success; supporting evaluation for continuous improvement through data analysis and feedback from students, faculty, staff, and community members; and supporting professional development for all faculty, staff, and administration.

Led by a Steering Committee, primarily composed of faculty, as well as staff and administrators, the Redesign Committee formed three sub-committees to focus on specific areas: Entrance, Coursework, and Oversight and Organizational Structure. The three sub-committees were asked to keep in mind the goals of creating new pathways with inescapable front-door engagement, high-touch student supports in advising, and the strengthening of academic and employer-identified skills.

Nationally respected experts on developmental education, Drs. Kay and Byron McClenney, were invited to conduct a full-day workshop with the Developmental Education Redesign Committee, invited College staff, faculty, administrators and interested community members. Some of the design principles from the workshops were identified and considered in the redesign planning efforts.

Upon completing its eight-month 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 was coordinated by the Provost's Office. The Redesign Committee incorporated collaboration from faculty, students, staff, administrators, and community members. Its 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, in collaboration with the College's Student Services. The plan encompasses many areas including instruction, student services, technology, administrative structure, CDACs, Adult Education, High School Equivalency, Center for Training and Development, 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

- Redesign Curriculum — CDACs

- Identify and develop a professional development plan

- Incorporate Adult Education Bridge and IBEST programs

- Ensure seamless student service support to transition from developmental education to credit classes

The organizational structure the committee recommended after evaluating benchmarking data is given in Figure 2.1.
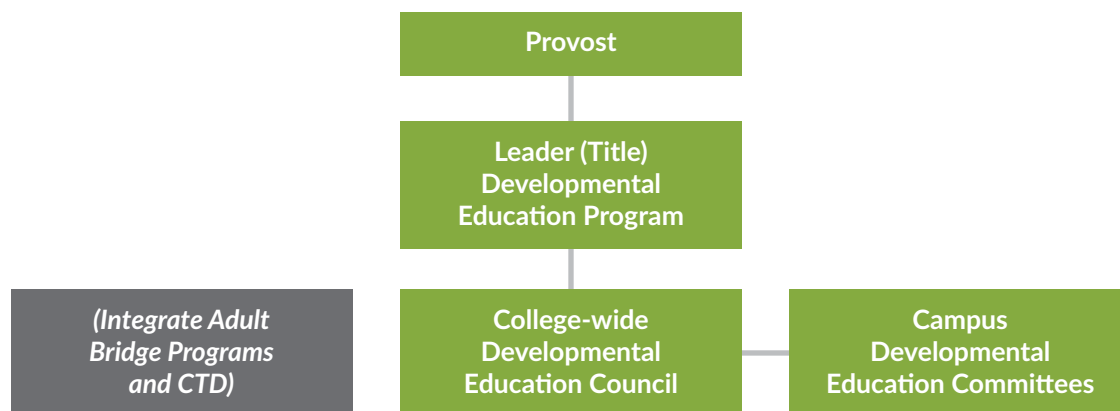
Figure 2.1: Proposed organizational chart for the Developmental Education Redesign

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 to the Student Learning Outcomes Monitoring Report

Introduction

September 2010, the Higher Learning Commission conducted a comprehensive site visit to Pima Community College (PCC). As part of its response to that visit, the HLC identified several deficiencies in PCC's processes for assessing student learning and required the College to submit a Monitoring Report outlining how it would remedy those shortcomings. In January 2013, PCC submitted a Monitoring Report that described the steps the College had taken to addressing the concerns identified by the HLC, which was accepted by the HLC. This document describes the progress PCC has made toward completing that plan and addressing the concerns identified by the Higher Learning Commission related to its processes for assessing student learning outcomes.

Addressing the SLO Action Items

1. Pima Community College 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 fall 2013.

   In spring 2014, Planning and Institutional Research (PIR) expanded its training to include more thorough coverage of all steps in the SLO process. Its workshops now include Basic Introduction to SLOs, SLO Research Methodology, Rubric Development, Developing Student Learning Outcomes Statements, and Closing the Loop.

   To help vice presidents of instruction and academic deans understand the SLO process, a research project manager from PIR and a vice president of student development attended their meetings during the 2013-2014 academic year to explain and discuss the SLO assessment process and their role in it.

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 have defined program-level outcomes for each degree or certificate. In February 2014, the Interim Executive Vice Chancellor for Institutional Effectiveness, Dr. Zelema Harris, asked all CDACs to develop program-level outcomes for their degrees and certificates and requested that they distinguish their program from their discipline outcomes. As of mid-summer 2014, 86 percent of all program-level outcomes have been collected and 68 percent have been posted as part of this ongoing process. The program outcomes that have been collected but have not posted are under review or have been sent back to their program to be revised. Curriculum Services is working to assist those programs that have not submitted their program outcomes to date.

   Some disciplines have implemented their SLOs quite successfully. For example, working with their partners at Northern Arizona University, PCC's Hotel and Restaurant Management faculty have created a 46-page SLO manual. The Automotive Technology, Mathematics, History, Veterinary Technology, and Science disciplines have developed interventions that improved student performance. The Psychology faculty have worked diligently to improve

student understanding of behavioral statistics. The History faculty have developed a teaching methodology that helped their students evaluate the credibility and academic appropriateness of online sources of information.

To track the discipline progress toward completing a full SLO assessment cycle, PIR uses a "grouping model" that categorizes disciplines according to the progress they have made in the College's continuous improvement cycle, see Table 3.1. Disciplines in Group One have yet to develop any outcomes while disciplines in Group Five have developed outcomes, assessed those outcomes, changed curricula in response to the assessments, and re-assessed to evaluate the effectiveness of those changes.

Table 3.1: Discipline progress toward completing full cycle of SLO assessment, January 2013-April 2014

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

* PCC discontinued three programs in 2013.

The grouping model also helps PIR to tailor its training to each discipline to progress to the next level of the assessment process. Table 3.2 describes the goals, training, and targeted outcomes for each group. More importantly, one can see that participation in SLO assessment has increased since the submission of the SLO Monitoring Report in January 2013.

Table 3.2: Assistance goals, training plans, and targeted outcomes for the five categories of SLO discipline groups

Group	Assistance Goal	Training and Targeted Outcomes
Five	Focus these disciplines on beginning the cycle again.	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.
Four	Move the disciplines in this group to Group 5 by having them conduct a reassessment based on the curricular improvement(s).	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.

Group	Assistance Goal	Training and Targeted Outcomes
Three	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.	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.
Two	Move the disciplines in this group to, at a minimum, Group 3 by having them assess their outcome(s).	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.
One	Move the disciplines in this group to, at a minimum, Group 2 by having them develop their outcomes.	Hands-on assistance training aimed at helping these disciplines create outcomes and implement an assessment.

PCC organizes other outreach activities to encourage faculty to participate in SLOs. Table 3.3 lists these activities along with their expected outcomes and the timeframes in which they occurred.

Table 3.3: SLO education and outreach events at PCC: 2013 - 2014

Activity	Description	Outcomes	Date(s)
SLO Days	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.	Promote SLO awareness and engagement Facilitate a culture of assessment Encourage SLO-focused collaboration and idea sharing Educate faculty on SLO policies and approaches	Spring 2013 Fall 2013 Spring 2014 (ongoing on a once-per-semester cycle)
Department Chair Outreach	SLO discussions 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.	Facilitate SLO-based dialogue between faculty and administrators Spread knowledge of SLO process Facilitate use of SLO data in decision-making and planning	Fall 2013 Spring 2014 (ongoing and as needed)
SLO Discipline Leader Training	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).	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	Spring 2013 Fall 2013 Spring 2014 (ongoing and as needed)
SLO Training for New Faculty	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).	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	August 2013 (ongoing)

Activity	Description	Outcomes	Date(s)
SLO Training for Adjunct Faculty	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.	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	Spring 2013 Fall 2013
SLO Facilitator Meetings	Weekly meetings among SLO facilitators at the District Offices.	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 strategies across the College	Spring 2013 Fall 2013 Spring 2014 (continuous and ongoing)
SLO Task Force Meetings	Monthly meetings of SLO Task Force (SLO facilitators and administrators) at the District Office.	Facilitate communication between SLO leaders and Administration Facilitate support from Administration Develop district-wide SLO planning.	Spring 2013 Fall 2013 Spring 2014 (continuous and ongoing)

3. Pima Community College provides ongoing training to improve the use of TracDat, the database used to record data on student learning outcomes.

   Toward the end of each semester, SLO facilitators and PIR staff schedule TracDat training sessions to coincide with the time when Discipline Leaders (DLs) enter outcomes and assessments into the system. These sessions introduce new DLs to TracDat and provide reinforcement for more experienced DLs. PIR staff and SLO Facilitators also offer individual training for DLs who either cannot attend the scheduled classes or need additional support. In spring 2014, five sessions were held between March 18 and April 25.

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

   Most significantly, the Faculty Personnel Policy Statement (FPPS) was revised to include participation in the SLO process among a faculty member's regular duties:

   a. "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..."

   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."

c. "…the components of the Annual Collegial Conference…" include a "review of participation in Student Learning Outcomes process." This means that administrators who supervise faculty are encouraged to discuss their participation in the SLO process when conducting the annual reviews.

The Adjunct Faculty contract was revised for the 2011-2012 academic year to require that adjunct faculty participate in the SLO process. In addition, the "Terms and Conditions" section of PCC's "Adjunct Faculty Guidebook 2013 – 2014" requires adjunct faculty to "attend orientation and workshop meetings as announced and … engage in designated activities relating to the Student Learning Outcomes process." In addition to contract changes, some of the campuses hold activities that reinforce the importance of SLOs for adjunct faculty. For example, experienced faculty members at the East Campus explain SLO's importance and describe how to participate in SLO assessment at adjunct faculty orientation meetings.

PCC has assigned responsibility for SLOs to College Discipline Area Committees (CDACs). CDACs are "… 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."

At the beginning of each semester, PCC's faculty participate in "SLO Days." During SLO Days, faculty evaluate the results of previous assessments and design action plans for improving student learning based upon those results. They may also write new outcomes for the current semester and develop assessments for testing them. By participating in SLO Days, faculty learn more about the SLO process and can better appreciate its importance as a result. In addition to participating in SLO Days, all CDACs meet at least once each semester, with some meeting more frequently. These meetings provide further opportunities for discussing outcomes and assessments.

The College presents an integrated faculty interface for reporting SLOs 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 enter grades, its reach is encompassing. This interface reminds faculty members of SLOs and reiterates the importance which the College attaches to it. Each semester, PIR produces the "College-wide Student Learning Outcomes Report." A summary of data is given in Table 3.4.

Table 3.4: Summary data from the Banner SLO interface, collected during grading in fall 2013

Student Learning Outcome	Number of Classes Implementing the Outcome	Percent of Classes Implementing the Outcome*
Aspire	3,537	98.8%
Communicate	3,535	98.8%
Innovate	3,544	99.0%
Learn	3,549	99.2%
Participate	3,537	98.8%

Based on a total number of classes of 3579.

As part of the planning process for the Strategic Plan, which went into effect on July 1, 2014, SLOs will be embedded in Strategic Direction 1 of the Provost's Office Strategic Plan.

As noted previously, 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 with faculty members in collegial conferences regarding their participation in the SLO process. These items are:

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

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

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

d. 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 recommending that discussion of SLO participation become part of collegial conferences, PCC also requires full time faculty to complete one professional development activity related to SLOs as part of their annual Professional Progression Plan.

The College has revised the SLO Discipline Leader contract to emphasize the DL's responsibility for involving department chairpersons and adjunct faculty in the SLO process. The DL contract for the 2013-2014 academic year stipulates that DLs will communicate with department chairpersons in order "to facilitate adjunct faculty involvement and participation in the SLO process."

PIR and the SLO Facilitators review SLO data entered into TracDat each semester to identify areas where disciplines can improve their outcomes and assessments. Longitudinal data indicate that faculty are participating in SLO in greater numbers and that disciplines are progressing to further levels of the SLO assessment process, including making curriculum changes and closing the loop.

Faculty members cannot properly accept or implement SLOs until they first understand them and see them as a useful tool that produces meaningful information. In addition to revising policies and contracts to encourage faculty participation and acceptance of the SLO process, the College also provides faculty with resources to help them understand and implement the SLO process in their disciplines. Table 3.5, below, presents a summary of these resources.

Table 3.5: SLO resources at PCC: 2013 and beyond

Resource	Description	Outcomes	Date(s)
Updated Assessment Plan	A continuously revised assessment plan discipline leaders are required to fill out annually.	Ensure SLO assessment plans reflect SLO goals Facilitate a smooth-running assessment process Document SLO efforts	Spring 2013 Fall 2013 Spring 2014 (ongoing)
Updated MyPima Groups	An online resource for file sharing, discussions, and communication among each SLO group, including the SLO Task Force, facilitators, and discipline leaders.	Facilitate information sharing Enhance the availability of resources	Spring 2013 Fall 2013 Spring 2014 (ongoing)

Resource	Description	Outcomes	Date(s)
Intranet SLO information	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.	Provide and encourage SLO professional development activities Enhance awareness of SLOs	Spring 2013 Fall 2013 Spring 2014 (ongoing)
Updated Discipline Leader Handbook	A resource guide supporting the discipline leader role and SLO efforts.	Ensure consistent function in the DL role Provide basic foundation for SLOs and resources for further learning	Ongoing as needed
Ongoing Training	SLO, Reporting and Research Training	Provide training and resources on the complete assessment process.	Semesterly

5. The College will maintain and expand the culture of assessment.

   As previously noted, the College hosts SLO Days at the beginning of each semester. In addition, the College has developed a program for training new discipline leaders in their responsibilities for:

   a. Guiding the development of assessments and outcomes

   b. Encouraging faculty members to participate in the SLO process

   c. Organizing and entering data into TracDat

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

   a. Revising the SLO discipline leader's contract to require them to communicate with department chairs in order to involve adjunct faculty in the SLO process

   b. Revising the adjunct faculty contract to require participation in the SLO process

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

   The College offers SLO training for adjunct faculty at SLO Day sessions and encourages them to participate in CDAC meetings and has increased SLO awareness among the Vice Presidents of Instruction and Academic Deans by arranging for a PIR project manager and Vice President of Student Development to meet with them and discuss SLO.

   The College introduces new full-time faculty members to the SLO process by devoting a session to it at the Faculty Learning Academy, a multi-day orientation for all new full-time faculty.

   SLO Facilitators meet monthly to plan SLO Days, discuss the work done by DLs and exchange ideas on how best to foster a culture of assessment at the College.

   The SLO Workgroup meets at least once per month to determine training needs, review SLO outcomes and assessments and discover methods for improving PCC's implementation of SLOs. One of this group's major accomplishments was to articulate a set of questions concerning SLO participation for administrators to ask faculty members during collegial conferences.

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:

a.   Incorporated SLOs in the program review process

b.   Included instructional designers in the SLO process for online and hybrid courses, and support is offered for embedding SLO items in these courses

c.   Began implementing a plan to make program-level SLO data more publicly available on the College's website (e.g., Medical Assistant Certificate; Associate of Applied Arts; Digital and Film Arts Certificate; Automotive Technology AAS.)

d.   Included SLO in the review for service areas, including Disabled Student Resources (DSR), Library Services, Learning Centers, Student Life, and Student Services – which will require them to report on SLOs

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 curriculum changes. In addition, both Program and Service Review Action Plans along with their related annual reports include a summary page that lists SLO activity.

The College has revised its curriculum change forms to include SLO research as a justification for course and/or program changes.

To accomplish these goals, the College must embed processes for developing, implementing, and tracking SLO research. TracDat provides information that can be used for SLO research. The College incorporates SLO assessment in the Curriculum Review process when applicable. To support this effort, PIR has made TracDat data available for the Curriculum Review process.

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, which tests critical thinking, reading, writing, and mathematics, to a sample of students, in general education courses. While the ETS Proficiency Profile is currently mapped to the College-wide outcomes, once the General Education Committee finalizes the new general education outcomes, they will be mapped to the test for the subsequent administrations. The Committee will also collaborate with PIR to develop additional ways of assessing these outcomes across the College using various means to be determined in Fall of 2014.

8.   Pima Community College re-established 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 Vice Provost and Assistant Vice Chancellor for Academic Services. The College has charged this committee with reviewing and making recommendations to the Chancellor regarding:

a.   General education values

b.   Requirements and criteria

c.   Courses submitted for inclusion in the general education course list

d.   Student- requested course substitutions for general education

e.   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.

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 philosophy of the general education program and its broad outcomes.

The Pima Community College general education philosophy is based on the belief that all students of higher learning will attain a common core of knowledge that transforms them from college applicants to college-educated citizens, who adapt personally, professionally, and societally to a fluid global culture and who value lifelong learning and civic responsibility.

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

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

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

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

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

e.   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 has been charged with developing these outcomes and will be discerning the connections between them and the program level outcomes. The College intends to further refine its hierarchy of outcomes whereby course outcomes support program outcomes and program outcomes support general education/institutional 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.)

The College has added several 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 additional examples of outcomes and assessments. For example, training powerpoints, additional web resources, sample program SLOs, the assessment

workflow, a DL resources bibliography, and additional documents regarding SLO best practices have been added to the intranet.

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

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 available on the public section of its website, but that effort is in an early stage of development.

Remaining Challenges

Despite its successes in promoting and refining the SLO process, PCC has identified several areas for continued improvement. Table 3.6 below summarizes these area and presents plans for improvement.

Table 3.6: Gaps and solutions in PCC's SLO implementation

Areas for Improvement	Plans for Improvement
Communication: PCC does not communicate about SLOs at the level of the Chancellor's Cabinet or as comprehensively as it should to the College community as a whole.	Develop a communication plan which includes providing information to Chancellor's Cabinet once a semester and regular College-wide updates to inform the College community about progress in Student Learning Outcomes assessment. This plan will be completed early in the fall 2014 semester with implementation beginnning mid fall 2014.
Internet Presence: PCC does not have a webpage devoted to SLO information on the College's website.	A webpage will be launched in fall 2014.
General Education Outcomes: PCC is in the process or replacing its current College-wide outcomes with new General Education outcomes.	The General Education Committee has drafted new General Education Outcomes. The committee is in the process of working with the faculty and the Provost's Office for final approval and implementation. Assessment of the new outcomes is scheduled to begin during the 2014-15 academic year.
Program-Level Outcomes: PCC is continuing to collect and post Program-Level outcomes for all programs in the catalog.	While colletion, review, and posting is currently underway, the review process, is taking longer than expected. This project will be completed early Fall 2014.
SLO Accountability: PCC is working to enhance accountability measures for participation in the SLO process.	Expand SLO discussions as part of the Collegial Conferences held between faculty members and their supervisors; increase access to all SLO information for both faculty and administrators, work with faculty to develop an SLO participation checklist to assist faculty and administration with accountability. An accountability enhancement plan will be developed by the new SLO Council. Implementation will begin during the 2014-2015 academic year.

Overcoming these gaps will take the College to a more advanced level of SLO implementation. As such, the following two additions to the assessment infrastructure have been implemented toward these ends:

Office of Assessment

The Chancellor's Cabinet recently approved the creation of an Office of Assessment to be implemented in fall 2014. This office will be a means to advance all facets of the HLC's stated accreditation requirements in Criterion 4, Assumed Practices, and Federal Compliance. It also is a part of the follow-up to the 2013 HLC Monitoring Report on Student Learning Outcomes, and will forward the enculturation and continuous improvement of assessment at the College. The office will direct both academic and co-curricular assessment and serve several roles in terms of professional development and training, guiding assessment, fostering continuous improvement, accountability, reporting, communication, and the continuing enculturation of assessment at the College.

Assessment Council

As stated in this document, the College has a SLO Task Force as part of its SLO process. The College intends to expand this Task Force and transform it into a larger Assessment Council. This council will work with the Office of Assessment, faculty, staff, and administrators to further accomplish the goals and aspirations defined in this document. The council will grow to include more faculty, staff, and administration members as a means of expanding participation in the SLO process and the enculturation of assessment at the College. It will serve to consult on, and assist with, the administration of assessment. The charge, membership, and reporting line of this council is currently being determined and will be implemented in Fall 2014.

Summary and Conclusion

While Pima Community College is proud of the progress and improvements it has made, it understands that developing an effective assessment process is an ongoing effort that requires constant focus along with a willingness to modify both high-level policies and low-level implementation methodologies. Even though the College has improved significantly 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, 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.

Responses to Observations from the 2010 Comprehensive Visit Report

Responses to Observations from the 2010 Comprehensive Visit Report

This chapter focuses on two components of the Higher Learning Commission's (HLC) response to Pima Community College's 2010 Self Study. In both the Assurances and Advancement sections of the Comprehensive Visit Report of 2010 ("The 2010 Report"), the HLC identified areas within PCC's organizational structure that needed improvement or had the potential to lead to organizational improvements. This chapter reviews PCC's response to the report's observations and identifies further changes that PCC plans to make in these areas. This chapter will not address certain issues raised by the HLC, such as Student Learning Outcomes assessment, since they are comprehensively addressed in other areas of the Self Study.

Some of these concerns had not been fully addressed prior to the initiation of the current Self-Study. In some cases, this is due to the accelerated timeframe that was imposed by the Probation Sanction. In others, it can be attributed to the transition of the College's senior administrative leadership.

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.

The College has not fully addressed the concerns raised by the HLC regarding the communication of a facilities master plan. The College recognized that it needed to update the Facilities Master Plan and allocated $400,000 approved under a College-wide capital request for that purpose. The procurement process was in the initial stages of development but was placed on hold during the Interim Chancellor's time in office so that the permanent Chancellor had 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.

The College is now addressing the concerns raised by the HLC regarding the use of a formal facilities planning committee. Effective April 11, 2014, the Board Policy, BP-2301: Assessment and Development of College Facilities, has been updated and approved. This policy provides guidance for the assessment and development of College facilities. College Regulation RG-2301/A: Assessment and Development of College Facilities is in force at this time, but is being reviewed. Under this regulation, the responsibility to access College facility needs within the

master planning process is delegated to the Assistant Vice Chancellor for Administrative Services and Facilities (now the Vice Chancellor for Facilities) in coordination with various senior-level College administrators. Facilities works with Finance to institute a capital project submission and review process allowing Campus personnel to submit capital project requests for consideration for the upcoming year, which address their programmatic needs. Every year the submitted capital projects are reviewed and prioritized by representatives from each campus and College senior leadership.

Plans to begin a Master Plan project and issue an RFP to find a qualified vendor were announced in May 2014. The RFP package should be completed during the first quarter of fiscal year 2014/2015. A Facilities Planning Standing Committee will be formed that will include various stakeholders when the Master Plan project is started. This committee will assist in the development of College and campus facilities master plans; monitor, review and recommend revisions to the facilities master plans to meet the College's long-term priorities, goals and objectives; provide input and recommendations regarding the development and implementation of standards (e.g. classroom furniture); recommend solutions in response to College needs that support institutional goals and foster environmental stewardship and sustainability; and make recommendations to the Chancellor. The Vice Chancellor for Facilities will serve as the chair of the Facilities Planning committee. Other members will include administrators, faculty, and staff representing all campuses and the District Office, thus giving campus personnel an opportunity to participate in facility planning.

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.

The 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 2014, a new Director of Library Services was hired.

The College is addressing the HLC's concerns regarding staffing and the balance of personnel between Information Literacy instruction and academic library operations. During the 2014/15 Meet and Confer session, members of both the faculty and management teams agreed to convene a Task Force to review College policies and Human Resources practices related to full-time, regular faculty hiring. The task force will identify ways to better meet campus and/or discipline needs by increasing campus control over positions without conflicting with District-wide priorities. Such a process will allow campuses to determine alignment of the number of librarians with their campus' staffing needs. Staffing as of August 2013 is depicted in the Table 4.1.

Table 4.1: Library staffing as of August 2013

	East	Desert Vista	Downtown	Northwest	West	District Office	Pima Community College
Faculty Librarian – 12 Month	2	1	1	1	2	0	7
Faculty Librarian – 9 Month	0	1	3	1	3	0	8
Library Services Specialist	2	1	2	1	3	3	12
Library Services Technician	0	0	1	0	0	2	3
District Library Database Mgr	0	0	0	0	0	1	1
Director, Library Technical Services	0	0	0	0	0	1	1
Total Employee Count	**4**	**3**	**7**	**3**	**8**	**7**	**32**

Notes
1. Regular staff 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.

The College has addressed some of the HLC's concerns about the allocation of library space through redesigns that incorporated computer commons and individual and group study rooms into five of the six campus libraries. However, some issues remain unresolved. For instance, the library space at the Community Campus was eliminated because the majority of its courses are offered online. These issues will be addressed when the Facilities Planning Standing Committee begins its work in the fall 2014. Regardless of their courses' location, all students can access the services offered at any of the five campuses' libraries or on the PCC website.

Areas for further improvement:

- The Library Director's working group will 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.

- Define the role and charge of the Library Directors' Working Group.

- Consolidate the supervision of library staff. It is currently divided between Campus Library Directors and the other Administrators. Current College Policy prohibits faculty from supervising staff. Librarians are classified as educational support faculty. Therefore, if librarians are to supervise staff they must be reclassified as either administrators or exempt staff.

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.

The College has addressed HLC concerns regarding training and communication with Student Services personnel. Many initiatives have contributed to improved training and communication. Student Services administrators and Student Services Staff created and continue to improve the Student Services Center Intranet.

Additionally, the Office of Professional Development sponsors online and in-person workshop trainings 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, the 2013 HLC Self-Study Committee assigned to respond to the "HLC Response to the 2010 Self-Study" created a survey, which showed that communication efforts need to improve. Several activities have helped to increase communication, including the "All SSC" listserv, email messages that are sent out to the Student Services department College-wide. Training on Veterans services has begun district-wide. A new professional development training series has started for new Student Services staff, a nine-week series, that will be extended to existing staff as well. Student Services Center meetings College-wide will resume in Fall 2014. These were discontinued a couple of years ago, but it was found that this was an effective way of communicating.

To facilitate cross-training, the District Office of Financial Aid provides training for new Student Service Center staff and also updates for existing staff. This allows all Student Service Center employees to receive information on new procedures and regulations. It is offered on a regular and as-needed basis by the District Office of Financial Aid.

The College is addressing HLC concerns regarding how it assesses the 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. In July 2013, the Program Review process was approved by the Provost's Office to review the entire Student Services and Development Programs rather than reviewing departments separately.

The College has addressed HLC questions regarding whether Student Services should continue to be centralized or if it would revert to its original reporting structure. In December 2010, the 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. This change was implemented on July 1, 2011.

Observation: Significant expansion of CTE programs has caused issues with staffing and space.

Concerns noted in the 2010 report:

- Significant enrollment increases in some CTE areas have created a situation in which enrollment capacities have been reached due to space and staffing limitations

- Develop a plan to either cap prudent enrollment or to expand facilities, staffing and budgets

The College has expanded the facilities and equipment and sought new funding sources for its high-demand Career and Technical Education (CTE) programs to address the HLC's concerns over exceeded enrollment capacities and inadequate infrastructure. High-demand CTE programs

are expanding their facilities and equipment to meet programmatic needs. 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 previously used for large TV carts has been recaptured, allowing students to move more freely in the auto lab.

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 equipment for many CTE programs. The Health Professions Opportunity Grant (HPOG) has expanded the capacity of both the Nursing Assistant Program and the Medical Assistant Program by funding instructor salaries.

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

The 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 requested data from 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 5, 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. The results of the survey have been forwarded to the Campus Presidents so that they may consider them as they develop their strategic plans.

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 tutor recruitment and selection process. Tutors are mandated to achieve Level I CRLA certification within a year of employment.

Additionally, all campus Learning Centers use a rigorous tutor selection process that meets CRLA requirements. A common tutor job description is used and basic steps are the same across all campuses: The applicant's grades/competence in the discipline content must be approved by discipline faculty, and the applicant interview must be approved by the Learning Center Coordinator.

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. During their scheduled service

review process this year, the Learning Center coordinators workgroup will be working on their continuous improvement plan and implementing it by Fall 2015. One of the plan's activities will be analyzing survey comments and incorporating changes as needed.

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 (Level I, Level II, Level III) 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 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.

Areas for further improvement:

- Formal evaluations, as well as documentation of CRLA certification, should routinely 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; however, the Learning Center coordinators are implementing this process beginning fall 2014.

- 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

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.

Recommendation:

The College could adopt a definition of service learning to guide its practice across the campuses. This definition should be clear and reflect the current best practices 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." The College can start with benchmarking our peer institutions as well as the Plus One program at Georgetown University for help in getting started.

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 of the 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. The concerns appear to have been due partially to errors in the report.

The statement regarding the Foundation's endowment is incorrect. The actual endowment in 2010 was $4,084,564.00 not $2 million as stated in the 2010 report and had increased to $4,506,939.00 as of June 30, 2013.

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.

The Foundation Board's strategic plan was also finalized and adopted by the PCCF Board on March 20, 2014.

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 is incorrect. In 2010, the staff consisted of an Executive Director, a Development Manager, a Fiscal Analyst, and a Support Assistant. As of 2013, the staff comprises an Executive Director, a Development Manager, a Fiscal Analyst, a Program Coordinator, and a part-time support assistant.

Goal 3 of the Foundation Board's strategic plan is focused on fundraising, specifically generating increased resources. Some of the events that have occurred over the past year include the PCC Foundation Fiesta, PCC Building Community Luncheon, and the Scholarship Golf Tournament.

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 2011 a Distance Education Task Force was convened to guide online education at the College. In May 2011 the task force issued a report and recommendations. During fall 2012 an Online Education Standing Committee was created and convened. In fall 2013 through the winter months of 2014 an additional task force was charged by Chancellor Lambert to make updated recommendations for distance education.

PCC has identified a Vice President of Instruction (the position was renamed Academic Dean of Online Development) as an arbiter for any distance education issues, questions, and concerns.

The task force report also documents the schools that were benchmarked. After this process, the task force recommendation is to move to a centralized system.

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 website for program marketing and student support services has even led to various departments creating web sites using external service providers."

College departments can access and edit web content that is directly related to their area. For example, the Curriculum Services office can directly edit the Online Program displays using the site's content management system (CMS). For consistency and content quality, all edits are subject to approval by the administrator responsible for the page's content. Marketing (Public Information) or IT Web Services need not approve changes except in the case of alterations to the

www.pima.edu home page or of those requiring that the underlying page technology be altered. Under these circumstances, the Director of Web Systems must approve.

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 CMS during training. Any Web content owner can take the courses, and completion of them is required before authorization is given to him/her to update webpages in his/her area of responsibility. Currently the College has over 100 employees authorized to use the CMS as editors or administrative approvers.

Academic departments and faculty may create and maintain their own instructional pages. Instructional webpages are those pages developed and maintained by a faculty member 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 is 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. The group also included six students. The College used an RFP process to identify a web design firm, Barkley/REI (BREI), which engaged with the College in the development of the new site.

Based upon a series of discovery interviews with instructors, faculty and students, BREI prepared a summary document with eight "redesign directives." The new website launched in February 2012. The College now uses more methods than before to market programs and student support services. Descriptions of all credit, non-credit and CTD programs are accessible by a drop-down menu on the new College website. These links lead to standardized displays of program information, allowing students to compare them 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 has been enriched with greater content. Up to 12 sections (highlights) can be featured on that page along with 3-5 spotlights. Since that time, and on an ongoing basis, PCC has worked to enhance information available to employees through MyPima and the Intranet and has augmented the website to provide additional information and services targeted to students and the community.

The College's Public Information Standing Committee has the charge "To provide insights and suggestions to the Chancellor on a marketing strategy, the marketing plan, and marketing-related matters pertaining to the College." This committee provides feedback on the College's marketing and communication tools including the website and social media. Representatives from the Public Information (Marketing) office and IT have been invited to join the committee. The committee meets three times each semester, six times per year.

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 by students and through

benchmarking other colleges. The committee researched the social media practices/guidelines at other colleges as well as social media presence by other institutions. As a result, social media was determined to be more critical than the website or the MyPima portal as a marketing tool.

In June and July of 2013, PCC's Public Information Office developed a YouTube channel and Facebook page. Campuses and departments are invited to forward YouTube videos and other information to the Public Information Office for inclusion. In July 2013 Chancellor Lambert 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.

Chancellor Lambert 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, a Google+ page, a University Linkedin page, a Flickr account, and blogs, the College will review the need and interest in pursuing a presence on other social media. Public Information Committee data on the importance of the College website versus the importance of social media will be updated with results from the 2014 Community Perceptions Survey Report. Currently the PCC's Hotel & Restaurant Management program and PCC's Alumni Association have a LinkedIn presence, and the HPOG program has an online "Student Lounge."

Data and Decision-Making

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.

Since 2010, Pima Community College has availed itself of benchmarking opportunities that can be used for continuous improvement and inform planning activities.

Planning

As described in detail in 5.C.5, the College used resources from organizations at the national, state, and local level to develop its strategic plan for 2014-2017. These included the American Association of Community Colleges' "Reclaiming the American Dream," Arizona's Higher Education Plan, and Plan Tucson 2013. Key themes from those documents were used to determine possible strategic directions for the institution. Those themes were discussed by the community at the Futures Conference and, based on the outcomes from those discussions, the College developed six District-wide strategic directions. The details of this process are described in 5.C.3.

National Benchmarking Projects

Since the 2010 visit, the College has begun participating in the following benchmarking projects:

- Community College Survey of Student Engagement (CCSSE)

- Survey of Entering Student Engagement (SENSE)

- Community College Faculty Survey of Student Engagement (CCFSSE)

- ETS Proficiency Profile

- Voluntary Framework of Accountability (VFA)

CCSSE, SENSE and CCFSSE have been administered twice, first in the 2011 academic year and most recently in the 2014 academic year for CCSSE and CCFSSE, and 2013 for SENSE. Results have been posted online, and updated results will be released when the 2014 results arrive. These findings have also informed the Self-Study process and enabled the institution to better understand performance in areas related to student engagement. Results from these surveys are included throughout the Self-Study Report.

For the ETS proficiency profile, the College piloted the instrument in 2012 and did a full implementation in 2014. This tool represents a new way for the College to understand whether it is successfully achieving its general education goals. The findings from 2012 were used in the student learning outcomes monitoring report activities, as described in the Follow-Up to the SLO Monitoring Report section of the report.

Pima Community College served as a pilot institution for the VFA from late 2010 through 2011 and continues to participate in the study. The most recent metrics were submitted in June 2014. As a pilot site, institutional research staff participated in discussions with the other pilot colleges to refine metrics. Building on this effort, the Arizona community college presidents and chancellors developed an in-state set of metrics termed the 2020 Vision. These metrics are primarily derived from the VFA, with some minor differences to ensure they are meaningful to the state community colleges. Pima submitted metrics to the consultant overseeing the project in May 2014 and comparison data with the other state colleges will be used to identify areas for improvement.

Criterion One. Mission

Pima Community College's mission is clear and articulated publicly; it guides PCC's operations.

College Mission, Vision, Values, and Goals

Mission Statement

The mission of Pima Community College is to develop our community through learning.

College Vision

Pima Community College will provide access to learning without the limits of time, place or distance.

College Values

We value:

- Accountability
- Diversity
- Innovation
- Integrity
- People
- Quality

College Goals

1. To improve access to all College programs and services.
2. To provide excellent teaching and responsive student services.
3. To prepare a highly skilled workforce.
4. To create student-centered partnerships with colleges and universities.
5. To provide effective developmental and adult basic education.
6. To create partnerships with business and industry, the local schools, government and other constituencies, that enhance the community.
7. To foster responsible civic engagement.

Core Component 1.A. - Pima Community College's mission is broadly understood within the institution and guides its operations.

The mission of Pima Community College (PCC) is to develop our community through learning. PCC's mission, which guides all of its activities and programs, consists of four key elements: the College Vision, College Values, the Mission Statement, and College Goals. As stated in the College's SPG-3501/AA: Admissions, admission to Pima Community College is open to all who want to continue their learning. Along with the mission, the College vision is to provide access to learning without limits of time, place or distance, and the values emphasize accountability, diversity, innovation, integrity, people and quality. Currently, PCC's 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.

2013's Noel-Levitz Employee Satisfaction Survey, sent to 3,970 employees, of whom 982 responded for a 25 percent response rate, revealed information related to employees' broad understanding of the College mission. One of the top five positive responses related to College culture and policies was "Most employees are generally supportive of the mission, purpose, and values of this institution," (see Figure 5.1). PCC respondents resembled the comparison groups in ranking support for the mission as very important. Other statements related to the mission, including "The mission, purpose, and values of this institution are well understood by most employees" and "The goals and objectives of this institution are consistent with its mission and values" yielded similar results and were comparable to respondents from like institutions. The survey shows that employees understand the mission but were less satisfied with the implementation of the mission than at comparable institutions, and indicated a higher gap between importance and satisfaction as compared to like institutions.

■ Most employees are generally supportive of the mission, purpose, and values of this institution

■ The mission, purpose, and values of this institution are well understood by most employees

■ The goals and objectives of this institution are consistent with its mission and values
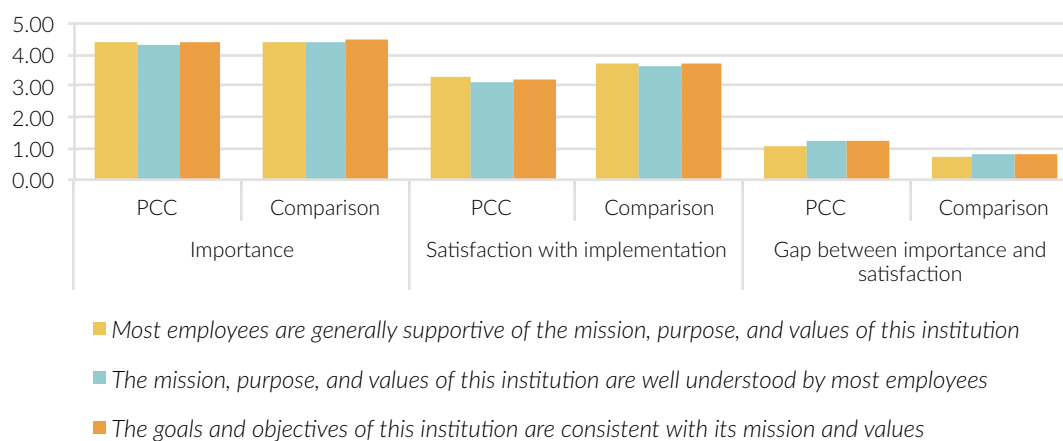
Figure 5.1: Responses from the Noel-Levitz Employee Satisfaction Survey on three statements related to the mission

Using data from the surveys and other sources, the College endeavored to strengthen the implementation of its mission and to gain a widespread understanding of its stated mission.

Since conducting these surveys, PCC has instituted several changes meant to address identified deficiencies, and to increase awareness and support of the mission. Most notably, the College has adopted a new, more inclusive planning process that is fully described in the response to 5.C.3. Highlights include:

- Seeking extensive community input on priority areas and the College's overarching strategic directions from participants in the first Futures Conference.

- Distributing responsibility for the development of strategic plans to the campuses and individual work units and allowing those groups to identify activities they could do to support the overarching strategic directions. In previous planning processes, all strategic plan activities were determined at the District level.

- Deciding to incorporate a first-year strategic plan review and assessment of the mission documents into the second Futures Conference to be held in 2015.

Through these actions, the College has created a process that enables the community to identify its needs and allows the different campuses and College work units to determine how best to meet the strategic goals. Involving more employees in the planning process will make them more invested and supportive of the College's mission. As part of its continuous improvement process, the College will conduct a similar survey in the future to measure the effectiveness of these changes.

As part of the new planning approach, the College will carry out an annual evaluation of its mission, with a comprehensive evaluation every three years. The evaluations will involve input from the College's internal and external communities to ensure that the mission continues to address the needs and expectations of the public, and that the College is succeeding in fulfilling its mission. The first review will be a comprehensive evaluation in early 2015 and broad community input will be obtained through the second Futures Conference. The Office of Planning and Institutional Research (PIR) will be responsible for coordinating the mission evaluation processes.

The mission of the College, to develop our community through learning, guides its operations. In May 2014, Chancellor Lambert gave an overview of mission fulfillment and Board monitoring reports at the meeting of the Chancellor's Cabinet. At this same meeting, the Cabinet discussed the direction of Developmental Education to ensure that the program meets its goals in alignment with the mission.

All units of the College play a major role in ensuring that the mission guides operations. Examples are the Office of the Internal Auditor, Human Resources and the PCC Foundation. The Office of the Internal Auditor is an independent, objective, assurance department designed to add value and improve operations. Internal Audit assists PCC with fulfilling its vision, values, mission, and goals by providing independent, objective assessments of PCC's system of internal control and underlying business processes, while embodying the commitment of improvement and betterment of the College, its students and the community. Human Resources is instrumental in providing services to employees and setting appropriate recruitment and employment practices pursuant to the College's mission, goals, vision, values and objectives or needs, including the effective management of the College's workforce. The purpose of the PCC Foundation is to secure and manage philanthropic contributions to support student access to education, enhance programs and provide additional resources to fulfill the mission.

In addressing the mission, Facilities, Business Services, Finance, Information Technology, Library, General Counsel, Purchasing, Institutional Advancement, Marketing, Maintenance, and Student Services collectively hold primary responsibility for carrying out the mission by supporting learning.

1.A.1. Pima Community College's mission statement was developed through a process suited to the nature and culture of the institution and was adopted by the governing board.

Pima Community College adopted its current mission statement at a Board of Governors Meeting on June 2, 2004. Apart from minor rephrasing of College goals one and five, and reordering goals five and six, both of which occurred in 2011, the Mission documents have undergone only one major revision since 2004 when "Accountability" was added to the list of College values. PCC typically evaluates its mission documents every few years as part of its strategic planning process. The Planning Fast Action Team determined that the current mission met the institution's needs for the 2013-2014 planning cycle. The 2014 Futures Conference, which included approximately 200 community members, along with PCC faculty, staff and administrators, identified the strategic directions the College should pursue over the next several years. As Table 5.1 indicates, their priorities align well with current College goals. The next review of the mission will occur in 2014-2015.

Table 5.1: Alignment between the College Goals and the 2014-2017 Strategic Directions

College Goal	2014-2017 Strategic Direction
To improve access to all College programs and services.	Improve access and student success
To provide excellent teaching and responsive student services.	Improve access and student success (specifically, implement changes based on the findings of the Student Services Redesign Committee)
To prepare a highly skilled workforce.	Improve responsiveness to the needs of business community and economic development opportunities
To create student-centered partnerships with colleges and universities.	Improve access and student success (specifically, Increase the rate at which students with a transfer goal successfully transfer to a four-year college/university)
To provide effective developmental and adult basic education.	Improve access and student success (specifically, Operationalize the recommendations from the Developmental Redesign Committee)
To create partnerships with business and industry, the local schools, government and other constituencies, that enhance the community.	Foster partnerships to strengthen educational opportunities in response to community needs.
To foster responsible civic engagement.	Foster partnerships to strengthen educational opportunities in response to community needs.

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

Academic Programs

To serve Pima County's residents, PCC offers both credit and non-credit courses. Credit courses culminate in either an associate's degree of 60 credit hours or more, or a certificate, which

requires less than 60 credit hours for completion. Credit courses fall into five broad categories: transfer, occupational, special-interest, developmental and workforce response.

Transfer courses and degrees serve students seeking to transfer to a four-year institution. At PCC, students may earn an Arizona General Education Curriculum (AGEC) Certificate, an Associate of Arts (AA), Associate of Science (AS), Associate of Business Administration (ABUS) degree. They may also transfer credits to other institutions without earning either a degree or certificate. In the 2012-2013 award year, PCC students earned a total of 1,552 AGEC certificates, 868 AA degrees, 215 AS degrees, and 181 ABUS degrees. Each year, over 10,000 students who have transferred one or more credit hours from PCC take classes at Arizona's three public universities (see Table 5.2). Approximately 75 percent of these transfers are to the University of Arizona, and approximately 28 percent of university transfers identified themselves as Hispanic/Latino and 52 percent white, non-Hispanic/Latino. As indicated by the Community Survey, 75 percent of respondents rated PCC as either "excellent" or "good" at "The job it does preparing students to transfer to a 4-year university" while a total of 6 percent ranked PCC as either "not so good" or "very poor" in response to the same question.

Table 5.2: PCC student transfers to the state universities in the five most recent years

	Arizona State University		Northern Arizona University		University of Arizona		Total
Academic Year	N	%	N	%	N	%	N
2008-2009	1,112	9%	1,529	12%	9,881	79%	12,522
2009-2010	1,204	9%	1,603	11%	11,316	80%	14,123
2010-2011	1,228	9%	1,604	12%	11,033	80%	13,865
2011-2012	1,376	11%	1,586	13%	9,522	76%	12,484
2012-2013	1,311	13%	1,252	12%	7,521	75%	10,084

Notes:
Student Transfers Per Year - Anyone who has Transferred One or More Credit Hours from PCC
Student may have attended more than one University per Academic Year
In addition, they are counted in each year they attended a University

PCC's occupational programs lead to credentials intended for direct employment. These credentials include certificates and the Associate of Applied Arts and Sciences. During the 2012-2013 year, the College awarded 859 Associate of Applied Science degrees and a total of 1,304 non-transfer certificates. PCC assures the quality of its occupational programs through program review and the help of Occupational Program External Advisory Committees (OPEACs). OPEACs consist of a "cross-section of community interests [that] 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." Seventy-eight percent of the Respondents to the Community Survey rated PCC favorably for its "preparation of students for specific professions or careers."

Special interest courses satisfy faculty, student and community need for courses that address specific cultural, career, economic or educational needs. In fall 2013, 1,021 students enrolled in special interest courses across the district.

Developmental courses equip underprepared students with the basic skills in math, reading and writing needed to complete collegiate-level work. In fall 2013, 77.6 percent of first-time-in-college students tested into at least one developmental education course. To meet the needs of these students, PCC offered 362 sections of developmental education courses.

PCC's Workforce Development Office offers Workforce Response courses to address the needs of specific contractual partners. The College offers courses for over 55 companies, including GEICO, Casino del Sol, Tucson Airport Authority and Abrams Airborne Manufacturing. Over 3,000 students have taken workforce classes with the College. From 2012 to 2014, 939 courses were offered across 34 different subject areas. Law enforcement is the highest enrollment area.

PCC offers non-credit courses in the following areas: Clock-Hour, Adult Education and Continuing Education. Non-credit credentials may be awarded to students who demonstrate competency in a clock-hour format.

Through its Center for Training and Development (CTD), PCC offers clock-hour courses that help students gain new employment, improve skills in their current jobs and advance in their careers. CTD enjoys great success with a 90 percent completion rate and 85 percent job-placement rate.

PCC's Adult Education program (PCAE) fulfills a significant academic need for the people of Pima County where over 83,000 adults (13 percent) lack a high school diploma and over 57,000 adults (11 percent) need English language instruction. These individuals are served through classes and services in Adult Basic Education/Adult Secondary Education, Distance Learning and English Language Acquisition for Adults.

PCC offers Continuing Education courses that allow students to cultivate skills in their profession, hone knowledge in preparation for profession testing or prepare for career advancement.

Student Support Services

PCC offers a variety of student services to meet the needs of its diverse population. An example is academic advising: advisors are housed in the Student Services Centers located on every campus as well as at off-campus sites such as Davis-Monthan Education Center and the Adult Education Learning Centers. The advising role is discussed in detail in Criterion 3.D.3. Likewise, PCC employs a number of faculty counselors who help students plan their careers and cultivate skills needed to succeed in college. Counselors also provide support and guidance to students who are facing significant personal challenges.

PCC provides free tutoring services at each of its campuses. Students enrolled in online courses can receive tutoring 24 hours a day through an ongoing contract with BrainFuse. Each tutoring center employs tutors in a variety of disciplines, particularly in high-demand areas like math, reading and writing.

PCC offers a broad range of Student Success Workshops (STU) that help students cultivate the soft skills needed to succeed in both college and the professional world. The workshops focus on various topics, including note taking, personal finance, making career choices suited to a person's values and interests and stress management for wellness. STU workshops are taught by faculty counselors or adjunct faculty with a background in counseling.

Five of six PCC campuses house a Disabled Student Resources Center that creates accessible learning environments in a number of ways: they provide one-on-one advising to qualified students; they recruit note-takers and sign-language interpreters when needed; they supply access technologies for students and train them to use those technologies; they provide alternative format textbooks and other class materials to students with disabilities; and they train and support faculty, instructional designers, and staff to create accessible learning materials that reduce the need for special accommodations.

The 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 helps veterans with their educational benefits, learn about PCC services and gain access to other resources.

PCC recently completed the initial stage of a student services review, seeking outcomes in the key areas of mission, value and philosophy, organizational effectiveness, student services processes and procedures, staff and faculty professional development, and student completion.

One of the action plan's components, beginning in fall 2014, is that the College will implement an Assigned Advising program to provide students with a point of supportive contact at the school, a widely accepted student persistence-to-completion method used within higher education. According to the report published by the 21st Century Commission on the Future of Community Colleges, the primary purpose of a community college is to facilitate the academic experience while providing student support systems aligned with students' needs. Benchmarking of peer institutions and reviewing best practices has led to the recommendation for Assigned Advising as a new model for student services. Other initiatives from the Student Services Review include:

Connect & Continue

- Mandatory New Student Orientation
- Mandatory Pre-Assessment Preparation
- Retention Strategies
- Special Programs for Student Success
- Mandatory Student Success Courses
- Assigned Student Advising
- Increase number of Bridge programs from Adult Ed to Credit

Financial Aid

- Restructure Financial Aid service delivery model within Student Services

Centers

- Forward-facing Financial Aid student services
- Comprehensive staff training

Veterans Services

- Review Veterans Services title and structure
- Certifying Officials at every campus
- Compliance with Veterans federal regulations and Auditors' Report

Proposed New Positions

- Five lead positions for Community and K-12 Outreach
- College-wide coordinating position for Community and K-12 Outreach
- Five lead positions for Student Retention
- 15 positions for student-facing Financial Aid services
- Four positions for Veterans Certification and Services
- College-wide coordinating position and campus positions for Career Services

Enrollment Profile

Within the community referred to in its mission statement, PCC identifies as its principal constituents the people of Pima County and identifies the primary means through which it serves them: education.

Pima County

The people of Pima County are well represented by PCC's student body. In fall 2013, 94.8 percent of the College's students were residents of Pima County, and the ethnicity of PCC's student body generally reflects that of Pima County, see Table 5.3.

Figure 5.2 presents a count of student enrollment by campus as a function of the course type for fall 2013. Based on unduplicated headcount for the district, approximately 49.5 percent of students are taking transfer classes, with 31.4 percent of students enrolled in occupational classes.

Table 5.3: Comparison between the race/ethnicity of Pima County residents and students enrolled at the College. County data are from the 2012 American Community Survey. PCC data are for students enrolled in fall 2013 credit classes.

Race/Ethnicity	% Pima County	% PCC
Hispanic/Latino	35.5%	41.2%
American Indian or Alaskan Native	2.3%	2.4%
Asian	2.5%	3.3%
Black or African American	3.4%	4.6%
Native Hawaiian or Pacific Islander	0.1%	0.3%
White	54.3%	45.0%
Two or More Races	1.9%	3.2%
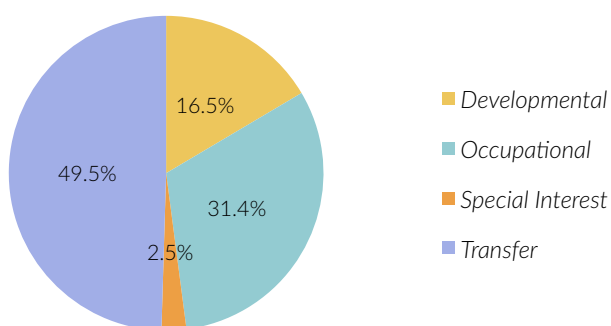
Figure 5.2: Percent of students by course type for fall 2013.

According to Voluntary Framework of Accountability definitions, students earned 60.4 percent of the total credit hours awarded through alternative methods, at alternative hours or off-campus during the 2012-2013 academic year. In fall 2013, 47.7 percent of students took at least one daytime class, 19.3 percent took at least one online class and 21.6 percent took at least one evening class.

PCC has strong dual enrollment partnerships with Pima County's high schools. Last year, dual enrollment classes were offered in high schools from 10 different school districts, including Joint Technical Education District (JTED), and at charter and private schools. Table 5.4 summarizes the number of dual enrollment sections offered in three recent years and the associated student enrollment.

Table 5.4: Duplicated and unduplicated count of dual enrollment students in three most recent complete fiscal years and the associated count of sections

Fiscal Year	Unduplicated headcount	Duplicated headcount	Number of sections
2012	1,168	2,099	55
2013	971	1,572	50
2014	991	2,063	53

By offering a wide variety of course options, the College is meeting the needs of the community it serves. According to the Graduate Exit Survey Report for 2012-2013, "Class format (online, classroom, self paced) was the third most commonly cited item when respondents were asked to identify one thing that they liked most about Pima Community College; in the Community Survey 86 percent of respondents rated the "convenience of [PCC's] locations" and 84 percent rated "the range of classes and programs available to students" favorably. Six percent ranked PCC as either "not so good" or "very poor" in response to the same question.

1.A.3. Pima Community College's planning and budgeting priorities align with and support the mission.

The College fulfills its mission "to develop our community through learning" using numerous means, including promoting access to all College programs and services through budget considerations. The budget for fiscal year 2014-2015 allocates over $2 million for academic technology acquisition and utilization. Academic technology allows students to study and complete assignments on campus and remotely. In addition, PCC operates instructional facilities throughout the Tucson region to ensure that students in different areas have access to the services and instruction the College offers. Instruction, academic support, public service, institutional support, plant operation and maintenance, auxiliary services and scholarships are all major focus areas for budget planning and allocation.

In addition, the College provides sufficient resources to meet the needs of the College community by adapting to changing demands and aligning the budget with identified strategic priorities. For FY 2015, the strategic priorities presented publicly at the May 2014 Board of Governors meeting are noted in 5.A.1. Details about the alignment between budgeting priorities and the mission are discussed in detail in 5.C.1.

As described in the Noel-Levitz Employee Satisfaction Survey, findings were generally positive about the College making budgetary resources available to achieve important objectives. PCC sees a larger gap between employee satisfaction on this metric than the comparison group of schools. However, the gap is relatively small, compared with other metrics from that study (see Figure 5.3).
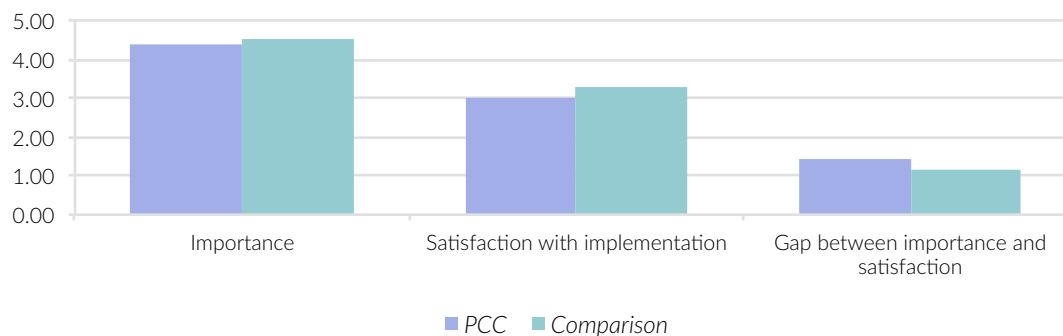
Figure 5.3: Employee satisfaction with the statement "This institution makes sufficient budgetary resources available to achieve important objectives" from the 2013 Employee Satisfaction Survey.

Core Component 1.B. - Pima Community College's mission is articulated publicly.

1.B.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, including the College Mission, Vision, Values and Goals, which are readily available on the College website and in the College Catalog. In addition, both the Chancellor and the Board of Governors develop specific priorities, which are posted to the public website.

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

As discussed previously, the mission, values, vision and goals are reviewed periodically and revised when deemed necessary through the planning process. Once approved by the Board of Governors, the website is updated to reflect the changes, ensuring that the mission document is current. As a community college, PCC's mission focuses on education, the principal means through which it achieves its intended aims. The College constituents are the people of Pima County, and the mission statement, "to develop our community through learning," captures both of these components in broad terms. The other mission documents provide a finer-grained elaboration of these fundamental themes by defining precise elements of the College's mission. In particular, the College goals identify elements of instruction, economic development and public service that the College values.

As discussed in 1.A, the college has established a new planning approach that includes an assessment of the mission documents during year one of plan implementation. The next review of the mission will occur in 2014-2015, at the next Futures Conference, when the College will reassess the currency of its mission, vision, values and goals through discussion with the community. Employee perceptions of the planning process and mission documents will be assessed through the Noel-Levitz Employee Satisfaction Survey, as described in 1.A.

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

As indicated above, PCC's mission documents include four components:

- The Mission articulates the overarching direction of the College, to develop our community through learning

- The Values highlight the key themes that are important to the institution

- The Vision provides future direction and focus for the College

- The Goals identify more specific tasks and the constituencies who are involved.

Through these four elements, the mission documents identify the nature and scope of the College's services, as well as the constituents it serves. For example, 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. While the mission statement identifies the residents within Pima County as its principal constituents, the College goals define them more precisely. The most important of these constituents are PCC students, around whom all goals are centered. In addition, PCC also seeks as constituents colleges and universities, business and industry, and local schools and government.

Core Component 1.C. - Pima Community College understands the relationship between its mission and the diversity of society.

PCC's values include Accountability, Diversity, Innovation, Integrity, People and Quality. These values are meant to underlie and inform the other elements of PCC's mission. The Standing Committee on Diversity issued a diversity statement to affirm that diversity matters within Pima Community College's organizations, events, classes, and programming, and the College affirms "diversity" as one of six college values. 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. The value placed on the diversity of society, and its relationship to the college mission, is evidenced in academic and career pathway programs, as well as staffing. The commitment to diversity is carried out in

programs and curriculum through PCC course offerings that examine the effects of cultural and linguistic diversity, family and community considerations. Cultural diversity courses emphasize the role of culture in shaping society. Campus activities include events such as a diversity conversation held at Downtown Campus that included the topics of diversity, race, and fear.

1.C.1. Pima Community College addresses its role in a multicultural society.

The College BP-1501: Equal Employment Opportunity, ADA, Non-Discrimination and Anti-Harassment (including Sexual Harassment), along with its supporting regulations and practices, commits to supporting diversity in admissions and hiring. The values in BP-1501 have recently been reviewed by the PCC Diversity Committee in their 2013/2014 Diversity Statements (draft), focusing on how successfully Pima Community College implements its policies and statements. The 2012 Diversity Committee endorsed the following statement of philosophy regarding the College's attitude toward diversity:

The values of Pima Community College are people, integrity, innovation, quality and diversity. Commitment to these values by the College's employees is central to the College's mission to develop our community through learning, It is the goal of the College to create a culture that allows all employees to feel they are fully valued, included, and respected. We highly value the diverse perspectives and varied experiences that all of our employees bring to all aspects of the institution.

Culture, age, ethnicity, abilities, gender, gender identity, race, sexual orientation and religious background are among the elements that make up the whole of the individual. Yet none of these characteristics stand alone. It is the intent of the College to fully utilize the power of diverse perspectives to serve its students and its community.

The 2014 Diversity Committee is building on this philosophy, and working on programming and recognition for student, faculty, administrator and staff contributions to supporting the College's diverse role. Statistically, Pima Community College's commitment to a diverse environment demonstrates strength in the areas of non-instructional full-time staff employment and student perception that their courses contribute to their knowledge of human diversity. Efforts to strengthen faculty recruitment and faculty perception of student experience are prioritized within the current Diversity Statement, which addresses areas of concern and makes recommendations about the College's efforts to recruit, hire, and retain minorities, women and other protected classes. It also categorizes the College's current diversity events and programs, and establishes a Diversity and Inclusion Award to acknowledge the work that brings the College closer to creating diverse and inclusive communities.

The College has included Diversity and People among its stated values. PCC affirms the College's commitment to providing equal educational opportunities to all in several distinct policies and practices in addition to BP-1501: Equal Employment Opportunity, ADA, Non-Discrimination and Anti-Harassment (including Sexual Harassment). BP-3112: Equal Educational Opportunity defines PCC as an "equal opportunity educational institution" and "authorizes and directs the Chief Executive Officer to implement regulations and procedures to facilitate opportunity for equal access to, retention in, and completion of college educational programs." This broad commitment to inclusiveness is reiterated and refined in a number of other policies targeted to more specific populations: BP-3121: Minority Education "recognizes the value of its multicultural student population and is committed to supporting programs and services that will enable students from ethnic minority backgrounds to achieve their educational objectives;" BP-3602: HIV/AIDS prohibits "discrimination based on the disabling effects of AIDS, AIDS Related Complex,

positive HIV antibody test, or perceived identifications with a high-risk population;" and BP-3603: Disabled Student Resources commits the College to providing "students who are physically, mentally, emotionally and/or learning disabled … with academic services within the postsecondary educational environment."

The equal educational opportunities provided for by these policies demonstrate the College's belief that a diverse environment supports learning, and this belief is also foundational to elements of the College's educational offerings. For instance , BP-3115: International Education describes an educational program that "encourages globalization of academic and occupational studies with the enrollment of students from other countries, study abroad, exchange opportunities and the College's curriculum." The College's general education curriculum, treated at greater length in the response to Core Component 3.B.4, requires students to complete courses that fulfill Cultural Diversity and Global Awareness requirements and includes a learning outcome that requires students to "recognize, demonstrate and value the influence of diverse cultural, historical, and global perspectives."

In addition to providing a multicultural curriculum, Pima Community College understands and addresses its role in a multicultural society through analysis of student and employee demographics, assessing employee and student perceptions through survey findings and factoring all findings into the strategic planning process. The College tracks data on the demographics of students, employees and the community it serves. In some cases, student demographic reports include comparison information for the County so that the college community can see whether its student diversity mirrors that of Pima County. For example, semester demographics reports include County data for age, education level, gender and race/ethnicity. It is notable that the demographic characteristics of students at each campus is quite variable, reflecting the area around the campus. Figure 5.4 presents a comparison of race/ethnicity at each of the campuses in fall 2013. The Desert Vista Campus has a much higher percentage of Hispanic/Latino students that the other areas, which is consistent with the characteristics of the population in that part of Tucson.
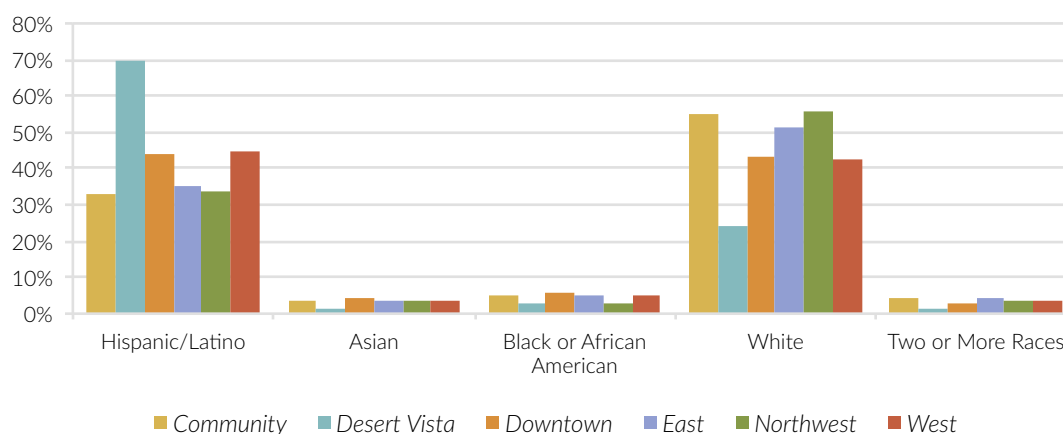
Figure 5.4: Race/ethnicity by campus for fall 2013.

Further, the College participates in data benchmarking studies with other organizations (for example, the VFA and the state community college 2020 Vision) and those studies include a consideration of different demographics that represent typically under-represented populations (Figure 5.5)
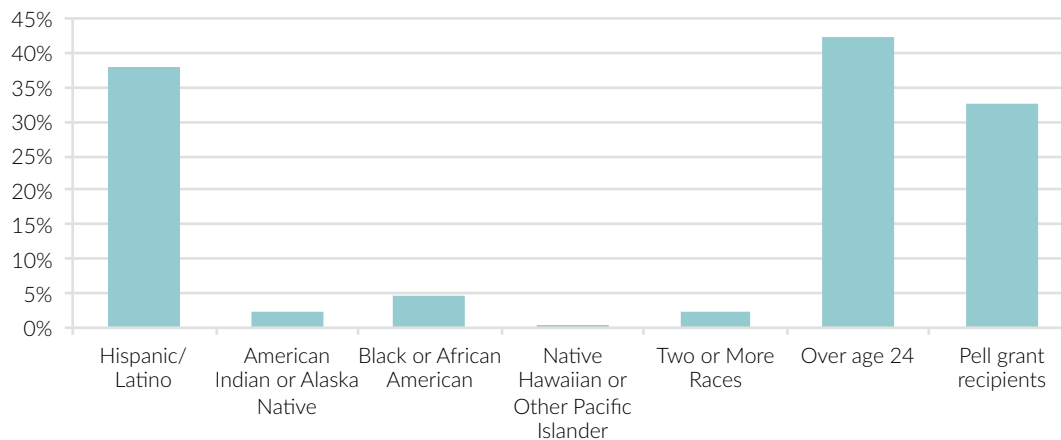
Figure 5.5: Recent results submitted by the College to the state community college 2020 Vision. This figure includes the proportion of the students reported to IPEDS within the specified demographic group. Pell grant recipients are from the 2013 IPEDS Financial Aid Survey. Other demographic groups are from the 2012 IPEDS Fall Enrollment Survey.

Programming is another way that Pima Community College recognizes its students' social diversity. Arizona's second largest reservation in both population and size, the Tohono O'odham Nation, is situated in the southwest region of Pima County. The Desert Vista Campus partners with the Tohono O'odham Nation in workforce development to solidify strong, existing community connections, and the West and Downtown Campuses are designated as Hispanic-Serving Institutions. 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 students and students age 50 and over receive specialized support to ensure academic success because each represents a significant component of the county's social diversity.

PCC expects employees to support and reflect a diverse student body. The Faculty Personnel Policy Statement exemplifies how the College expects employees to uphold our commitment to diversity. Under Commitment III – Commitment to the College, the FPPS states faculty, "shall respect, respond to, and advocate for the needs of the diverse external community." As part of understanding whether the College meets the needs of its constituencies, it considers diversity in staffing at the institution, recognizing that to fully meet community needs it is important that the employees of the College reflect the demographics of the region. Figure 5.6 presents gender and race/ethnicity information for full-time instructional and non-instructional staff based on data reported to the Integrated Postsecondary Education Data System (IPEDS) in the 2013-2014 reporting year. The 2012 American Community Survey reported that the population of Pima County was 36 percent Hispanic/Latino and 54 percent White. Comparable demographics are seen in Figure 5.6, which presents the race/ethnicity information for PCC full-time non-instructional staff as reported to IPEDS in the 2013-2014 reporting year. IPEDS reporting for instructional staff, as seen in Figure 5.6, show an employee population of 17 percent Hispanic/Latino. This is significantly lower than the County percentage. PCC recognizes that to fully meet community needs it is important that the employee population of the college reflects the diversity of the region. For non-instructional staff, 29 percent are Hispanic/Latino. This is slightly lower than for the county, but higher than the proportion of instructional staff who are Hispanic/Latino.

This difference may reflect that non-instructional staff positions are more often filled by local residents while, for the more specialized faculty positions, recruitments are conducted nation-wide. Discovering and addressing the factors behind this discrepancy will be part of the work undertaken to fulfill Strategic Direction 5.3 of the PCC Strategic Plan: "Diversify the workforce of Pima Community College".
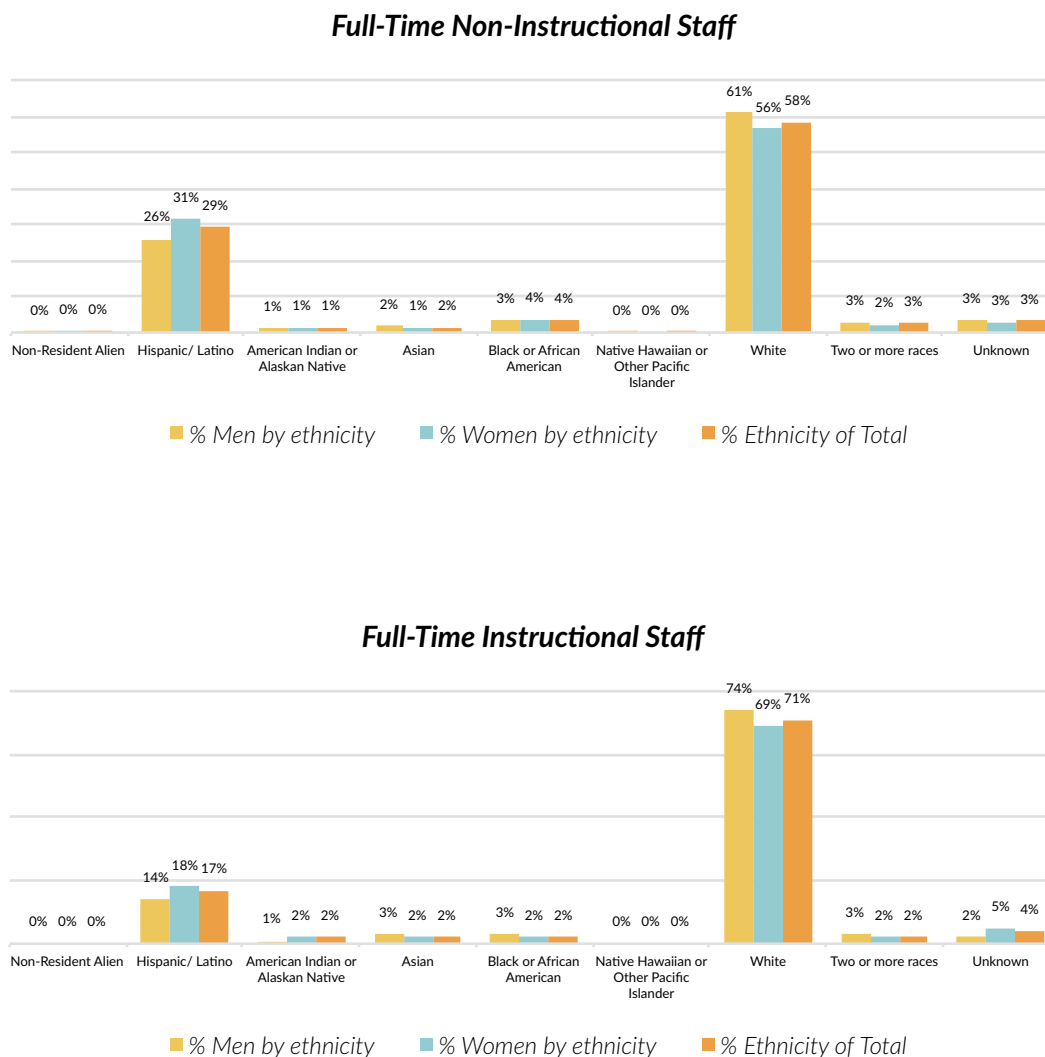
Full-Time Non-Instructional Staff

% Men by ethnicity   % Women by ethnicity   % Ethnicity of Total

Full-Time Instructional Staff

% Men by ethnicity   % Women by ethnicity   % Ethnicity of Total

Figure 5.6: Race/ethnicity distribution by gender for full-time instructional and non-instructional staff. Data are from the 2013-2014 IPEDS data collection.

Responses from the Community Survey were 83 percent positive regarding the diversity of the student population. Also, as indicated by Figure 5.7, faculty results of the 2011 CCSSE and CCFSSE surveys indicate that over 70 percent of the selected courses involve at least some contribution to students' understanding of people of different racial and ethnic backgrounds. It is a similar percentage for the student responses, but notable that every respondent thought the selected course had some impact on their knowledge, skills, and personal development in this area: no students responded in the "none" category to this question.

The CCSSE and CCFSSE surveys also address different economic and social backgrounds, see Figure 5.8. In this case, the statement relates to how much the College encourages contact among students with different backgrounds. The distribution of student responses is quite different from faculty responses. For example, 9 percent of full-time faculty specify that the College encourages contact among students from different economic, social, and racial or ethnic backgrounds "very little." The response was similar for part-time faculty (8 percent), but 20 percent of students reported that the College encourages contact among students from different economic, social, and racial or ethnic backgrounds "very little." This is an area the college will look at in more detail to understand the differences between these results.
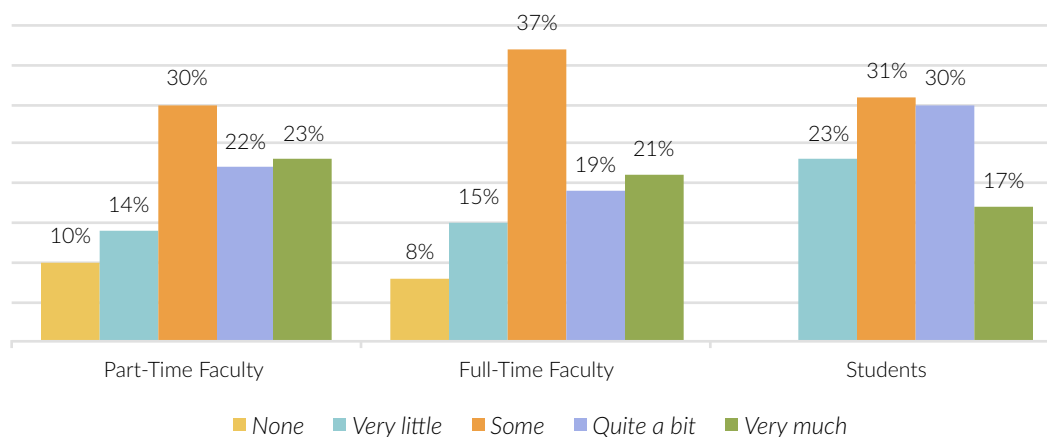
Figure 5.7: Findings from the 2011 CCSSE and CCFSSE surveys regarding "To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds"
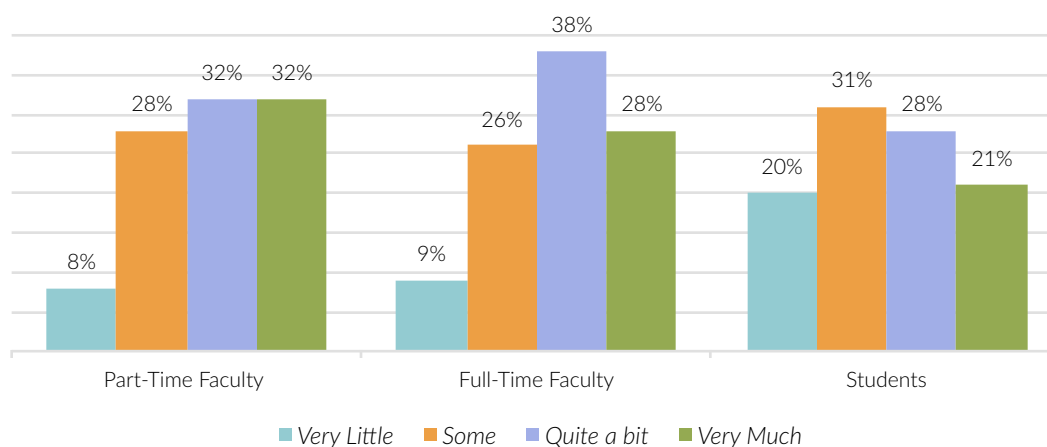
Figure 5.8: Findings from the 2011 CCSSE and CCFSSE surveys regarding "How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds"

The College readministered these instruments in the 2013-2014 academic year and will use the updated findings to determine changes in this area.

1.C.2. Pima Community College's processes and activities reflect attention to human diversity as appropriate within the mission and for the constituencies it serves.

Pima Community College demonstrates attention to human diversity in its College values, support services and educational programs specific to its constituencies, particularly its at-risk and low-income students. Each process and activity is designed to support the College mission by increasing access and ensuring academic success for the constituency it serves. This area has been highlighted as a priority through the strategic planning process, specifically "Strategic Direction 5: Increase diversity, inclusion and global education." PCC's degree requirements include diversity as one of the Student Learning Outcomes ("to appreciate cultural and global diversity"). Using this SLO, faculty assess their course's effectiveness based, in part, on its ability to reflect attention to diversity. This is discussed in detail in 4.B.

Constituencies are identified by education and training needs: Pathways to Healthcare, an entry level workforce development program in partnership with the Workforce Development Division, addresses employment and training needs for those in the lower socioeconomic ranking. An Intergovernmental Agreement with the Pascua Yaqui Tribe provides programming at both Desert Vista Campus and Community Campus, as well as a Center for Training and Development training center located at the Pascua Yaqui Tribe Pima County location. In addition, PCC is a partner in a U.S. Department of Education grant with the Pascua Yaqui Tribe, the Native American Career and Technical Education Project, which includes partnerships with The University of Arizona and Tucson Unified School District. Hispanic/Latino students from several communities are central to the Pima Community College student identity; the Adelante Program and the PCC Foundation: The Hispanic Student Endowment Fund-sponsored Los Amigos de Pima foster Hispanic/Latino student success on all campuses. In 2013, "Diverse Issues in Higher Education" acknowledged Pima Community College's strong Native American Business and General Education graduation rates.

Recognition for Pima Community College's dedication to serving the needs of its Hispanic/Latino students is shown in the West Campus' Hispanic-Serving Institution Science, Technology, Engineering and Mathematics (STEM) grant. Participants in the program receive two college credits, hands-on engineering, physics and science activities and career exploration. Students can take part in the Math Boot Camp and field trips, and their parents can take an orientation as well. Students in the program also receive STEM advising and assistance in creating an educational plan. In addition, the STEM Summer Bridge Program at PCC has partnered with JobPath.

The constituencies PCC serves are also identified by military service, ability, age, and orientation. The Downtown Campus Veteran's Center, and veteran's services on all campuses, offer 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 each campus' Disability Student Resource Center (DSR). All five Pima Community College campuses (West Campus provides coverage for Community Campus) provide 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. Veterans' and DSR services are discussed in detail in 3.D.1.

High school students receive support from the Trio Talent Search, which serves 900 students in grades 9-12 each year; Upward Bound; and the multi-year (currently through 2018) Dual Enrollment intergovernmental agreement between Pima Community College and surrounding school districts, including Tucson Unified, Catalina Foothills, Sunnyside, Tanque Verde,

Amphitheater, Vail and Sahuarita. These programs provide educational opportunities to underrepresented youth.

PCC has joined other community colleges in the Plus 50 Encore Completion Program, created by the American Association of Community Colleges (AACC) to reach out to students who are 50 years and older. Plus 50 aims to increase the degree completion rate of students over 50 years of age. The program's goal is to improve their professional skills and allow them to be more competitive in the job market, particularly focusing on jobs in healthcare, education or social services. In addition, PCC was also recently awarded a Back to Work 50+ grant, funded through the AARP Foundation (pg. 2, Grants Support Baby Boomers), which helps with the financial stability of low-income older adults age 50 and older, in order to facilitate their access to in-demand jobs. The jobs targeted for Tucson and its affiliated PCC programs include Medical Records Technician/Coding Certificate, Certified Nursing Assistant and Patient Care Technician Certificate. Scholarships of up to $1,800 are offered to qualified participants.

These programs offer examples of processes and activities at Pima Community College that reflect attention to human diversity. Diversity is not only visible in the College's student services, but also in its faculty and staff's teaching, training, and planning to solidify diversity as a college value; for example, faculty, administrators, and staff work together to host a yearly Multicultural Convocation.

Human Diversity is reflected in the College's program requirements and course offerings. Faculty have identified select courses as Global and Cultural. SLOs emphasizing issues of race, ethnicity, gender, and historical aspects of culture and society are evident in courses designated as cultural and/or global. Examples are in PSY 132, whose SLOs include 1) Describe cultural differences and similarities in cognitive, moral, and socioemotional development and 2) Describe cultural differences in work values and related intercultural conflicts in organizations. Another example is HIS 161, which has SLOs of 1) Discuss the geography, politics, people, and culture of Latin American nations in the post-colonial context, 2) Examine the political, economic, and social institutions of the early Twentieth Century in Latin America and 3) Analyze US-Latin American relations including imperialism, communism, and gunboat diplomacy. A third example is HUM 260. Upon successful completion of the HUM 260, students will be able to describe Native American, Hispanic/Latino, African-American, and Asian cultural heritage through history, literature and art. In addition, students will be able to explain race and gender issues that affect their position in today's society.

Core Component 1.D. - Pima Community College's mission demonstrates commitment to the public good.

1.D.1. 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.

Under the leadership of Chancellor Lee Lambert, there has been a renewed focus on PCC being a student-centered institution. As that approach grows, the College's actions and decisions are increasingly centered on serving the students and the public of Pima County. The student-centered focus reflects an understanding of public service as part of the College's obligation to its community. The following section groups key public services provided by PCC as Philanthropy/Volunteerism/Fundraising/Civic Involvement, Social and Cultural Events,and Arts Events. By focusing on students as the top priority, the institution will continue to improve in meeting the needs of students and, by extension, the community the College serves. While employees in 2013 when the survey was administered were less satisfied than comparison colleges in this topics (see Figure 5.9) there is an ongoing shift in culture at the institution and this is changing upwardly.
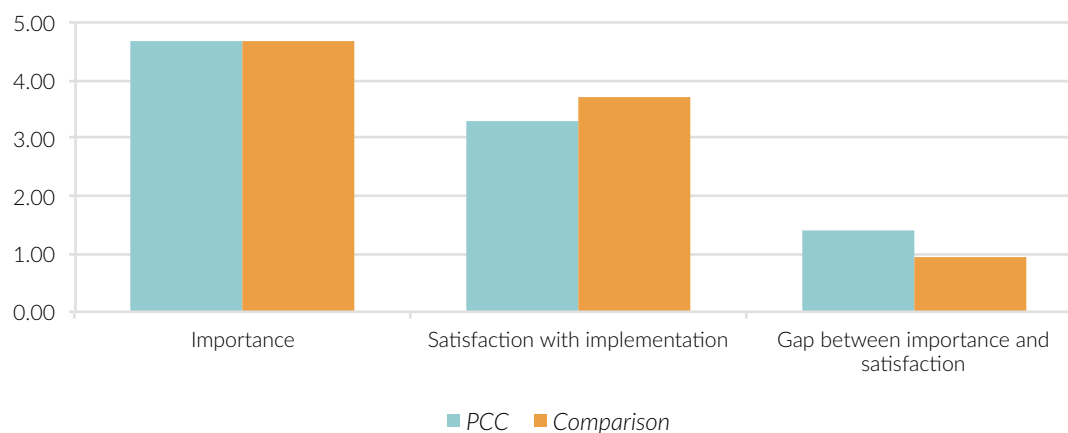
Figure 5.9: Employee importance and satisfaction with the statement "this institution treats students as its top priority" from the 2013 Employee Satisfaction Survey.

PCC serves the public in a wide variety of ways. As noted in the Community Perceptions Survey, 88 percent of respondents were positive about the overall value of the college to the community. Recent programming showcases PCC's sense of institutional responsibility to the students and public:

- The Downtown Campus' Show Tell Give event, a student literary reading and food drive, benefits the Tucson Gospel Rescue Mission, providing relief for the homeless and individuals fighting addiction.

- The Climb to Conquer Cancer, a 3-mile hike to raise funding for the American Cancer Society's research efforts, is another College event that promotes civic engagement.

In service to the public good, PCC 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 supports the Stand for Children nonprofit by hosting, with Reid Park Zoo, Stand for Children Day, a public, family-oriented event designed to engage grassroots learning.

- Fundraising efforts spearheaded by PCC include the ACES annual barbecues for military families, the College's Staff Council's AVIVA School Supply Drives for local students ready for school (PCC is the primary donor), the College's math faculty's Art Alberding Amble, a 5K or 1M walk/run with annual PCC participation and the Days of Caring/United Way drive.

Pima Community College's educational role also entails a public obligation to bring social and cultural events to the community. Ongoing and annual social and cultural events include:

- Earth Day and Earth Sciences Day at the Northwest Campus, when more than 60 science and environmental community organizations join with PCC students, K-12 classes, community and media for information and activities.

- MangaMania, a celebration of Anime, Manga and Japanese culture held on the Downtown Campus in partnership with area public libraries.

- The Scholarship Golf Tournament in June, run by PCC employees for 23 years, and Amigos de Pima, a support organization of the PCC Foundation consisting primarily of PCC employees both raise money for student scholarships.

- The 1950s Neon Sign Project, a Governor's Award winner, came to the Downtown Campus by way of a partnership with Tucson Historic Preservation Society.

- Día de los Muertos events on campus, hosted by PCC, every fall, bring community members to share in a rich cultural tradition.

- The PCC Speakers Series features faculty from all disciplines who offer popular, free, entertaining and informative sessions to meet all tastes and interests.

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 are intended to engage with PCC constituencies' cultural needs.

Art exhibits and performances increase imagination and arts appreciation, a crucial component of the public identity in Pima County. The PCC West Campus Center for the Arts offers a wide range of local and international theater arts, dance and music.

- In partnership with the U.S. State Department and Meridian International Center, PCC's Downtown Campus hosted the Jazz Ambassadors Photo Exhibit and reception, featuring historic perspectives on cultural diplomacy.

- PCC spotlights local artists and cultures at a range of events free and open to the public, such as the Gabriel Ayala Concert, fusing jazz, flamenco, and Yaqui music.

- 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.

1.D.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.

PCC is a non-profit public institution of higher education established under the laws of the State of Arizona, and as such is not controlled or operated by investors, a related or parent organization, or external interests, and financial returns are not generated for investors or others. Pima Community College's mission is to "develop our community through learning" and PCC operates to support this mission as described in-depth in this Self-Study. PCC's vision commits it to providing "access to learning without the limits of time, place or distance." To enact this vision, the College offers courses at many locations, including six campuses, an Education Center located on Davis Monthan Air Force Base, three Adult Learning Centers and numerous local facilities such as high schools, libraries, and clinics. In carrying out its educational responsibilities, the College operates these various locations 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 (see Table 5.5).

Table 5.5: Count and percent of students as a function of instructional delivery method for fall 2013.

Delivery Method	N	%
Classroom	20,643	53.5%
Self-Paced on Campus	1,496	3.9%
Taught Online	7,457	19.3%
Traditional with Computer	2,706	7.0%
Web and Classroom	4,678	12.1%
Other	1,633	4.2%

Other includes express format, open entry open exit, self-paced independent and web self-paced

1.D.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 engages in community outreach with K-12 and higher education institutions, city and county government entities, public and private organizations, and business and industry, with the intent of responding to their needs and providing education opportunities. Much of the current rationale for engagement is formally contained within Goal 4 of the Chancellor's 2013-14 Goals, Objectives and Timelines, which specifies that the College will 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. Specific objectives within the goal outline how that will be achieved:

1. Develop an outreach plan to work with business and industry, universities and colleges, K-12, neighborhood associations, media groups, community based organizations, community groups, community members and legislative leaders no later than fall 2013

2. Begin implementation of the outreach plan no later than January 2014

3. Develop a plan for establishing institutional philanthropic priorities in order to identify and engage donors, prospective donors and alumni in support of college goals and objectives no later than the fall 2013.

To quote Chancellor Lambert's Report to the Community, "Educators should have as a common goal the production of college or career-ready adults. K-12 systems, community colleges, bachelor's-degree granting institutions and workforce education services often are less coordinated than the public rightly expects them to be. We are seeking ways to better align with our education partners." Specific examples of the College's work with external groups of interest are given below.

High school and post-secondary education

- Pima Community College Adult Education works with literacy, refugee and other agencies to bridge adult learners through foundational education programs into post-secondary classes for academic and employment development.

- The High School Outreach Project 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, Saguaro 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.

- The college's high school dual enrollment program serves high schools in 10 school districts in the greater Tucson area, offering both transfer-level and occupational classes.

- PCC has partnerships with Pima County OneStop, Pima Council On Aging, AARP and other organizations for several grant programs, including Pathways to Healthcare and the Plus 50 Encore Completion program, focusing on training students for direct employment opportunities.

Elementary and secondary education connections and adopt-a-school projects: PCC shares resources with elementary and secondary school teachers, and university students, and collaborates with faculty from Tucson high schools in math, reading and writing.

- Outreach efforts bring about 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. These partnerships join PCC with local schools for campus tutoring, mentoring and other outreach at each adopted school.

- PCC welcomes elementary students at the "College Day" at Downtown Campus, which brings Davis Elementary 5th grade students to the Downtown Campus, along with the Davis Elementary Art Exhibit at Downtown Campus, showcasing 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 by providing 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.

- PCC students with the goal of transferring to University of Arizona follow a focused program, creating an academic cohort of UA@PCC students.

- 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.

Engagement with Industry

Every PCC occupational or workforce program, both credit and non-credit, has an Occupational Program External Advisory Committee (OPEAC), with members consisting of business, labor, industry and other areas knowledgeable in their specific areas of expertise (SPG 3201/AA: Occupational Program External Advisory Committees). The OPEAC keeps the College informed of the current and anticipated skill needs of employers. Currently, there are 47 OPEACs which meet on a regular basis. In addition, the College responds to industry needs that are reported to the institution directly from the community. Several examples of industry engagement are described in 1.A.2. Other examples include the Logistics and Supply Chain Management program and a collaboration with Casino Del Sol in the Hotel and Restaurant Management area. The logistics program, which offers basic and advanced certificates and an AAS Degree, was developed through participation in the Regional Logistics Workforce Initiative implemented by a partnership of education, industry and workforce development organizations known as Innovation Frontier Arizona. Casino Del Sol Resort partnered with PCC on a program that allows its team members to earn a PCC certificate in Hotel and Restaurant Management at their workplace with no cost to them. The program was customized for their needs by PCC's faculty chair of the Hotel and Restaurant Management program.

Evaluative Summary

Pima Community College is committed to being a comprehensive, student-centered institution that provides educational offerings that meet the diverse needs of Pima County, and serves the public good. The mission is articulated publicly, and the College understands the relationship between its mission and the diversity of society.

Strengths:

- Regarding the mission, purpose and values of the College, employees are generally supportive, and find that the goals and objectives of the College are consistent with the mission and values. PCC's employees see students as the top priority.

- PCC serves a diverse population and the College has a wide range of offerings to meet community needs.

- PCC engages in service to its community through mutually beneficial partnerships with K-12, the universities, industry and more.

Opportunities for Improvement:

- For its employees, the College needs to make a stronger connection between its mission and the implementation of its policies and processes.

- To ensure the mission is aligned with community needs, PCC will incorporate an assessment of the mission into the second Futures Conference to be held in spring 2015.

- The College needs to continue to engage with the community and build trust, through outreach, campus activities, and more, to ensure that the College is meeting community needs.

- Although PCC embraces diversity, the College recognizes that some employee group's demographic characteristics are not well aligned with Pima County. Through Strategic Direction 5 in the 2014-2017 Strategic Plan, the College will undertake efforts to further diversify the workforce at the College.

Criterion Two. Integrity: Ethical and Responsible Conduct

Pima Community College acts with integrity;
its conduct is ethical and responsible.

Pima Community College's mission guides its operations. Pima Community College fulfills its mission ethically and responsibly. The College ensures that it operates with integrity through policy, standards, and training. The way that the College conducts those operations defines the institution in the eyes of its constituents, its community, its students, and indeed, the institution itself. As 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."

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

Pima Community College has adopted a number of policies and procedures to ensure that it performs its financial, academic, personnel, and auxiliary functions ethically and responsibly.

Financial Functions

When the Higher Learning Commission placed PCC on probation, it cited issues related to finance. In response to the Probation Sanction, PCC's Finance department has strengthened its processes as outlined in a summary report of the corrections and further discussed in the Probation Sanction chapter of this Self-Study report.

PCC conducts its financial functions with integrity by adhering to an array of policies and procedures that align with Arizona Revised Statutes and with standards, rules, regulations, and guidance established by the State of Arizona Office of the Auditor General, Generally Accepted Accounting Principles (GAAP), and the Governmental Accounting Standards Board (GASB). The College also relies on employee training, numerous software programs including enterprise resource planning software (ERP), and internal checks and balances that together establish a system of internal controls that ensures the accuracy of financial data, protects the College's assets, and supports the College's mission.

Financial Reporting Requirements

As an Arizona community college and political subdivision of the State of Arizona, PCC is governed by numerous sections of Arizona Revised Statutes (A.R.S.) including §15-1401 through §15-1491. A.R.S. §15-1461 through §15-1491 specifically address community college finances and revenue. PCC adheres to these Statutes including A.R.S. Title 15, Chapter 12, which defines acceptable business practices, including posting bids for goods and services, using internal auditing, and following codified standards for processes and procedures. PCC also complies with

A.R.S. §41-725, Section H by including the College's Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting in its Comprehensive Annual Financial Reports (CAFR). This certificate is awarded to state and local governments that "go beyond the minimum requirements of generally accepted accounting principles to prepare comprehensive annual financial reports that evidence the spirit of transparency and full disclosure and then to recognize individual governments that succeed in achieving that goal."

Under the criteria established by Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Board (GASB), PCC qualifies as an independent reporting entity. As such, it exercises sole financial accountability over all activities related to public community college education in Pima County, this despite the fact that it shares its geographic boundaries with Pima County and that Pima County assesses and collects property taxes on its behalf. The College's financial reporting entity consists of a primary government and one component unit. The College is a primary government because it is a special purpose political subdivision that has a separately elected governing body, is legally separate, is fiscally independent of other state and local governments, and is not included in any other governmental financial reporting entity. The Pima Community College Foundation, Incorporated (the Foundation) is a component unit of the College and is discretely presented in its financial statements.

The College also complies with the rules, regulations, and requirements established by the State of Arizona Office of the Auditor General, which, according to its website, "serves as an independent source of impartial information concerning state and local governmental entities and provides specific recommendations to improve the operations of those entities." For example, the College complies with state statutes by annually publishing a report of its adopted budget using the format prescribed by the State of Arizona Office of the Auditor General. The College also complies with statutory expenditure limits by issuing an Annual Budgeted Expenditure Limitation Report, which is audited by the Auditor General.

Financial Policies

The College's Board of Governors enacts, modifies, and rescinds policies for the College, and it has delegated authority for certain responsibilities using numerous Board Policies that include BP-1103: Delegation of Authority to the Chancellor, BP-1302: Contracts, BP-2403:Budget Control, and BP-1402: Conflict of Interest. The College has further delegated authority for signature authority, through Standard Practice Guides that include SPG-1302/AB: Contracts, SPG-1302/AA: Signature Authority for Grants and Contracts, and SPG-1502/AC: Legal Services. These Standard Practice Guides establish that only certain staff, with the proper knowledge and authority, are authorized to commit the College legally and financially.

SPG-4201/CA: Disclosure of Conflict of Interest – Pecuniary or Proprietary Interest informs all College employees of Arizona's Conflict of Interest Law, A.R.S. § 38 Article 8 and establishes the requirements they must follow to comply with it and the College's requirements under this law. The College's Personnel Policy Statement for College Employees also includes a section on Conflict of Interest and specifies that College employees are subject to A.R.S. § 38 Article 8 - 'Conflict of Interest of Officers and Employees.' The Personnel Policy Statement describes the types of conflicts of interest that may arise, including nepotism, and states that "disciplinary action up to and including termination" may occur if conflicts of interest are not properly disclosed. Arizona Revised Statutes §38-501 through 38-511 mandate disclosure requirements for members of the Board of Governors under possible conflicts of interest and are supported by

BP-1402: Conflict of Interest and SPG-4201/CA: Disclosure of Conflict of Interest – Pecuniary or Proprietary Interest.

PCC relies upon a number of manuals, forms, and instructions to guide its staff in the proper performance of financial tasks. These manuals include a Purchasing Procedures Manual, Travel Manual, Payment Handling Manual, Capital Assets Procedure Manual, and Purchasing Card (PCard) Manual. These manuals describe policies and procedures that must be followed when conducting transactions using College funds.

The PCard Manual addresses separation of duties and internal controls and specifies in section 1.5 that "Inspections and program audits of varying frequency and complexity will be conducted to monitor compliance and assess program effectiveness." Likewise, the Purchasing Manual describes the delegation of purchasing authority and discusses conflict of interest, gifts and gratuities, bidding, non-competitive purchases, and other topics that establish how goods and services are purchased by the College while ensuring that the process is fair, ethical, legal, prudent, and properly authorized. The Purchasing Manual states the Purchasing department's goals and objectives:

1. To support the educational program by obtaining maximum value from the expenditure of College funds;

2. To procure material at the lowest cost consistent with quality and service required;

3. To maintain continuity of supply;

4. To provide prompt, courteous and effective service to user departments and suppliers;

5. To maintain standards of quality and suitability of equipment, materials, supplies and service;

6. To award contracts impartially;

7. To follow the Purchasing Code of Ethics advocated by the National Association of Educational Procurement.

When purchasing goods and services, PCC has standard purchase order terms and conditions and supplementary terms and conditions. These apply to request for proposals (RFPs), contracts, and bids that require contractors to follow state and federal laws. They also ensure compliance with other requirements that help to increase fairness and minimize the risks of doing business with external entities. In addition, PCC posts bids for goods and services on the PCC website, in the Phoenix Gazette, and the Daily Territorial.

Financial Training

Candidates applying for positions that handle financial transactions must fulfill required qualifications and meet minimum standards. Applicant materials are reviewed and examined to create a pool of candidates that meet or exceed the job qualifications. Candidates are then interviewed, usually by a hiring committee, and references are checked for final candidates. This hiring process has created a finance team at PCC that includes many experienced staff who hold advanced degrees, and/or are certified public accountants, and/or have been certified as experts in their fields.

PCC trains its employees on College policies and internal controls when they are hired and throughout their employment using a combination of instructor-led seminars and online resources. Instructor-led seminars train personnel on financial topics such as "Fundamentals of Purchasing and Travel," "Capital Asset Policy Training," and "PCard Guidelines and

Spending Authority Limits." Other courses teach staff about cash handling, compliance, and the performance of tasks in the different modules of Banner. These standing offerings are supplemented by ad-hoc seminars that address specific one-time needs: when the College revised the Purchasing Manual, the Director for Purchasing trained the affected campus cabinets and district office unit staff in the new processes. The training highlighted the importance of following competitive purchasing processes, described the different purchasing methods available, and emphasized the need to provide sufficient information when preparing requisitions. These in-person sessions are supplemented by "Employee Development," a browser-based system of training available via MyPima. This system provides online resources in hundreds of topics including finance, an electronic scheduling tool that allows employees to schedule both in-person and online training, and links that provide access to numerous books on relevant topics. Furthermore, as new technologies or financial changes emerge, employees participate in webinars, attend conferences, and review pertinent information in relevant publications.

In addition to the presentations and discussions at its regular meeting, the Board of Governors also receives training at special meetings and work sessions. For example, a presentation on contracting was delivered to the Board at a special meeting on July 25, 2012. This presentation discussed types of agreements, how procurement contracts are awarded, areas of exposure, and what the College is doing to bolster and ensure compliance. The Board also learned about purchasing policies and procedures at a September 14, 2013 special meeting. In this presentation, the College's Chief Financial Officer and Director of Internal Audit discussed the Board polices and College procedures related to purchasing, including a detailed account of the College's purchasing manual. The discussion also addressed areas of risk and how the College ensures internal control and compliance.

Financial Communication and Collaboration

Information about the College's finances is communicated externally and internally to the College's many constituents. At each regular meeting of the Board of Governors, monthly financial data is presented to the Board, the public, and to College administrators, staff, and students. These meetings are streamed live on the Internet, and video is posted afterwards on the College website for all to view. Monthly financial reports are included in the publicly available Board of Governors' monthly meeting packets. Additional information is presented at Board of Governors meetings regarding the College budget, and the College has a budget webpage where the budget calendar and associated financial documents are available. News Releases also communicate relevant financial information to the public and the press.

Internally, the College's financial leadership team meets twice a week to discuss its priorities, directions, and matters of urgency. This team meets nearly every month to discuss other pertinent College and/or financial topics in greater depth. These meetings allow the team to discuss both urgent matters and relevant topics including Board of Governors' actions, communications, and directions from both the Board of Governors and the Chancellor's Cabinet and the Chancellor. These meetings are also used to train the finance leadership team, who then disseminate what they learn to their staff. Staff of the entire District Office Finance unit meet monthly to keep abreast of College happenings, like activities and decisions from recent Board of Governors' meetings and Chancellor communications in addition to internal finance unit communications and discussions that impact the Finance staff. These meetings usually end with the directors in Finance summarizing the activities of their departments and answering any questions from the meeting attendees. The District Office Finance unit also uses a Wiki to document and collaboratively share detailed financial processes and related information for staff to reference

as needed. In addition, the Campus Directors of Administrative Services meet monthly with the Assistant Vice Chancellor for Business Services to discuss issues that impact the College as a whole along with issues facing individual campuses and/or facilities. While the meetings generally focus on finance and business office functions, they may also address campus operations, student safety, human resources, enrollment issues, class scheduling or any changes or upgrades to financial systems or processes that may impact the campuses and/or students. For instance, if one of the College's vendors plans to change or upgrade a system, the plan can be discussed and reviewed to ensure that it minimizes disruptions to both staff and students.

The College's Chief Financial Officer (CFO) is a voting member and officer of the Arizona Community College Business Officials Council (ACCBOC), a group that comprises the CFOs and other finance staff from Arizona's community colleges. ACCBOC meets monthly, and members regularly discuss issues that impact community colleges in Arizona, from financial concerns to legislative issues. ACCBOC allows knowledgeable subject matter experts to exchange ideas and best practices. The College relies upon a number of other organizations for guidance in financial matters including the National Association of College and University Business Officers (NACUBO), the Western Association of College and University Business Officers (WACUBO), the Governmental Accounting Standards Board, the Financial Accounting Standards Board, American Institute of CPA's, and the State of Arizona Office of the Auditor General. Criterion 5.D.2 contains additional evidence of how the College learns from experience to improve its operations.

Financial Organizational Structure

The Executive Vice Chancellor for Finance and Administration serves as the College's Chief Financial Officer and reports to the Chancellor. The Assistant Vice Chancellor (AVC) for Finance serves as the Controller for the College and, along with the AVC for Business Services, reports to the Executive Vice Chancellor for Finance and Administration. Budgeting & Reporting, Student Accounts, Business Office, and the Accounts Payable department report to the AVC for Finance, while Purchasing, Contracts & Risk Management, Business Systems, and the Employee Service Center report to the AVC for Business Services. Business offices that support the needs of the campuses and Maintenance & Security locations follow College financial policies and procedures but report through respective Executive Administrators.

Financial Systems

Staff use many computer systems in the day-to-day operations of the College. Ellucian Banner (Banner), is used widely throughout Higher Education and also serves as the College's enterprise resource planning software (ERP). This software aggregates financial, student, human resource, and financial aid data and the ERP integrates with other software that the College uses. These systems provide internal controls and checks and balances that enable the College to safeguard its assets and provide a reasonable assurance of proper recording of financial transactions. More information regarding College systems is documented in Assumed Practices D.4.

Financial Internal Controls

The College's District Finance Office is responsible for establishing and maintaining a system of internal controls. Internal controls are designed to ensure reasonable, but not absolute assurance that the assets of the College are protected from loss, theft or misuse and that adequate accounting data are compiled to allow for the preparation of financial statements that conform to generally accepted accounting principles. The concept of reasonable assurance recognizes

that the cost of a control should not exceed the benefits likely to be derived from that control element and that the evaluation of costs and benefits requires estimates and judgments from management. All internal control evaluations occur within the above framework. The College's internal controls adequately safeguard assets and provide reasonable assurance of properly recording financial transactions.

Financial Audit and Oversight

Financial oversight is provided by the Board of Governors' Finance and Audit Committee, described further in Criterion 5.B.2, the College's Office of Internal Audit, and the Financial Audit Division of the State of Arizona Office of the Auditor General, which conducts annual financial and compliance audits of PCC in accordance with generally accepted auditing standards, Government Auditing Standards, and federal single audit (A-133) requirements. These annual audits include a Financial Audit, Single Audit (A-133), Annual Budgeted Expenditure Limitation Report, and a Report on Internal Control and Compliance. The results of these audits provide PCC, the Board of Governors, and the public, with information on the use of public monies, internal controls over assets and financial transactions, and compliance with applicable state and federal laws and regulations. When audits identify a weakness, PCC prepares a detailed corrective action plan that describes how the College will correct the identified issue, an anticipated completion date, and the name and title of the responsible staff member. These plans are incorporated into these published audit reports. The College's Internal Auditor periodically reviews and recommends improvements for internal controls in all operational and financial areas of the College and this function is discussed in greater detail elsewhere in Criterion 2.A.

Financial Summary

The effectiveness of PCC's system of financial oversight is demonstrated by the financial audits prepared by the State of Arizona Office of the Auditor General. These audits affirm that the financial statements present fairly, in all material respects, the respective financial position of the business-type activities of the College, the respective changes in financial position, and, where applicable, cash flows in accordance with U.S. generally accepted accounting principles. These unqualified observations about PCC have been made by the Office of the Audit General every fiscal year from 1984 to the most recently completed audit of fiscal year 2013 and have become part of the College's Comprehensive Annual Financial Report (CAFR). The CAFRs, along with Reports on Internal Control and Compliance, and A-133 single audit reports, are available on the College's financial reports website. In addition, when findings have been identified from these audits, PCC has prepared corrective action plans and made improvements to resolve the issues. Some findings from the A-133 single audit from fiscal year 2013, the most recent fiscal year that has been audited, have not yet been fully resolved but the corrective actions are not yet overdue; in addition, there were no repeat findings in the Report on Internal Control and Compliance for fiscal year 2013.

In summary, the quality and integrity of PCC's finance system is compliant through its internal controls that are an integral part of the system, information technology housing the data, and a knowledgeable staff with the skills needed to ensure the system's integrity. The College's financial system incorporates an array of policies, procedures, and practices aligned with appropriate laws, rules, regulations, and requirements to establish a system of internal controls and processes that protect assets, help ensure accuracy of financial data, and do so fairly and ethically. The College has made, and will continue to make, improvements to ensure that the system is effective.

Academic Functions

Faculty Personnel Policy Statement

PCC has articulated the principles that guide its ethical behavior in academic matters most prominently in the Code of Ethics of the Education Profession located in the Faculty Personnel Policy Statement (FPPS). The Code of Ethics is founded upon three primary commitments - Commitments to Students, to the Profession, and to the College.

The Commitment to Students emphasizes the goal of helping "each student realize his or her potential as a worthy and effective member of society." To keep this commitment, faculty members strive to support students as they learn, provide a safe and respectful learning environment, give students feedback relevant to their progress, and promote varying points of view, as well as respect student confidentiality and laws prohibiting discrimination.

The Commitment to the Profession (pg. 2) builds upon the understanding that faculty are "vested by the public with a trust and responsibility requiring the highest ideals of professional service." Faculty commit to presenting themselves and their professional qualifications honestly. They also respect colleague confidentiality, refrain from false or malicious statements about colleagues or candidates, and encourage well-suited individuals to join the profession. Furthermore, faculty members refrain from accepting gifts or gratuities from students.

Finally, the FPPS emphasizes the faculty's Commitment to the College (pg. 2). This commitment recognizes the faculty's responsibilities relating to one another, students, and all other members of the college community. It also commits faculty to supporting the goals of the College. To that end, faculty must participate in discussions aimed at improving the College and preparing for institutional change. This commitment reminds faculty they must meet the needs of the diverse community they serve, stay current in their fields, exercise sound judgment in course design, provide institutional leadership, and participate in the college community.

In carrying out their instructional duties, faculty are guaranteed freedom of discussion provided the discussion has educational value and is relevant to the course or educational support service. Faculty are also bound by copyright policies and other ownership laws.

Other Policies

The ethical standards outlined in the FPPS are supported and reflected throughout the College in the rules and practices governing academic functions. PCC sets high standards for the educational qualifications for its academic, developmental, occupational, workforce, and educational support faculty. BP 3113: Class Orientation ensures fair grading: "In order to enhance student success, at the outset of each course section, instructors of all credit courses shall ensure that their students obtain in writing: course requirements, attendance requirements, and grading criteria for that course section." A number of policies safeguard student privacy and confidentiality. RG-3108/A: Grading, for instance, protects student confidentiality by outlining acceptable and unacceptable methods for sharing grades with students. Whereas graded materials may be returned to students during class, directly emailing a student's account, or sealing graded material in an envelope are acceptable, while sending grades over a listserv or placing them in a common area for students to retrieve are unacceptable.

Grade-related Complaints

PCC's policies for grade-related complaints also support the ethical standards set out in the FPPS. Table 6.1 summarizes the major steps in the grade-related complaint process.

Table 6.1: Summary of the grade-related complaint process.

Pima Community College – Grade-related Complaints Process	Grounds for Complaint - A grade complaint should not be initiated unless a mistake, fraud or bad faith by the instructor can be proven.
Step 1	Initial Complaint – A student should first contact the instructor to resolve the issue.
	If the student is not able to contact the instructor, the initial complaint may begin with the department chairperson or academic dean.
	Students have sixty (60) College working days after the completion of a course to initiate a complaint.
Step 2	Written Complaint – If unable to resolve the complaint in Step 1, the student can contact an academic dean or administrator, who will attempt to resolve the issue.
	The investigation will include the student, the instructor and the academic dean or supervising administrator.
	Administrators attempt to resolve issues in a way satisfactory to all parties, but if unable to do so, the administrator will make a decision within five (5) College working days.
	If the student or the instructor want to file an appeal, they must complete Step 3.
Step 3	Appeal - The Vice President of Instruction or the Campus President will review the written appeal and documentation submitted by the student or instructor, including the documentation provided by the supervising administrator.
	The appropriate administrator will have five (5) College working days after the receipt of the written appeal to inform all parties, in writing, of the final decision.

Personnel Functions

Pima County Community College District is an equal opportunity, affirmative action employer and an educational institution committed to excellence through diversity. The College does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status or sexual orientation. PCC has enacted policies and practices to ensure the integrity of its hiring, employment and compensation practices, often going above and beyond the minimum requirements established by applicable laws pertaining to personnel. These policies and standard practice guides are publicly available on the PCC website. Of significant note are:

- Pima Community College Personnel Policy Statements
- Policy on Equal Employment Opportunity, ADA, Non-Discrimination and Anti-Harassment (including Sexual Harassment)
- ADA Reasonable Accommodation Guideline for College Employees and Applicants
- Procedure for Complaints of Discrimination, Harassment and Retaliation
- Filling Authorized, Vacant, Regular, Staff and Administrator Positions
- Standard Practice Guide on the Faculty Hiring Process

Recruitment and Hiring

The essential duties and minimum qualifications of each open position are identified in advance by the hiring supervisor and clearly communicated in the recruitment announcement along with a description of the job and application requirements. Each job announcement also includes

contact instructions for individuals with disabilities to request a reasonable accommodation to assist in the application process. All job announcements are reviewed, revised and approved by the Department of Human Resources for compliance with current practice, policy and law before being posted to the College's Pima Jobs webpage. PCC currently utilizes the PeopleAdmin recruitment management system which also makes current job announcements available to meta-recruitment websites and job search engines across the Web. Additional advertising of job openings is conducted for positions, which must be communicated to targeted populations or reach a wider audience of prospective applicants. For example, all full-time faculty and administrative job openings are advertised in the Chronicle of Higher Education.

Vacant positions at PCC may be filled through an internal, competitive process during which current employees may apply (SPG 4201/BA: Filling Authorized, Vacant, Regular, Staff and Administrator Positions. If a qualified candidate is not identified through the internal process, the position is recruited through an external, competitive process. Applications for open positions go through an initial screening by recruitment analysts in the Department of Human Resources to ensure applicants meet the minimum qualifications as stated on the job announcement. A screening committee then evaluates applicants who meet minimum requirements against identified, job-based criteria. The screening committees are typically composed of the peers and colleagues of the position under recruitment and chaired by the position's hiring supervisor or other subject matter expert. The screening committee membership must be approved by the executive administrator overseeing the position prior to the screening process. An analyst from the Department of Human Resources is assigned to each recruitment and is responsible for conducting a screening committee orientation, ensuring that the process is following current policy, practice and law, and maintaining the recruitment's overall integrity. Each member of the screening committee is required to attend the orientation, sign a confidentiality statement, and disclose any personal or professional relationships they have with applicants that may pose a conflict of interest or otherwise hinder their ability to evaluate an applicant's qualifications objectively. Members of the screening committee independently evaluate each application based on the pre-identified, job-related criteria and send the results and recommendations for interview to the recruitment analyst. The analyst then reviews these recommendations to compose the pool of candidates for interview. The screening committee is also charged with developing interview questions for the recruitment.

Other candidate evaluations and assessments may be conducted in addition to interviews depending on the job under recruitment. These may include teaching demonstrations for potential faculty, open public forums for administrative candidates or physical assessments for public safety personnel. All of these evaluative processes and instruments are reviewed and approved by Human Resources in advance to ensure that they are appropriate, job related, effective and compliant with policy, practice and law. Once a candidate is selected, Human Resources conducts a criminal background investigation and reference checks with the candidate's prior employers before a job offer is made.

Training, Resources and Benefits

New PCC employees attend a two-day orientation where they are informed of personnel policy, benefit and leave eligibility, information technology systems, the employee code of conduct and the processes for reporting complaints and grievances. New employees are then directed into one of four professional development tracks depending on their classification as administrator, faculty, supervisory or non-supervisory staff. Each track contains a series of foundational workshops that provide new employees with the essential learning they need to succeed at the College and that

are meant to be completed in the first year of employment. Additional training may be required of the employee; for example, all PCC employees are expected to attend training on preventing sexual harassment, and all supervisors are required to attend training on recognizing drug and alcohol abuse in the workplace.

PCC provides its regular employees with a variety of benefits at no cost to the employee. These include medical, dental and life insurance, as well as short and long term disability coverage. Employees may purchase additional medical, dental and life insurance coverage for spouses, dependents and domestic partners at a nominal cost. PCC employees who meet the requirements stipulated by the Arizona State Retirement System are required to participate in either the Arizona State Retirement System or an optional retirement plan. They also may participate in supplemental retirement programs offered by the College under 403b eligibility.

PCC policy allows employees to take protected leaves of absence beyond those prescribed by state and federal law. For example, employees are permitted to take up to five working days of leave, with full pay, in the event of the death or imminent death of an immediate family member or member of the employee's household. The College also treats an absence from work due to jury duty or court-issued subpoena as leave with full pay. PCC policies regarding medical leave, maternity leave, and leave upon the adoption of a child permit sixteen weeks of leave, four weeks beyond the twelve weeks mandated by the Family Medical Leave Act.

Classification and Compensation

Staff and administrative compensation at PCC is determined by the classification of the position held. The College employs the Decision Band Method of job classification as described in SPG-1502/BA: Cyclical Review of Job Classification. This system of job classification focuses on the work performed and the level of decision making required of the position as opposed to the attributes of the incumbent. Each classification is determined by such factors as supervisory responsibilities, difficulty and complexity of duties, essential knowledge and skills required, and the consequences of error. The levels of classification within an occupational area are defined by meaningful differences in the level of work performed. These duties, qualifications and differentiations are established and described in written class specifications published on the College's Job Classification website. Each classification is assigned an appropriate salary table and grade which establishes the base compensation for every position that shares the classification and the employees that hold them. Classifications are periodically reviewed to ensure that they keep pace with changes in the occupational field. Individual positions are also reviewed during the Cyclical Review Process to ensure that they continue to be appropriately classified and, in turn, their incumbents appropriately compensated.

Faculty at PCC do not fall within the Decision Band Method of classification. A faculty member's initial salary grade placement and subsequent progression to higher salary grades are based on the individual's educational attainment and relevant experience. Faculty advance up to four additional grades on the salary schedule for every 15 semester hours of graduate level academic credits that they obtain beyond a Master's degree. They may then be placed on the highest grade of the faculty salary schedule upon the obtainment of a doctorate degree.

Staff, faculty, and administrators at PCC may increase their compensation through participation in each employee groups' step progression program. These programs provide employees with a financial incentive to further their professional development and personal growth. Participating employees develop the plans with their supervisors early each fiscal year. Towards the end of the fiscal year, the employee must then present evidence that the goals and activities outlined

in the plan have been accomplished. When budgetary resources are sufficient, employees who successfully complete their plans are eligible to be awarded an additional step on their respective salary schedules which translates to an increase to their base salary. If a step progression plan is denied for any reason, the employee may appeal the decision to a committee comprised of representatives from their employee group.

Participation in Governance

PCC recognizes the importance of employee input and assistance in the decision-making processes regarding compensation, benefits and the terms and conditions of employment. Board Policy 4001: Meet and Confer with Employee Representatives establishes the formal process for employee representative groups to propose the development, review or revision of policies related to wages, salaries and working conditions. Meet and Confer occurs annually between a management team designated by the Chancellor and an elected representative group from each of the three employee classifications: non-exempt staff, exempt staff, and faculty. Either team, management or employee group, may present issues for consideration during the process and memoranda of understanding are signed on those items on which there is agreement. These memoranda are then submitted to the Board of Governors (BOG) for consideration, approval and adoption into policy. For issues on which there is disagreement, either side may present the issue to the BOG for them to determine the appropriate course of action.

PCC consistently includes employees in the development, review and revision of institutional policies and practices that fall outside of the scope of Meet and Confer as well. Faculty Senate and Staff Council are the recognized governance review bodies for non-administrative personnel, and their members are elected from the at-large population of the employees they represent. They are responsible for reviewing and providing input on institutional policies and practices that are not substantially related to employee compensation and benefits. They are also responsible for making appointments to institutional standing committees. PCC standing committees are charged with deliberating issues of College-wide significance that need ongoing monitoring while task forces undertake the study of functional issues on a special project basis or for a limited period of time. All PCC employees are notified of vacancies on institutional standing committees and task forces by March 1 of each year and are encouraged to express their interest in serving as a member.

Dispute Resolution

PCC has recently reviewed and revised many of its policies and practices regarding the reporting and handling of employee complaints and grievances in response to concerns raised by employees, the Higher Learning Commission and the public. The new PCC employee grievance policy and procedures, which went into effect on July 1, 2014, were developed by a task force comprised of representatives from all the College's employee groups. The policy establishes firm timelines for action to be taken for each step of the process, creates a Complaint and Grievances Review Board made up of members of each employee group to hear appeals, and is overseen by the recently inaugurated Office of Dispute Resolution. The Office of Dispute Resolution began operations on July 21, 2014, reports to the PCC Internal Auditor, and is charged with providing fair, consistent and efficient management of the complaint and grievance processes. PCC also updated SPG-1501/AA: Standard Practice Guide, Procedure for Complaints of Discrimination, Harassment and Retaliation in October of 2013 to clarify and strengthen the procedures for reporting complaints against the Chancellor or an executive administrator. PCC adopted numerous other remedies in order to enhance the College's complaint process including:

- Revising Article XII Board of Governors' Bylaws (pg. 19) which contains the complaint process;

- 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;

- Establishing an ethics and complaint hotline hosted by EthicsPoint, a third party provider, that allows individuals to report complaints, anonymously or otherwise, via the Internet or toll free phone number.

Conflict of interest

PCC policies regarding employee conflict of interest exceed the minimum standards established by law. Arizona Revised Statutes 38-501 through 511 establish that PCC employees must be aware of and disclose any real or perceived conflicts of interest between the College and themselves or their close relatives defined as spouse, child, grandchild, parent, grandparent, brother, sister or in-law. PCC Common Policy I.G.1. extends this definition of close relative to include nephew, niece, domestic partner or child of a domestic partner. The Department of Human Resources contacts all employees on an annual basis reminding them of their obligation to complete a conflict of interest disclosure form. These forms are maintained by PCC as a public record.

Equal Employment Opportunity/Affirmative Action/Americans with Disabilities Act

As stated on the PCC website, "Pima County Community College District is an equal opportunity, affirmative action employer and educational institution committed to excellence through diversity. The College does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation." To support these goals, the EEO/ Affirmative Action and ADA office provides training and counsel on College policies, practices, and related state and federal laws. The office also oversees compliance with federal and state antidiscrimination laws, as well as ADA compliance. The office also coordinates employee ADA accommodation requests and the EEO/ADA anti-discrimination complaints for students and employees.

PCC has also adopted policies to ensure the College meets its commitments to students and employees regarding EEO/AA/ADA. BP-1501: Equal Employment Opportunity, ADA, Non-Discrimination and Anti-Harassment (including Sexual Harassment) and SPG-1501/AA: Procedure for Complaints of Discrimination, Harassment and Retaliation both support this goal; BP-1501 commits the College to equal opportunity employment and admissions free from any form of unlawful or discriminatory harassment. SPG-1501/AA defines discrimination and harassment, states the responsibilities of faculty and administrators for preventing and addressing harassment and discrimination, and outlines both the student and employee complaint processes. Furthermore, RG-1501/A: Equal Opportunity, ADA, Non-Discrimination and Anti-Harassment outlines various departments' responsibilities under BP-1501. The College's Personnel Policy Statements (Section 1C, pg. 2) also reinforce employees' antidiscrimination responsibilities under College policy and state and federal law.

Auxiliary Functions

In its dealings with providers of auxiliary services, PCC is guided by BP-1302: Contracts, SPG: 1302/AA: Signature Authority for Grants and Contracts and SPG: 1302-AB: Contracts. Auxiliary services at PCC principally include contracts for bookstore management (Follett), food service (Sodexo), and beverage vending (Gilly). These contracts are administered by Business Services, a unit of Finance and Administration. In addition, PCC has a standing committee for auxiliary services whose charge is "To review and assess auxiliary (bookstore, food service) services and make recommendations to the Chancellor." The Committee is chaired by the Executive Vice Chancellor for Finance and Administration. In contractual workings with these vendors, the College utilizes both standard and non-standard terms and conditions to assure that contractual partners behave responsibly and ethically when acting on its behalf. Standard contracts require contractual partners to adhere to all state and federal laws including those preventing discrimination. Standard contracts include "Purchase Order Terms and Conditions," "Construction Notice Inviting Sealed Bids," and "Request for Proposals." PCC's contracts with auxiliary service providers include additional terms and conditions more specific to the types of services being contracted and include the College's contracts for food service (Sodexo), bookstore management (Follett), and beverage vending (Gilly). Such additional requirements provide further guidelines for appropriate actions undertaken on behalf of the College by such contractual partners. Further detail on these auxiliary agreements follows.

Bookstore Operations

Since 1990, the College has contracted with Follett Higher Education Group, Inc. to manage its bookstore operations at five campus locations (Community Campus is serviced through Downtown Campus). Following a Request for Proposal (RFP) for bookstore management services, the current contract was executed in June 2009. Beyond the initial five-year term, the contract provided for five one-year renewal options through June 30, 2019 at the College's sole discretion with Board approval. Follett has implemented a textbook rental program designed to save students money over the cost of new textbooks. Financial results through the first nine months of fiscal year 2014 are down somewhat from prior levels as a result of decreased enrollment and a general decline in the industry as students turn to alternative formats and opportunities to acquire texts online. The College will utilize the 2014-2015 academic year to re-evaluate its options for bookstore management.

Foodservice Operations

The College currently contracts with Sodexo America, LLC (Sodexo) to manage the foodservice operations at five of its campuses (foodservice is not offered at Community Campus). After an RFP process, the current contract was executed in July of 2010 for a one-year period with four one-year renewal options and a final expiration date of June 30, 2015. The contract was amended on November 29, 2012 for the balance of fiscal year 2012-13 and again on May 24, 2013 for fiscal year 2013-14 to allow Sodexo to forego commissions payable to the College to ensure continuity of foodservice operations for the College. A new RFP for foodservice management has been developed and will be issued in fiscal year 2014-2015. The anticipated timing of this RFP process including issuance, response, evaluation, and award phases, will likely dictate that a new contract be awarded in late 2014. Any associated transition in operations is expected to be implemented over the winter break to minimize disruption to students.

Automated Beverage Vending Services

The College currently contracts with Gilly Ent, Inc. dba Gilly Vending Inc. to manage its vending machine operations. Following an RFP for "Automated Beverage Vending Service" in July 2011, the current contract was executed in January 2012. The term of the initial contract was a 42-month term expiring June 30, 2015. Thereafter, the agreement continues month-to-month until either party terminates with 60 days prior notice.

Internal Audit

Pima Community College further promotes ethical and responsible financial operations by holding routine audits to ensure compliance with College policies. The College's Office of the Internal Auditor (Internal Audit) is an independent, objective, assurance and consulting entity designed to add value and improve Pima Community College operations. Internal Audit assists the College in accomplishing its objectives by systematically evaluating and helping to improve risk management, internal controls, and governance. Internal Audit reports directly (functionally and administratively) to the Chancellor and has direct access to the Board of Governors and can bypass the Chancellor and bring issues directly to the Board, if necessary. Under RG-2402/A, Internal Audit has the authority to bypass both the Chancellor and the Board to bring issues directly to the Auditor General or outside legal counsel.

Internal Audit supports the mission of PCC, as the scope of Internal Audit's responsibilities encompasses all College operations. In assessing the adequacy and effectiveness of the College's governance, internal controls, risk management, and performance, Internal Audit will:

- Assist with maintaining effective controls and promoting continuous improvement;
- Assess financial and operating information and the methods used to initiate, authorize, record, process, and report such information to validate the reliability and integrity of the process;
- Review policies, plans, procedures, laws and regulations that could have a significant impact on the processes subject to audit to determine whether PCC is in overall compliance;
- Review the means to safeguard assets as well as the adequacy and effectiveness of applicable policies and practices;
- Evaluate the economy and efficiency with which processes are implemented and performed, and resources are utilized; and
- Review operations to ascertain whether results are consistent with established objectives.

BP-2402: Audits, RG-2402/A: Internal Audit, and SPG-2402/AA: Internal Audits provide guidance and operating procedures for the College's internal audits, and Regulation RG-2402/A: Internal Audit was updated in February 2013.

Internal Audit Engagement Plan

During the November 2013 Board of Governors meeting, an Internal Audit 'Engagement Plan' (pg. 65) for fiscal year 2014 was presented to the Board of Governors and was subsequently approved. This document summarizes the annual risk-based audit plan that was developed. The Internal Audit Engagement Plan for fiscal year 2014-2015 will be presented to the Board of Governors for approval at their regular August 2014 meeting. The objective of the Engagement Plan is to provide the College with the most comprehensive, timely scope of audit coverage

possible using the resources available to Internal Audit. Since it is impractical to provide audit coverage to the entire College on an annual basis, a review of the audit universe is completed and audit work is prioritized based on the greatest risk. As part of the analysis, Internal Audit also determines the best type of service to effectively and efficiently address each set of risks and circumstances.

Internal Audit Risk Assessment Process

Internal Audit standards require that the Chief Audit Executive establish a risk-based plan to determine the priorities of the internal audit activity consistent with the organization's goals. The following steps summarize the risk assessment and audit planning process:

- Reviewed and updated the audit universe. The audit universe includes auditable areas such as departments, major programs, organizational units and processes.

- Surveyed and interviewed staff and administration regarding significant department and College risks. During interviews, determined potential causes of high risk areas and assessed the probability of occurrence and the potential impact.

- Additional documentation reviewed and considered to assess College risks included:

    - 2013 Employee Satisfaction Survey

    - Chancellor's Goals

    - Draft HLC Self-Study Report

    - Draft Pima Community College Strategic Plan 2014-2017

    - Fiscal Year 2013 Auditor General Audits

    - Hotline Complaints

    - PCC Duties and Obligations Under Arizona Law

    - Regulatory Audits/Reports

- Summarized key risk areas.

- Assessed areas for probability and impact:

    - **Probability** is the likelihood of an unsatisfactory audit result. Probability can be based on prior audit results, department turnover, concerns expressed by management, known operational and control weakness and lack of training.

    - **Impact** is the effect on the College if the audit results are not satisfactory. Impact can include such matters as lost revenue, fines, adverse publicity, sanctions, and lower employee morale.

- Developed plan focusing on high probability and high impact areas, and the top 10 risks identified by staff and management, taking into consideration the following:

    - Audit standard requirements.

    - Available audit resources.

    - External (regulatory) audit/review findings.

    - Industry and regulatory trends.

    - Systemic issues.

- Time since last audit (external and internal).

- Upcoming operational changes.

Audit Work Defined

The majority of work performed by Internal Audit will fall into one of the following categories:

- Assurance Services - Special reviews and audits focused on one or a combination of the following:

    - Assessing the state of the control environment and making recommendations for improvement.

    - Determining adherence to applicable laws and regulations, College policies and procedures, or contractual agreements.

    - Examining if the College's resources are being used effectively and efficiently.

- Advisory Services - Additional engagements that include but are not limited to activities that:

    - Promote effective and efficient operations through special studies and advisory participation on business process issues.

    - Promote the systems of internal controls through facilitating workshops with College personnel on the concepts of internal controls and consultation on their implementation.

Note that special reviews are similar to operational or compliance audits, but with a limited, targeted scope and size.

Pima Community College's Internal Audit function provides overarching and methodical assurance and advisory services that help the College minimize risk associated with performing its financial, academic, personnel, and auxiliary functions ethically and responsibly.

Fair and Ethical Policies and Processes: Board of Governors

PCC's Board of Governors is subject to a number of state laws, including Arizona's Open Meeting Law, which mandates protocols for posting Board packets and meeting notices. The BOG has also adopted Bylaws that govern its operations and that include a code of ethics that defines appropriate behavior for its members. The Code of Ethics includes provisions that require members to act in the best interest of the entire district, to take actions during public sessions only, to maintain an atmosphere that fosters candid discussion of important issues, and to recognize the importance of the first amendment. Furthermore, as described in the chapter devoted to PCC's response to the Probation Sanction, the BOG revised its Bylaws in December of 2013 to address concerns raised in the Probation Sanction. Important updates include defining 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. BP-1402: Conflict of Interest addresses conflicts of interest that may arise among Board members, with an attendant SPG-1502/AC: Legal Services that addresses the College's General Counsel's responsibilities when conflicts of interest are of immediate concern.

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

Pima Community College has established fair and ethical policies for all employees through a series of personnel policy statements, all of which are posted on the College's website. The College's Personnel Policy Statement for College Employees applies to all regular College employees and describes their rights and responsibilities and includes some policies that cover temporary employees and adjunct faculty. This document addresses a broad range of topics including sexual harassment, ADA accommodations, conflict of interest, benefits, leaves, code of conduct, and grievance procedures. It is supplemented by other personnel policy statements dedicated to specific employee groups. The Administrative Personnel Policy Statement treats 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 cover compensation, performance evaluation, selection process for vacancies, leaves, professional development, and step progression plans.

Core Component 2.B. - Pima Community College 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.

Prospective students and the public can learn about PCC's admission requirements by consulting the Apply webpage. There, they will learn who is eligible for admission and find links to a webpage that provides step-by-step guidance on applying for admission and financial aid, taking assessments, attending orientation, registering and paying for classes, acquiring a student identification card, and purchasing textbooks. Transfer students learn about the College's transfer policies and procedures through the Transfer Student Instructions webpage.

PCC's Catalog and its Programs and Courses webpage list all courses required for credit programs and degrees, including prerequisites, and also describe the requirements for the College's Center for Training and Development programs. 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 admission process, which is reviewed and approved by the Provost and then "clearly stated in the College online program information."

PCC informs students about tuition, fees, training, and incidental costs through the College Catalog, the Paying for School webpage, the Schedule of Classes, and in the MyAccountManager function of MyPima. The website lists program-specific costs, additional fees that are charged, and identifies courses that charge differential tuition. The Net Price Calculator calculates the amount a particular course of study will cost. Information about PCC's financial aid policies, practices, and requirements is located on the Financial Aid tab of students' MyPima accounts and

on the Financial Aid website; the College's refund policy and information about payment plans are also available through PCC's website.

Pima's policies on standards of academic progress, probation, disqualification, residency requirements, verification of lawful presence, proof of identification and academic preparation requirements are available on the College website and in the Catalog. The requirements for graduation are listed in both the College Catalog and on the Graduation webpage.

The College Catalog lists all full time faculty, the primary subjects they teach, and their academic credentials. The Office of Faculty Contracts and Certification also publishes a list of all active faculty, both full time and adjunct, and their qualifications on the College's website. PCC's searchable directory provides contact information for faculty and all College employees.

PCC is governed by a publicly-elected, five-member Board of Governors. The Board of Governors website includes information about Board members, meetings, elections, and contact information.

The College clearly and accurately represents its status with the Higher Learning Commission through its Accreditation webpage. While on Probation it has also maintained PCC Addresses Probation. Information about programs with specialized accreditation is located on the Program Accreditation/Certification webpage.

Core Component 2.C. - Pima Community College's Board of Governors is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

2.C.1. Pima Community College's governing board's deliberations reflect priorities to preserve and enhance the institution.

Effective stewardship of PCC depends upon thorough knowledge of the institution and the mission of community colleges in general. This principle is codified at the highest level by Arizona state law, which requires community college board members to visit "each community college in its jurisdiction and examine carefully into its management, condition and needs." Adhering to this law, PCC's Board of Governors has long relied upon a series of policies, procedures and organizational structures to keep itself informed about the state of the College. The need for informed governance became even more apparent when the HLC faulted the Board for neglecting its oversight duties as part of the Probation Sanction it imposed on the College. Since then, the Board has built upon structures that antedated the sanction and embarked on a program of professional development to fill in the gaps in its knowledge. This regimen of training and improved methods for conveying information coupled with the measures that were already in place should improve the quality of the decisions that the Board makes on the College's behalf.

PCC's Board of Governors holds regular meetings that are structured to keep members abreast of events within the College. These meetings are usually held on the second Wednesday of

each month. During each meeting, the Chancellor, Provost, and Executive Vice Chancellor for Finance and Administration report on their operational areas. These reports keep the Board informed of happenings within the College and help ensure that its decisions are based upon a sound understanding of the institution. The Board has also long received reports from Board Representatives drawn from the different employee classifications within the College. Recently, these representatives became part of a larger, twelve-member, Governance Council that is responsible for advising "the Chancellor on matters of college-wide importance which are not directly and substantially related to wages, salaries and working conditions" and for "keeping their campuses/members informed and for relaying their constituencies' concerns and recommendations to the College Governance Council" (BP-1401: Governance).

To further enhance its knowledge and improve the quality of its decisions, the Board occasionally enlists the help of advisory committees (pg. 11) "for the study of particular issues, functions or areas." To date, it has formed a Finance and Audit Committee whose purpose is to "assist the Pima County Community College District (PCCCD) Board of Governor's oversight and monitoring responsibilities of financial, audit, and investment related performance policies and procedures." In addition to the Finance and Audit Committee, the Board has also created a Human Resources Advisory Team consisting of two members of the Board of Governors, the Vice Chancellor for Human Resources, the Assistant Vice Chancellor to the Chancellor, and the College's General Counsel. Beginning in June 2014, the group will meet regularly to review information regarding how effectively the College is performing as measured by several core indicators. These committees serve in an advisory capacity and may be disbanded if the Board so chooses.

As the events leading to the Probation Sanction demonstrated, though, these structures, while sound, do not by themselves guarantee good outcomes. Acknowledging some of the deficiencies cited in the HLC's letter of sanction, the Board of Governors has established a series of training sessions aimed at improving its ability to form and oversee more fair and ethical policies and processes. Training events held during Board Study Sessions and minutes from these sessions, for example Jan. 18, 2013, are publicly available on the Pima website.

Additionally, the College practices adroit budgeting, in that it consistently manages to keep property 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 programs, and approves all changes to personnel policy statements. The Board of Governors adopted a specific set of priorities and a statement of Strategic Intent at its regular meeting on November 11, 2013 and has decided to create a Board Calendar that, among other things, will track the progress of work contributing to its priorities. Finally, the Board adopted Bylaw V Duties of Office, which requires the Chair of the Board of Governors to ensure that the Board undertakes and completes a yearly self-evaluation. The Board conducted a self-evaluation in June 2014 using key indicators provided by Association of Community College Trustees materials. The self-evaluation included topics such as Board member understanding and adherence to standards of conduct.

2.C.2. Pima Community College's Board of Governors reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Board of Governors provides a number of avenues that the College's internal and external constituents may use to bring their concerns to its attention. For instance, PCC maintains a Board of Governors webpage that includes email addresses for all Board members. The page also features a link to a Public Meeting Notices, Agendas, Supporting Materials and Minutes webpage that invites the "Public to attend all Board of Governors meetings except those portions…that are held in executive session" and that publishes materials that will help constituents understand the Board's work and participate meaningfully in its deliberative processes. In addition, pursuant to A.R.S. § 38-431.02, notices of meetings of the Pima County Community College District Board of Governors, as well as notices of meetings of Board of Governors advisory committees and subcommittees, are posted on the Board of Governors webpage. In Article X Section 5 of its Bylaws, the Board asserts that it has the responsibility to provide "an opportunity for public comment at its regular meetings—through the public comment section of the meeting; for employees through representative reports."

In response to the Probation Sanction, PCC has adopted a governance model that is defined in BP-1401: Governance. The model is informed by general principles articulated in BP-1401 that include a belief that effective governance occurs in an environment "emphasizing contribution, cooperation, collaboration, civility, transparency, and respect," and that 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." These principles are realized in a twelve-member Governance Council that includes three students, three faculty, three staff, and three administrators. The Council is charged with advising the Chancellor on "matters of college-wide importance not directly and substantially related to wages, salaries, and working conditions." For a full account of how and why this governance model was adopted, see the chapter of this Self-Study report devoted to the Response to the Probation Sanction.

In addition to being generally available, the Board also employs processes that allow the College's constituents to provide input on specific matters of policy. BP-1101: Prime Policy defines the process used by the College to develop non-personnel Board Policies and Administrative Procedures. According to BP-1101, a "Board of Governor's Policy is a statement officially adopted by the Board of Governors at a public meeting that establishes institutional priorities and/or stipulates that the Board of Governors directs the institution to maintain in pursuit of approved general institutional priorities." BP-1101 allows any College constituency, the Board, faculty, staff, and/or students, to initiate a Board Policy. After their initial formulation, all proposed policies are then forwarded to the Chancellor "for review and consultation with appropriate standing committees, administrative heads, staff, Chancellor's Cabinet, and legal counsel." After this review is complete, the Chancellor then meets with the initiator to consider comments received during the review process. The proposal is then presented to the Board and may be further modified or withdrawn. As a final step, the proposed policy is posted for comment to the public website for 21 days, after which the Board acts on the proposed policy at the next regularly scheduled meeting that falls after the 21-day comment period. During this 21-day comment period, anyone may provide input on the proposed policy.

To complement BP-1101, PCC has adopted a separate Board Policy, BP-4001: Meet and Confer with Employee Representatives that establishes a separate process for providing input on Board decisions substantially related to wages, salaries, and working conditions. For a full account of the Meet and Confer process, see the response to Core Component 2.A.

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.

PCC's Board of Governors adheres to all relevant state laws and has adopted a number of policies and procedures that assure its independence and allow it to make decisions that best serve the institution and the people of Pima County. The five members of the Board represent different electoral districts within Pima County and are elected to six-year terms and are accountable to the voters who elect them. All potential and incumbent Board members are subject to Arizona's campaign finance laws which limit the amount of funding they can accept from political donors. The Code of Ethics contained in the Board Bylaws requires it to "recognize its duty to represent the entire county and to make decisions, which can benefit all constituents" and "Respect the elected office and in no way misuse the power inherent in the office." These bylaws also include a conflict of interest policy that mandates that members disclose "in the official records of Pima Community College" whenever they or a relative have "a substantial interest in any decision, contract, sale purchase or service to Pima Community College" and that they "refrain from voting upon or otherwise participating in any manner in such decision, contract, sale or purchase, as more particularly set forth in A.R.S. 38-501 et. seq." A.R.S. 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.

BP-5502: Receipt of Gifts authorizes the Board to "approve the receipt of gifts for the benefit of the Community College...providing that the receipt of the gift is lawful and consistent with existing College goals." BP-5503: Naming Opportunities allows the Board to approve "nominations which honor an individual, family or organization who have demonstrated a unique and extraordinary commitment, or who make significant financial gifts to Pima Community College" when "such designations are in the best interest of the College." If the "naming opportunity results from a financial gift, the receipt of the gift must comply with BP-5502." By stipulating that all gifts must be consistent with existing College goals, BP-5502 ensures that gifts will not be used to purchase influence with the Board. All money and in-kind donations given to the College are given through the PCC Foundation for the benefit of the College. The Foundation is a separate 501(c)3 organization with its own Board of Directors who manage and make decisions about its funds.

2.C.4. Pima Community College's governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

PCC's Board of Governors has publicly affirmed its commitment to delegating the day-to-day management of the College to the administration and has created a process for policy adoption that gives substance to its professions. Article X of the Board Bylaws, "Code of Ethics," obligates the Board to "Delegate authority to the Chancellor as the Board's executive and confine Board Action to policy determination, priority setting, evaluation of College performance, and

maintenance of the fiscal stability of the District." The Board reiterates this principle in BP-1103: Delegation of Authority to the Chancellor, which "delegates to the Chancellor the responsibility to implement and administer the policies governing the College." Finally, the Board's commitment to delegating day-to-day management to the administration is built into BP-1101: Prime Policy. This board policy establishes the process for creating and approving Board Policies and Administrative Procedures. According to BP-1101: Prime Policy, a "Board of Governor's Policy is a statement officially adopted by the Board of Governors at a public meeting that establishes institutional priorities and/or stipulates that the Board of Governors directs the institution to maintain in pursuit of approved general institutional priorities." To effect these policies, BP-1101 authorizes the Chancellor and the administration "to prepare and implement administrative procedures necessary to effect all approved policies." Administrative Procedures, unlike Board Policies, do not require Board Approval.

As described below, PCC's faculty oversee academic matters through College Discipline Area Committees (CDACs), by serving on a number of Standing Committees focused on academic matters such as the College Curriculum Council (CCC), Academic Standards, Dual Enrollment, General Education, and Online Education, and by reviewing and commenting on Board Policies and Administrative Procedures that come before the Faculty Senate. For a comprehensive account of the ways that faculty exercise their oversight duties, please see the response to Criterion Three.

Core Component 2.D. - Pima Community College is committed to freedom of expression and the pursuit of truth in teaching and learning.

Pima Community College has affirmed its commitment to freedom of expression and the pursuit of truth in teaching and learning in a number of key documents. In the Code of Ethics included in its bylaws, for instance, the Board of Governors "Recognizes the first amendment, freedom of speech principle, as fundamental to the operation of the District" and prohibits any "employee representative of the District" from being "subjected to economic or professional sanction for expressing his or her opinion in open meetings of the Board." This commitment is reiterated in BP-3605: Public Access and Expression on College Property, which states that the "Governing Board believes that freedom to teach and learn, to express oneself in a visible and accessible way, and the freedom to assemble lawfully and protest peacefully are essential to academic freedom and the continuing function of the College." The Code of Ethics included in Faculty Personnel Policy Statement asserts that the faculty member "recognizes the supreme importance of the pursuit of truth, devotion to excellence and the nature of democratic principles. Essential to these goals is the protection of academic freedom...and the guarantee of equal educational opportunity for all." The Faculty Personnel Policy Statement defines academic freedom and grants freedom of discussion, research and publication, speech, and choice of academic materials for use in the classroom. The Adjunct Faculty Guidebook recognizes these same rights for adjunct faculty.

Core Component 2.E. - Pima Community College's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

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

Ethical research is supported by the College's Human Subjects Policy, BP-5603: Research Involving Human Subjects. To support implementation of the policy, the College created a Human Subjects User Guide. The Guide outlines how interested parties can submit requests for research that involve human subjects to the College and emphasizes that all research projects of this type are required to meet the criteria outlined in the Code of Federal Regulations Part 46: Protection of Human Subjects.

Pima Community College's Employee Development program provides training that ensures integrity of research and scholarly practice, including five Instructor-led workshops, five job aids, and five online courses. In addition, one of the College's new general education outcomes, described in 4.B.1, addresses ethical decision-making for students: "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."

The College has also invested considerable resources in training faculty to help students avoid copyright infringements. These efforts included inviting Peter B. Goldman, U.S. Patent Attorney, to present at the 2013 All Faculty Day. Faculty have access to a short guide on preventing and dealing with plagiarism. SPG-2701/AA: Copyright Practice and Compliance addresses the standard language and requirements for all syllabi, specifically, the inclusion of language that addresses copyright issues.

Many of the resources available to students 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: Copyright Ownership 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: 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 Copyright Information and Copyright Resources webpages covering copyright law on its website.

Finally, in conjunction with the College's Copyright Practice and Compliance standard practice guide, faculty can make use of a "Fair Use Checklist," which allows them to use the works of others under specific circumstances.

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

Pima Community College's libraries and librarians provide students with training, advice, and assistance in the ethical use of information resources. Librarians present an overview of copyright policies, and explain principles of research writing and the Modern Language Association (MLA) Style Guide. Additionally, the library hosts a library guide website (LibGuide) that exposes students to the principles and practices of citation. Pima Community College offers a general education course, Writing 101, which specifically addresses appropriate use of information, resources, and citation methodology.

2.E.3. Pima Community College has and enforces policies on academic honesty and integrity.

Pima Community College expects faculty and students to teach and learn in an environment that values academic honesty and integrity. BP-3504: Student Conduct and Ethics states, "in order to maintain an appropriate learning environment, Pima County Community College District expects students and prospective students to adhere to the highest standards of personal conduct and ethics while involved in college activities on the property or under the jurisdiction of the College." For students, the Student Code of Conduct serves as the foundation for their responsible acquisition, discovery, and application of knowledge. Section IIA (pg. 2) lays out 10 standards for the prevention of academic ethical violations. Individual instructors also include language in each syllabus defining plagiarism and addressing academic honesty.

Section III (pg. 8) of the Student Code of Conduct explains the consequences students face if they violate the College's standards for academic honesty and integrity. This section makes clear the roles of students, faculty, and administration, as well as procedures initiated when an academic integrity policy has been violated. Consequences range from failing an assignment to failing a course; in extreme cases, sanctions such as expulsion or degree revocation are in place, demonstrating how seriously PCC considers academic honesty. To protect students, the Code of Conduct Section IV (pg. 11) outlines due process procedures and an appeal process.

The College also provides a "Plagiarism Traffic School," which includes an exercise students complete after committing plagiarism. The program, which was featured in Inside Higher Ed, is reinforced by posters throughout campuses. Rather than penalize students who may have made an error while learning, this program seeks to prevent plagiarism with education and instruction rather than sanctions. Participating students meet with faculty other than their course instructor and proceed through five steps beginning with a self-examination response. Students then read three articles on the consequences of plagiarism before being asked to write a definition for plagiarism. Finally, students attend a citation workshop and meet with two instructors to review the process. Upon the successful completion of the Plagiarism Traffic School, the student is allowed to revise the original assignment. Twenty to twenty-five students attend Plagiarism Traffic School per semester and no student has been sent to the program more than once.

Evaluative Summary

Pima Community College's expectations of and processes for ensuring ethical and responsible conduct are documented by the information provided within this criterion. Through policies and internal controls, employees are provided with guidance on appropriate ways to ethically conduct the financial, personnel, and auxiliary functions of the College.

Strengths:

- The College has improved financial oversight and transparency through creation of the Board of Governors' Finance and Audit Committee. It also has a robust system of internal auditing, policies, procedures, information sharing and other controls that ensure that appropriate purchasing processes are followed, financial data is accurate, and the College's assets are protected.

- PCC is committed to the ethical behavior of its Board members, employees, and students. The College demonstrates this commitment throughout its Board Bylaws, board policies, regulations, standard practice guides, internal audit procedures, personnel policy statements, and the Student Code of Conduct.

- The College presents itself completely and clearly to its constituents through a variety of methods, including: multiple website pages, various printed documents, social media and the College Catalog.

Opportunities for Improvement

- The complexity of College operations creates challenges in maintaining its systems, processes, and records. The College has made progress in enhancing cross-functional system performance, but needs to be vigilant to continuously improve systems and processes through training, best practices, and other opportunities for improvement.

- While the College makes a variety of resources available to students to help them exercise academic integrity, the processes for documenting infractions need to be further developed. PCC should review these processes to clarify and track incidents across the campuses.

Criterion Three. Teaching and Learning: Quality, Resources, and Support

Pima Community College provides high quality education, wherever and however its offerings are delivered.

Core Component 3.A. - Pima Community College's degree programs are appropriate to higher education.

3.A.1. Pima Community College's courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

To ensure the currency of its courses and programs, Pima Community College has adopted policies, processes and structures that involve both faculty and the major constituencies served by program development and review. These processes, policies and structures are described below.

PCC's knowledgeable faculty commit to professional growth, and they are encouraged to remain fully apprised of the major developments in their respective fields. As such, they represent the College's best resource for ensuring that its courses and programs remain current. Understanding this, PCC has assigned primary responsibility for developing and maintaining courses of study to its faculty, who oversee curriculum through College Discipline Area Committees (CDACs) and the College Curriculum Council (CCC).

CDACs are district-wide committees comprised of full-time faculty within a discipline or group of related disciplines. These CDACs perform a number of functions that ensure the currency and relevance of PCC's curriculum including designating faculty to serve on Articulation Task Forces, conducting program review and articulating and assessing student learning outcomes. The last two of these duties are more fully described in this report's response to Criterion Four.

Faculty oversight begins when full-time faculty propose curriculum actions to meet an identified educational need. In the first step of the process, faculty initiators work with a Curriculum Coordinator and their campus' administration to articulate course objectives and identify any capital requirements the course may have. Campus approval, by the Department Chair, Academic Dean, and Vice President of Instruction moves the curriculum item forward to the District Curriculum Office (DCO). DCO staff reviews all proposed curriculum, to ensure it meets College standards, before sending to the CDACs for voting, and prepares the items to move forward to the College Curriculum Council (CCC). CDAC votes, as well as any comments provided by that group, are shared with the CCC. By requiring a CDAC vote on all curriculum items, the College avails itself of the collective knowledge of the faculty within a particular discipline and related disciplines.

The CCC is a College-wide standing committee on which faculty make up nearly two-thirds of the membership. Like the CDAC, it is responsible for reviewing College curriculum and it also makes final recommendations regarding the curriculum to the Provost. Voting members include a faculty member from each campus, six additional faculty selected by Faculty Senate, two Educational Support Faculty, one of whom represents librarians and another who represents counselors, the Vice Presidents of Instruction from each campus, the Vice Provost and an administrator from Student Development. A recently revised Standard Practice Guide has added a faculty Student Learning Outcome Facilitator and the Director of Curriculum as voting members. The revision also formalized specific non-voting ex officio members including members from Pima's Workforce

Response Education, the Center for Training and Development, Pima Community College Adult Education, Continuing and Community Education, as well as Finance, Financial Aid, and the campus and district curriculum coordinators. Through its broad-based membership, the CCC broadens the focused, disciplinary knowledge of the CDAC and reviews 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 approved, it then becomes part of the College's curriculum.

New programs follow a similar curriculum approval process but are subject to further scrutiny to ensure their currency and relevance for the constituencies they will serve. The first additional step is pre-approval by the Chancellor's Cabinet. The Cabinet reviews the proposal submitted by the campus initiating the program. If the Chancellor's Cabinet approves, the program goes through the curriculum approval process. New programs must also then be approved by the Board of Governors.

After adoption, the relevant CDACs periodically review both the courses and programs to maintain their currency. Each course is reviewed at least every five years and, when necessary, revised to reflect developments within a discipline. Since the timeline for review is driven by the date of a course's initial creation or as changes are needed, the total number reviewed each year may vary. In the 2012-2013 academic year, for instance, the College CDACs reviewed 570 non-workforce courses, while in the previous year they reviewed 604. Additionally, courses which have not been taught in five years are deleted from the active College course bank. Each year the CDACs review a list of courses which have not been taught in three years, giving them two years to determine whether they need to revise the course, find some way to make the course viable, or inactivate the course. Given the rapid pace at which workforce demands may change, the frequency of their review is governed by workforce needs rather than College processes. Programs are reviewed every three to five years through the Program Review process, which is described in the response to Criterion Four.

Articulation Task Forces (ATFs)

Some of the CDACs offering transfer courses elect representatives to the pertinent State Articulation Task Forces. The Articulation Task Forces (ATF) are part of the Arizona transfer system, and fall under the auspices of the AZ Transfer Steering Committee, which provides "oversight of curricular alignment of Arizona's public secondary and postsecondary educational institutions." While serving as members of the ATF, PCC's faculty collaborate with their counterparts from the state's other community colleges and three universities to develop curriculum that is readily transferable between its members. In so doing, they ensure that PCC's transfer courses are current and require levels of performance appropriate to the degree awarded.

Occupational Program External Advisory Committees (OPEACs)

Pima Community College's occupational programs remain current through the use of Occupational Program External Advisory Committees (OPEAC). Each committee includes individuals from outside the field of education who provide current data regarding employment trends, knowledge of current changes in business and industry, and foresight into technological developments that are important to the education and training of students. While they are not responsible for establishing College policy, OPEACs play an important role in keeping PCC's occupational programs current. These committees typically meet between one and two times a year. The Program Services department maintains a record of meeting dates and minutes, which

are prepared by the campuses and reviewed by the relevant president before being submitted to Program Services.

Program Accreditation

Many of PCC's occupational programs have programmatic accreditation which serves as another measure for keeping them current. These programs, for both certificate and associate degree levels, must meet criteria that the College program must follow in order to maintain their status with external accreditors, keeping the programs current. For example, the College's Veterinary Technician program recently underwent re-affirmation of accreditation in 2013 by the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities (CVTEA), thus exemplifying its content status as current. A complete table of programmatic accreditation can be found in Table 11.4 in the Federal Compliance section of this report.

Program Review

PCC has a regular schedule of program review for all academic programs within the institution. The programs are on a three to five year review cycle. The information from program review contributes to decisions to revise, update, or delete courses or programs of study. More detailed information regarding program review is contained in Criterion 4.A.1.

Student Performance at Transfer Institutions

Pima Community College collects general and performance information about its students who transfer to in-state universities. This information demonstrates that PCC students who transfer after earning credits at the College perform at satisfactory levels in subsequent semesters at their transfer institutions, therefore indicating that students are learning at appropriate levels for higher education. See Criterion 4.A.6. for more detailed information about transfer student performance.

3.A.2. Pima Community College articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

In keeping with its educational mission "to develop our community through learning," Pima Community College offers courses of study leading to certificates that require fewer than sixty credit hours for completion, and associate's degrees that require sixty or more credit hours. In general, degrees build upon the fundamentals of a certificate by requiring students to take more core and support courses within the major, and to complete a more robust general education curriculum. PCC offers these certificates and associate's degrees in three different types of programs: transfer, occupational and workforce. Transfer programs serve students who wish to transfer to a four-year institution; occupational programs lead to direct employment, and Workforce Programs are designed to meet the needs of a particular contractual partner. Each program within these areas articulates broad learning goals and informs students what they can do with the credential upon completion. For instance, the Associate of Applied Science in Accounting introduces students to the "theory, systems, and basic problems of business accounting" and prepares them for "Entry-level positions in private, public and government accounting." Students wanting to continue their studies may transfer credits earned to a bachelor of applied science program with one of PCC's transfer partners. More recently, the College has begun refining these broad learning goals with more precisely defined outcomes and indicating

which courses contribute to them. To refer once again to the Associate of Applied Science in Accounting, students will learn that it teaches them to apply accounting principles to prepare general purpose financial statements, identify and analyze ethical issues in business, apply pertinent financial data to business decision making, illustrate logical sequence for effective communication, utilize critical thinking in addressing issues, and accurately record economic events. By defining these outcomes, PCC provides students with the information they need to make sound decisions about the education they would like to receive.

3.A.3. Pima Community College'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); PCC has mechanisms and policies to maintain program quality and learning goals consistently across all modes of delivery and all locations.

PCC's Vision commits to providing "access to learning without the limits of time, place or distance." To fulfill this commitment, PCC offers courses using a variety of modalities. Regardless of location or delivery method, all sections of a particular course must adhere to the same high levels of instructional quality and accomplish identical learning objectives. As overarching measures of student success across different modes of delivery, the College creates several semester and annual reports that provide comparison data across modes of delivery. Primary among these are each semester's student success reports, which include the following:

- Course grade distributions by college and instructional delivery method

- Within-semester course completion by course classification

- Student persistence and retention by parameters including course classification

While results across locations are typically consistent, the College does see larger variations in success as a function of instructional delivery method. For example, in fall 2013, successful grades measured at 69 percent of the total in classroom sections, and 57.5 percent in online sections. These results are posted online each semester, so that the data are available to the College community and can be used to support continuous improvement. To enable the College to better understand these differences, research is being undertaken on success, by modality and by subject area, to determine if there are specific programs in need of institutional focus. The following sections outline the processes in place in different areas to support consistency.

Consistent Curriculum and Course Outcomes

To ensure that student success and other expectations are fulfilled, PCC faculty have established mechanisms that produce common outcomes. These mechanisms include (1) creating and maintaining course objectives and outlines for each course the College offers, (2) relying upon a uniform set of faculty certification standards when hiring instructors (BP-3001: Faculty Standards and Qualifications, RG-3001/A: Faculty Standards and Qualifications, SPG-3001/AA: Faculty Standards and Qualifications), (3) establishing a consistent supervisory structure in which either Department Chairs or Deans oversee the work of faculty and evaluate their performance, and (4) providing faculty with ample opportunities for continued professional growth (FPPS, APPS). Items 2, 3 and 4 are addressed at greater length in the response to Core Component 3.C.

For each of PCC's courses, the discipline maintains course outlines (for example, CHM 151IN, WRT 101, MAT 092, SPA 102, BCT 101, CUL 140, TMA 201IN) that establish district-wide standards. A course outline describes the course, identifies any prerequisites, lists performance objectives which serve as student learning outcomes, and include outlines of the material to be covered. To ensure their currency, outlines are reviewed at least once every five years and revised as necessary. Faculty build their syllabi using information contained in the course content form. While instructors are afforded latitude in how they develop their courses, they are still responsible for covering all of the material identified in the course outline and assessing the course objectives. In so doing, the College balances standardization with innovation and allows faculty to apply their unique pedagogy to a common set of learning outcomes and materials. At the beginning of each semester, full time faculty submit their syllabi (examples: BIO 202IN, MAT 089, EDU 201, BUS 148, CSA 100, CIS 100, WRT 101S, REA 081) to their supervising administrators and adjunct faculty submit theirs to their Department Chairs. Administrators and Chairs then ensure that the syllabi do in fact meet district-wide standards.

Distance Education

To teach distance education, in addition to their disciplinary knowledge, certified faculty must also complete training on the College's online course management system, Desire2Learn (D2L). Once completed, faculty acquire an additional online certification. Faculty teaching distance education classes are evaluated every semester, just as they are evaluated in any other modality.

To further ensure consistency, subject matter experts (SME) and instructional designers have created "Master courses," or pre-designed online template courses based on course objectives and outlines; these can be used in several ways. First, they can function as stand-alone courses: adjunct faculty are required to use them and many full time faculty elect to do so as well. Master courses can serve as a foundation upon which experienced online faculty build individualized courses. If the course content form, student learning outcomes or textbook are altered, the Master course is revised to reflect that change. Course masters that have not been used for three consecutive semesters become inactive and cannot be used again until reviewed both by a SME and the instructional design team.

Pima Community College is also a member of the national and statewide consortium of Quality Matters to enhance training and identify best practices in distance education programs. Quality Matters (QM) is a leader in quality assurance for online education and has received national recognition for its peer-based approach to continuous improvement in online education and student learning. The program features:

- Faculty-centered, continuous improvement models for assuring the quality of online courses through peer review

- Professional development workshops and certification courses for instructors and online learning professionals

- Rubrics for applying quality standards to course design

The College has been a member of the statewide QM consortium for over 5 years (since Feb 2009). In this time almost 50 faculty and 10 staff have taken the introductory Applying the Quality Matters Rubric (APPQMR) workshop. This training provides an exploration of the QM Rubric and the process of using the QM Rubric to review online courses and the QM process of course review. Additionally, the College has three trained QM Peer Reviewers (two faculty and one staff who also serves as an adjunct faculty member).

Dual Enrollment

Pima Community College offers dual enrollment in high schools and on PCC Campuses, as well as through the Joint Technological Education District (JTED). The Dual Enrollment Program is guided by the College's Dual Enrollment Standing Committee, which follows, reviews and updates an internal document titled, "Dual Enrollment Handbook;" the program is governed by Arizona Revised Statutes 15-1805.01 and 15-1821.01. The College has Board-approved Intergovernmental Agreements (IGAs) with school districts in Tucson and surrounding Pima County school districts that ensure PCC maintains oversight of dual enrollment courses. Dual enrollment students are held to the same performance standards as any other Pima Community College student, and the College applies the same quality standards for faculty certification, curriculum and instruction to dual-enrollment classes in high schools as it does to those taught on PCC campuses.

Dual enrollment programs adhere to processes outlined in the Dual Enrollment Handbook, which has been revised and is awaiting approval from the new Provost per the Standing Committee's recommendation, approved in 2013, that the Provost have the final authority to approve revisions.

Currently, there is no centralized position to coordinate dual enrollment programing. However, each campus has a dual enrollment contact person, in most cases the Advanced Program Manager, who reports to the campus Vice President of Instruction. The campus contact follows the process outlined in the Dual Enrollment Handbook, ensuring that each task is completed during the recommended timelines, and that deadlines for the high school's course requests are met each semester. The high school also designates a contact person, usually a high school counselor, with whom the campus contact can communicate to resolve issues that may arise.

To help ensure that these practices are uniformly followed, PCC enlists the help of faculty liaisons who mentor dual enrollment instructors. Faculty liaisons are drawn from the full time faculty working within the discipline of the course and at the campus that offers it. In addition to reviewing and approving syllabi, class materials, and lab facilities, faculty liaisons also train instructors on policies related to dual enrollment and serve as the principal points of communication between dual enrollment instructors and the College. Furthermore, many liaisons observe the instructors' classes during the semester, invite them to professional development activities available to adjunct faculty, and include them in campus meetings when appropriate.

While faculty liaisons add a layer of supervision to ensure the quality of PCC's dual enrollment courses, the College continues to evaluate the effectiveness of their processes. Some improvements are necessary as a recent survey of the liaisons indicated that only 75 percent of the faculty liaisons responded that they reviewed the course syllabi and class materials for each dual enrollment class under their purview, and 50 percent that they met with and provided an orientation to each dual enrollment teacher they were responsible for mentoring. An improvement plan is set with a benchmark of 100 percent of syllabi being reviewed and 100 percent of faculty going through orientation.

Contractual Arrangements

While the College does not have any contractual agreements that relate to Title IV, as noted in the chapter on Federal Compliance, PCC does provide instruction to meet the unique needs of specific contractual partners. These contractual arrangements are not eligible for financial aid and follow procedures that are similar to regular curriculum. Like any other course offered at PCC, contractual courses are guided by a course content form that must be reviewed and approved

by an Academic Dean, a Vice President of Instruction, and reviewed by the College Curriculum Council. In rare cases when non-PCC faculty must be recruited to fill a specific contractual need and the College must rely upon a vendor to fill this need, those faculty are vetted using the same certification criteria and process as any other faculty. The faculty member becomes an active member of PCC's adjunct pool. However, in these cases the instructor is reimbursed by the vendor for teaching the class. Instructors of contract curriculum are evaluated using a student evaluation process similar to the one used to evaluate regular credit courses, although in order to measure different variables for each client, evaluation forms for contractual faculty may include additional questions. Core questions about the instructor and the course are included on each evaluation. Students who attend contract courses have access to all College resources, including advising, tutoring and other support.

Core Component 3.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.

3.B.1. Pima Community College's general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The College uses the traditional practice of distributed curriculum for general education and sees "general education" as the "core of learning in associate and certificate programs." Students who earn an Associate of Arts, Business, Fine Arts, or Science complete the approved statewide general education block called the Arizona General Education Curriculum (AGEC) with consists of a minimum of 35 credit hours of general education in the following areas: English Composition, Humanities and Fine Arts, Mathematics, Biological and Physical Sciences, and Social and Behavioral Sciences. Students who complete occupational or workforce response degrees, Associate of Applied Arts, Associate of Applied Science, or Associate of General Studies, must complete 18 general education credits within the following areas: Communication; Analysis and Critical Thinking; Humanities, Social Science, Leadership and Ethics; and Computer and Information Literacy. Students who earn a certificate that requires 30 credit hours or more must complete six credit hours of general education credit. These six credit hours must include coursework in both Communication, and Analysis and Critical Thinking. Certificates requiring less than 30 credit hours do not require any general education credit.

3.B.2. Pima Community College articulates the purpose, 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. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Pima Community College's general education requirements are articulated in the course catalog, on the College website and in BP-3117: General Education, which defines the purpose of PCC's general education curriculum, stating that it "demonstrates the College's vision of an educated person and a commitment to education as a lifelong process." The same policy also specifies the qualities that the College believes an educated person should possess. These include "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 various 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 asserts that all of the aforementioned items contribute to the institutional outcomes: learn, communicate, innovate, participate and aspire.

Content

To achieve the College's general education aims, transfer students must complete the Arizona General Education Curriculum (AGEC). The AGEC is a block of 35-37 credit hours of coursework that fulfills the lower-division general education requirements for all of Arizona's community colleges and its three state universities. Based upon their intended university major, students choose from one of three AGEC pathways:

- AGEC A, which fulfills the liberal arts general education requirements

- AGEC B, which fulfills business general education requirements

- AGEC S, which fulfills the math and science general education requirements

For each pathway, students must take coursework in English Composition, Mathematics, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. Within these areas of concentration, students must take at least one course that fulfills the "I" or Intensive Writing and Critical Inquiry requirement (courses such as LIT 231, Introduction to Shakespeare, and HUM 251, Western Humanities I), one that fulfills the"C" or Cultural Diversity requirement (courses such as SOC 101, Introduction to Sociology, and THE 105, Theater Appreciation), and one that fulfills the"G" Global Awareness requirement (courses such as ART 105, Exploring Art and Visual Culture, and BIO 108IN, Plants, People and Society). Some courses, such as ANT 112, Exploring Non-Western Cultures, fulfill all I/C/G requirements. The Intensive Writing and Critical Inquiry requirement is fulfilled by courses taken after meeting the First-Year Composition requirement. These courses "involve the development of competence in written discourse and involve the gathering, interpretation and evaluation of evidence." Cultural Diversity, or "C" courses emphasize ethnic, race or gender awareness, and Global Awareness courses emphasize global/

international awareness or historical awareness. In addition to this common set of requirements, students must also fulfill other requirements particular to the AGEC path they are pursuing.

Students who earn an associate of applied science degree intended for direct employment accomplish the College's General Education goals by taking a set of courses distributed across the following areas:

- Communication, including 1 year of English composition, or a pair of courses with a written and oral communication component, such as SPE 120, Business and Professional Communication, and WRT 154, Career Communication

- Analysis and Critical Thinking, including AGEC science courses, mathematics and critical thinking

- Humanities, Social Science, Leadership and Ethics, and Computer and Information Literacy

Intended Learning Outcomes

The current general education outcomes are referred to as "College-wide outcomes" at Pima Community College. They were developed by a committee of faculty, staff, and administrators, and were built on the foundation for general education: to help students to gain an understanding and appreciation of themselves; their history and culture; the history and culture of humanity; the principles and impact of mathematics, science and technology; and the principles of effective communication. The College-wide outcomes are as follows:

- Learn: To comprehend new information through examination, understanding, questioning and integration. To apply technology safely and effectively. To be self-aware by recognizing the effects of selective perception, one's own traits, feelings, beliefs, and behaviors. To apply numeric literacy by acquiring, analyzing and using numerical data. To think critically by integrating knowledge to identify and weigh possible responses to novel situations. To appreciate historical perspectives by understanding how history shapes the present and can shape the future.

- Communicate: To write in order to convey information and express ideas for particular audiences. To speak in order to convey information verbally or in another understandable form. To present by delivering speeches, oration, or ideas. To receive by listening, interpreting, evaluating, and/or responding to written, aural, kinesthetic and visual communication.

- Innovate: To think creatively through demonstrating originality and imagination. To be resourceful by acting effectively or imaginatively, especially in difficult situations. To analyze and interpret by separating ideas, texts, artistic, expression, or data into parts to study interrelationships and articulate an informed response.

- Participate: To collaborate by engaging as a member of a team. To be responsible by embracing personal responsibility. To be a good citizen by understanding the rights and responsibilities of participation in a democracy. To develop leadership skills by understanding the principles of effective leadership. To appreciate cultural and global diversity by appreciating and interacting with diverse cultures and peoples.

- Aspire: To think independently by making decisions based on knowledge and experience. To set and achieve goals through understanding what is needed or desired and to define the steps to reach the goals. To be ethical by making ethical decisions related to personal, family, academic, professional, and community issues.

Using the 2012 and 2014 ETS Proficiency Profile results, the College is working on an new set of outcomes focused on general education. As illustrated in Figure 7.1 and the accompanying text, the Office of Planning and Institutional Research is determining the alignment between the ETS instrument and the new outcomes, so that the Proficiency Profile can be used to assess how well students are meeting the new general education outcomes.

Figure 7.1 presents findings in response to the statement "To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education" for part-time faculty, full-time faculty, and students, from the 2011 CCSSE and CCFSSE surveys. Results for the different populations are generally consistent, with over 65 percent of each group responding "quite a bit" or "very much".
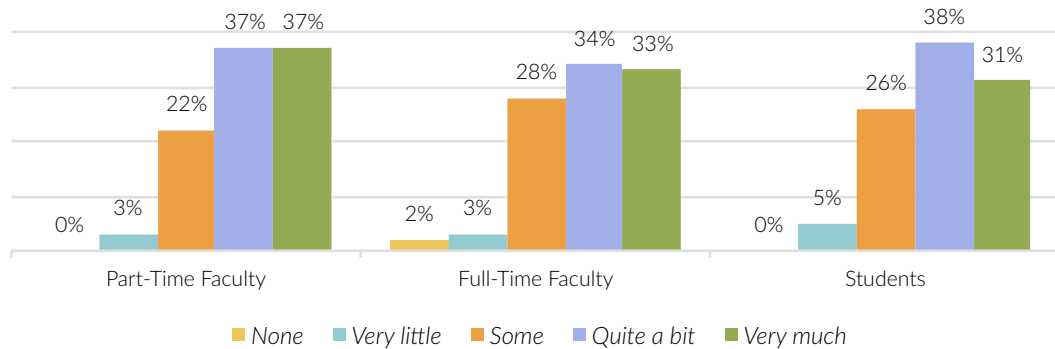
Figure 7.1: Part-time faculty, full-time faculty and student responses from the 2011 CCFSSE and CCSSE instruments in response to the statement "To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education".

Over the past year, the General Education Committee has worked to develop a new set of values and outcomes for the College's General Education Program. These new outcomes will replace the existing College-wide outcomes and will be fully implemented during the upcoming academic year. The next step for the committee is to determine categories and criteria for courses to meet those outcomes. The new outcomes are listed below:

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

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

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

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

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

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

Pima Community College's general education curriculum equips students with adaptable skills, utilizing findings from the CCSSE and the CCFSSE to understand that process, as illustrated in figure 7.2. Among the new General Education outcomes, the information literacy component explicitly focuses on skills that will help students become proficient at gathering and evaluating information. The critical and creative thinking, and the quantitative and scientific literacy components, implicitly focus on the ability to gather certain types of primary information. In addition, the critical and creative thinking outcome provides students with general reasoning skills that they can apply in a variety of practical and creative ways, and the quantitative and scientific literacy and analysis provides students with quantitative and experimental skills intrinsic to 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, choose the best methods for addressing particular audiences, and effectively present their ideas. Finally, the diverse, cultural, historical, and global perspectives outcome strives to cultivate an openness to and understanding of the world's many cultures, allowing students to negotiate an increasingly interconnected world.
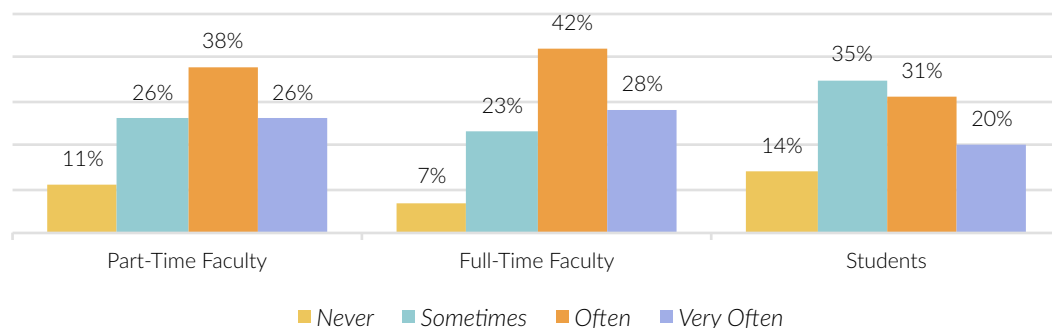
Figure 7.2 Full-time faculty, part-time faculty and student responses in the 2011 CCSSE and CCFSSE responses to the statement "During the current school year, how much has your coursework at this College emphasized making judgments about the value or soundness of information, arguments, or methods?"

Beyond the classroom in mastering modes of inquiry and creative work: Pima Community College Honors Program

The Pima Community College Honors Program offers students the chance to go beyond the General Education curriculum, further deepening their skills in collecting, analyzing, and communicating information with the support and mentoring of faculty and the campus honors coordinator.

Specifically, the Honors Program offers academically excellent students a variety of enrichment opportunities, such as scholarly research, writing, critical reflection, argumentation and collaboration, as well as an exploration of their understanding of cultural diversity in local and global contexts.

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

All students who earn a degree at Pima take courses that focus on diversity as part of the general education requirement. The AGEC requires students to complete courses which focus on cultural diversity and global awareness. Students seeking an associate of applied arts, an associate of applied sciences, or an associate of general studies are exposed to diversity by completing a cultural diversity or global awareness course in their general education coursework. Pima's cultural diversity courses discuss topics such as "the universal aspect of humanity,...traditional and new views of women and/or minorities,...[and] the social, economic, political, historical, or psychological dimensions of relations between and among ethnic, racial, or gender groups." The global awareness courses help "foster an understanding of the complexity of our society in its interrelationship with global concerns," and "incorporate an understanding of the values, elements, and social processes of global cultures."

Beyond the general education requirements, students can always take courses which explore diversity as electives for occupational or transfer programs, or for personal interest. As the list linked above indicates, there are a wide variety of courses from which students can choose in this area.

3.B.5. Pima Community College'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 on education. Many faculty contribute original scholarship within their fields and the College supports and celebrates their efforts. As well, the College maintains policies regarding copyright and intellectual property to ensure that ownership remains with the faculty creator, while establishing provisions that empower PCC to use their work to help educate current and future students (BP-2702: Copyright Ownership and RG-2702/A: Copyright Ownership). For many years, the Provost's Office has sponsored the Faculty Speakers' Series which provides a venue for faculty members to share their research with 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 and the Professional Development Day (sponsored by the Provost's office and organized by the Writing CDAC).

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

- 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.

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

- The College's Fashion Design program provided technical skills to a community member to help create a line of clothes and pajamas for children with cancer, made from soft, organic and natural fabrics gentle to their skin.

- 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.

- PCC Northwest Campus students participate in the Arizona NASA Space Grant ASCEND! project, part of a federally mandated student research program. ASCEND! provides students with opportunities to build, test, and deploy atmospheric payloads, collect, analyze, and present data at annual state symposia. The students are mentored by two full-time physics faculty.

Core Component 3.C. - Pima Community College has the faculty and staff needed for effective, high-quality programs and student services.

3.C.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.

In order to meet the instructional needs of this multi-campus institution, the College employs 363 full-time faculty members, including 338 instructional faculty and 25 educational support faculty, such as counselors and librarians, and 951 adjunct faculty members (as reported in the most recent IPEDS Human Resources Survey). In addition, the College employs staff instructors for non-credit courses and programs such as in Adult Education, the Center for Training and Development and Continuing Education.

SPG-4201/BB: Faculty Hiring Process outlines the faculty hiring process that occurs after "FTE allocations are determined." 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 25 to 1 based on the IPEDS report submitted for fall 2013. This is down slightly from the previous year, when the ratio was 27 to 1, as shown in Figure 7.3. This figure presents the most recently available comparison data for PCC and its peers from IPEDS, which is for fall 2012. The College is fairly mid-range in terms of the faculty to student ratio.
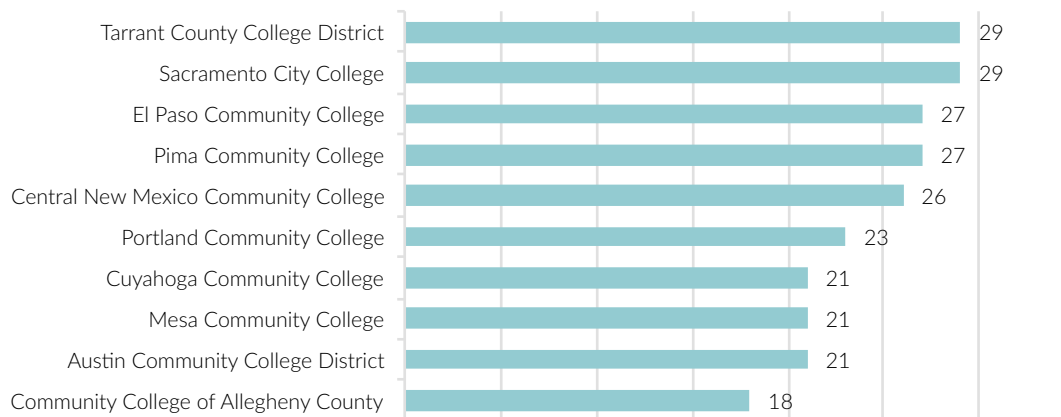
Figure 7.3: Ratio of students to faculty for the College and our peer institutions.

The College has faculty with a wide range in years of service, which supports continuity in instruction and in related faculty roles. Of the full-time faculty who taught for the College in the 2013-2014 year, the largest number had between 11 and 15 years of service at the College (Figure 7.4). In contrast, for adjunct faculty, the largest number representing 44 percent of the total have less than five years with the College. However, 19 percent of adjunct faculty have between 11 and 15 years experience. Based on a comparison with peer institutions both nationally and in-state using data submitted to IPEDS, PCC has a higher proportion of adjunct faculty than its peers. For several recent years, the College has had approximately 3.7 adjunct instructors for every full time faculty member. One peer institution, Portland Community College, has 3.3, and El Paso Community College 3.0. However, other institutions are much lower, including Tarrant County College District (1.9) and Austin Community College District (2.2).
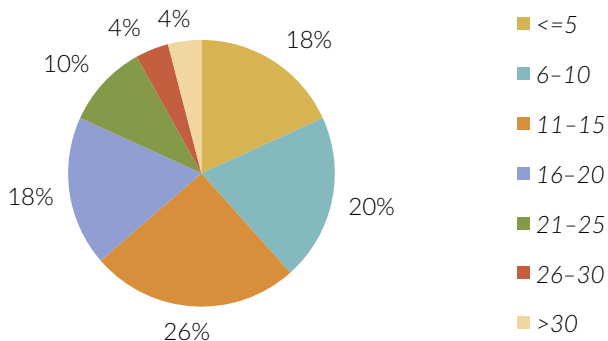
Figure 7.4: Number of full-time faculty teaching in the 2013-2014 year by years of service

Position Allocation Process

PCC has recently adopted a new Position Allocation Process for 2014-2015 to inform hiring in 2015-2016. The process spans six steps and coordinates input from the Office of Planning and Institutional Research (PIR), campus and district administrators, CDACs, and Human Resources. In step one, which is to be conducted in January, PIR provides the CDACs with the adjunct to full-

time faculty ratio College-wide and per faculty FTE by discipline for each campus and the College. The CDACs meet, evaluate this data in respect to various criteria, such as needed disciplines or specific campus needs, and then forward a summary of observations and suggestions to the Provost with rationale. In step two, which takes place in March, PIR provides the same data to campus administrators along with the CDAC suggestion data and they provide feedback on campus needs with priorities to PIR.

Steps three and four occur during April and May respectively. In April, HR provides the Provost and Campus Presidents with a list of faculty FTE vacancies, which they consider along with the information from PIR and the recommendations established in step two. The final outcome is the campus presidents' final recommendations for allocation, administrative appointments, and other campus needs along with rationale. Step five convenes the Provost Advisory Council which includes all campus presidents, as well as VPs and faculty representatives in advisory roles. They review all requests, prioritize them, and the VPs then share this information with faculty.

Step five, in June, sees the Provost updating the Chancellor and reviewing new vacancies from HR, as well as any other ongoing information that might affect allocation. In this step, the Provost decides which of the newly opened FTEs will be filled. Step six finalizes the process in August, when the CDACs receive a list of vacancies and final rationale from the Provost. This entire process includes significantly more feedback from the faculty.

3.C.2. All of Pima Community College's instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Instructor Certification

BP-3001: Faculty Standards and Qualifications 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/A: Faculty Standards and Qualifications indicates, the responsibility for certifying Arizona's Community College faculty fell to the individual districts when the Arizona State Board of Community Colleges stopped doing 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 criteria for faculty certification are based on the type of courses that will be taught, which fall into three different categories: Academic (Transfer), Developmental and Occupational. To meet minimum requirements, instructors must have attained an educational credential a step above that to which courses within the category will lead. Thus, to teach Academic courses leading to a baccalaureate degree, an instructor must 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 those teaching Occupational courses leading to an associate's degree must have earned a bachelor's degree or completed its equivalent in coursework and work experience. Table 7.1 lists the minimum qualifications for each type of course taught.

Table 7.1: Minimum faculty qualifications by type of course

Course Type	Minimum Qualification/Educational Credential The minimum qualifications for both full time and adjunct teaching faculty are based on course classification. The curriculum classifications are: Academic (transfer, including general education), Developmental or Occupational/ Workforce courses.
Academic	Master's degree in teaching field or Masters degree in any field with eighteen graduate credit hours in the teaching field or In disciplines where a master's degree is not offered and the doctorate is the terminal degree, or where the candidate has opted not to receive a master's degree during the course of study for the doctorate degree as a terminal degree, or where all but the dissertation of a doctorate degree has been obtained, 24 graduate semester hours in the teaching field are required.
Developmental	Same qualifications as those listed for academic or Bachelor's degree in the teaching field or Bachelor's degree in any field with 24 lower and /or upper division semester credit hours in the teaching field
Occupational/Workforce	Same qualifications as those listed for Academic or Bachelor's degree in any field and three years work experience in the teaching field or License in the teaching field and five years work experience in the teaching field Recognized certification in the teaching field and five years work experience in the teaching field or 64 semester credit hours in the teaching field and five years work experience in the teaching field or Associate's degree in any field and five years work experience in the teaching field
Counselor	Master's degree in counseling, counseling psychology, clinical psychology, rehabilitation counseling, career counseling, guidance counseling, social work or related field
Librarian	Master's degree from a program accredited by the American Library Association

PCC allows limited exemptions to these standards for adjunct faculty who have not completed the requisite number of graduate credit hours but who are nonetheless nationally or regionally recognized experts in their fields. These exemptions must be approved by 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.

As part of their duties, CDACs determine which degrees in which fields adequately prepare faculty to teach courses within the disciplines under their purview. CDACs also elect a Discipline Standards Faculty who is responsible for performing a number of administrative functions related to faculty certification. These include making changes to the certification process, evaluating transcripts for the Faculty Certification office and reviewing limited exemption applications.

Regardless of discipline, all applicants for faculty positions must submit a resume and official transcripts. Applicants who wish to teach Occupational courses must also submit appropriate licenses or certificates and letters of experience written on official company letterhead that indicate length of employment, position title, and job responsibilities. A Certification Analyst from the Faculty Certification office reviews these documents and confirms that the applicant's degrees were earned at an accredited institution. If the degrees were awarded by a foreign institution, the applicant must obtain a course by course transcript evaluation from a list of approved evaluation services. After reviewing the application, the Analyst submits the application to the Vice Provost for final approval. If approved, the applicant is issued a Pima Community College Faculty Standards Teaching Certificate that certifies that they are able to teach within a particular discipline.

3.C.3. Pima Community College's instructors are evaluated regularly in accordance with established institutional policies and procedures.

Article IV section B of the Faculty Personnel Policy Statement, which describes the Faculty Success Program, outlines how PCC conducts instructor evaluations. All full-time and part-time faculty, including librarians and counselors, are evaluated annually by their students using College-wide student evaluations. The method that the College has used in the past has utilized hardcopy evaluations, which has resulted in a low response rate for online classes. To address this, the College is implementing the Class Climate tool, which will enable the institution to carry out online evaluations of online classes. The initial roll-out of Class Climate is scheduled for fall 2014. 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. Noncredit instructors are evaluated annually by program managers.

The principal venue for evaluating full time faculty 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 develop a Performance Improvement Plan using the Corrective Action Procedure outlined in the Personnel Policy Statement for College Employees.

3.C.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 supports the professional development of its faculty throughout their careers with the College. Both full-time and adjunct faculty members begin their careers with an orientation.

Faculty Orientation

Prior to beginning their first year as full-time faculty, new instructors participate in the Faculty Learning Academy, (FLA) which is overseen by the Office of the Vice Provost and Assistant Vice Chancellor for Academic Services and Human Resources. The initial part of the FLA is a traditional Human Resources orientation to the College. The second part of the Academy introduces faculty to the College's history and mission and familiarizes them with the populations they will be serving. It also acquaints them with the key documents that set expectations for professional and ethical behavior, introduces them to the College's communication avenues and alerts them to professional development opportunities.

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 FLA including: learning assessment, classroom management and technology in the classroom.

Faculty and Campus Enrichment Funds

The Faculty Success Program provides all full-time faculty members with $1,000 per year in funding for professional development activities. Faculty members may use these funds to pay for coursework, memberships in professional organizations and costs associated with participating in regional or national conferences. If faculty members do not use all of their funds within a particular year, these monies roll over to the next year for a maximum accrual of $3,000. Upon reaching the accrual limit, the money is diverted to a Campus Enrichment Fund account and is made available to faculty members at that campus who may apply to use the funds to supplement their own Faculty Professional Enrichment Funds or for activities that benefit the entire campus. In addition to providing both faculty and Campus Enrichment Funds, the College also supports the faculty's professional development by allocating money for hiring substitutes to cover classes that a faculty member may miss while participating in regional or national conferences. Faculty members are not required to use leave when participating in professional development opportunities.

Faculty Sabbatical Program

PCC offers a Faculty Sabbatical Program in which faculty become eligible for after having completed their fifth year of service for the College as full-time faculty. 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 release 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 sabbaticals, faculty members share results of their projects with appropriate College audiences and submit reports that include documentation substantiating that the stated objectives and activities described in the sabbatical proposals have been completed. Reports are maintained in the Office of Organizational and Professional Development.

Faculty Exchange Program

PCC faculty may participate in the Faculty Exchange Program, which allows them to swap jobs with another faculty member from another institution of higher education. The Faculty Exchange Program benefits both the individual faculty member in that it allows him/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 to further their professional development through the Step Progression Plan. In the fall semester, participating faculty submit a Step Progression Plan to their supervising administrators that identifies activities that will contribute to their professional growth in three of the following four areas: one from Professional Development; one from Student Success Activity; and one from either Service to Department, Program, CDAC or Service to the 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.

Pima Community College supports 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. Faculty in specific occupational areas, such as nursing, who are additionally required to stay current on their licenses, must submit updated proof of licensure to their respective deans. There are several modes of professional development for full and part-time faculty, such as attending conferences workshops, seminars, continuing education, and PCC undertakes ongoing review to expand opportunities for part-time instructors.

3.C.5. Pima Community College's Instructors are accessible for student inquiry.

Each full-time faculty is assigned an office and given an official PCC email address and telephone number that students may use to contact them. This information is included on course 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 posted 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. For every three load hours of instruction, full-time faculty members must hold 15 hours of office hours over the course of the semester. 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 percent of their load hours as online office hours. Those who teach online or hybrid classes may conduct up to 80 percent of their office hours electronically. Faculty who elect to conduct a portion of their office hours online must respond to student emails within 24 hours of receiving them. Faculty teaching online classes are required by policy to respond to student emails once per day during the workweek. Based on findings from the CCFSSE, 55 percent of full-time faculty specify that they use email to communicate with students "very often." The proportion is lower for part-time faculty, and student perception of email use is lower than faculty responses (Figure 7.5).
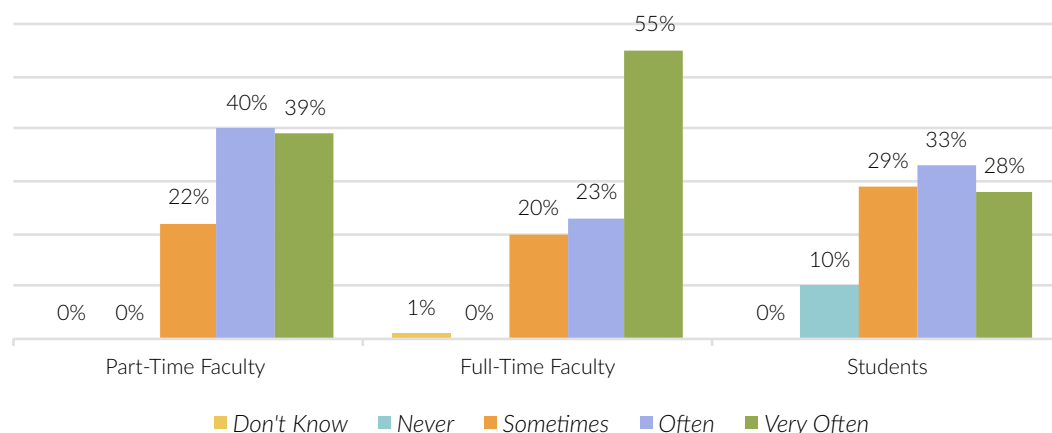
Figure 7.5: 2011 CCFSSE and CCSSE findings on the use of email to communicate with students.

Adjunct faculty are encouraged to make themselves available to students at times outside of class meetings. All adjunct faculty are given an official PCC email address and telephone number that

students may use to contact them. This information is included on class syllabi and is available through the online directory.

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

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 to ensure their continued growth. The following sections review qualifications by area for academic support staff and tutors.

Tutors

At Pima Community College, tutors are classified as temporary, part-time employees and are not eligible for the professional development opportunities available to full-time regular employees. Nevertheless, campus-based learning center coordinators, direct supervisors of tutors, ensure 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 College Reading & Learning Association (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 Matter Experts (SME). Fall and spring semester workshops for tutors are delivered by SMEs on campus. 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 online tutoring for D2L (online) classes.

Student Support Services Staff Members (Financial Aid, Advising, Student Life)

PCC ensures that its student support services staff members are appropriately qualified, trained and supported in their professional development.

Qualifications

Non-exempt staff members (Student Services Technicians, Specialists and Advanced Specialists; n = 106), provide the majority of Financial Aid and Advising information to students. 74 percent of these individuals hold a college degree, with 22 percent having attained an advanced degree. Exempt employees (Advisors, Student Services Coordinators, and Student Services Managers; n = 26) provide higher levels of service, and/or serve in supervisory roles. 100 percent of these individuals hold a college degree, with 50 percent having attained an advanced degree. Educational Support Faculty (Counselors) and Disabled Student Resources Program Specialists provide specialized services to students. All members of these employee groups hold at least a

masters degree in their area of oversight. Student Life Coordinators (n = 5) provide co-curricular programming and support to students. All Student Life Coordinators have a college degree with 40 percent having attained an advanced degree.

Training

After an employee is hired they are required to attend a two-day orientation that introduces them to the fundamentals of the College's data management system (Banner), FERPA and other pertinent Human Resources documents. After completing the two-day orientation, employees then participate in on-the-job training in their functional training areas as they get acclimated to their new positions with the College. As part of the 2014 College Student Services Review, new student services staff members also participate in a nine week training program focusing on *Informational, Conceptual and Relational* student development concepts. Training takes place throughout the year on topics related to Financial Aid updates, Transfer Information and Occupational Program changes.

Professional Development

Employees may take advantage of the many opportunities offered by the Office of Professional Development (OPD) which provides learning opportunities through online and face-to-face workshops. During the 2012-2014 school years, student services staff members participated in 155 hours of professional development activities during 61 official OPD events. Advising and Financial Aid staff actively participate in national, professional associations such as the National Academic Advising Association (NACADA) and the National Association of Student Financial Aid Administrators (NASFAA). Like faculty, both exempt and non-exempt staff may apply for and receive professional development funds (with a funding base for each group, the amount can be up to $3,000 for exempt and $2,000 for non-exempt, or until the fund balance is exhausted) that may be used to defray the costs of continuing their formal education and attending conferences, workshops, and seminars. All employees are provided with a financial incentive to maintain currency in their professions through the Step Progression Plan.

The Graduate Exit Survey offers the College one method to assess whether staff demonstrate adequate skills in the relevant areas. Graduates are asked their level of satisfaction with different aspects of their Pima experience. Full details are included in the report, but findings related to student services include satisfaction with the learning centers (tutoring) (approximately 60 percent "satisfied" or "very satisfied" across most campuses), academic advising (approximately 60 percent "satisfied" or "very satisfied" across most campuses) and financial aid. Responses for financial aid were slightly less positive, with approximately 40 percent of responses in agreement with the statement "Pima Community College Financial Aid Office's assistance was prompt and knowledgeable."

Core Component 3.D. - Pima Community College provides support for student learning and effective teaching.

3.D.1. Pima Community College provides student support services suited to the needs of its student populations.

As is detailed in the response to Core Component 1.A , 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.

Academic Advising

Pima Community College's advisors are housed in the Student Services Centers located on every campus, as well as at off-campus sites such as Davis-Monthan Air Force Base Education Center and the Adult Education Learning Centers. Advisors are trained to assist students in starting the process of becoming a student, and to help guide students with course and program choices through completion of a certificate or degree. Academic advisors also provide individualized information about the effects of such things as adding, dropping or withdrawing from classes on financial aid, student status, and athletic eligibility.

Tutoring

For students who may need extra help in their classes, Pima Community College provides free tutoring at each of its campuses and for online students tutoring is available 24 hours through an ongoing contract with BrainFuse. Each tutoring center employs tutors in a variety of disciplines, particularly those in high demand areas like math, reading and writing.

During the fall of 2013, the five Learning Centers served a total (unduplicated headcount) of 6,115 students who used the Learning Centers a total of 41,878 times, see Table 7.2. Tutoring for developmental courses encompassed 15 percent of the total tutoring for the fall semester (Figure 7.6).

Table 7.2: Utilization of the five Learning Centers in fall 2013

	NW	WC	EC	DC	DV	Totals
Visits	4,702	12,928	7,067	12,290	4,891	**41,878**
Dev Ed	1,147	486	1,454	2,458	570	**6,115**
% of Dev Ed	24%	4%	21%	20%	12%	15%
Workshop	4	9	5	5	5	**28**

In the spring of 2014, the Learning Centers served a total of 5,153 students a total of 39,724 times, see Table 7.3. Tutoring for developmental courses encompassed 13 percent of the total tutoring for the spring semester.

Table 7.3: Utilization of the five Learning Centers in spring 2014

	NW	WC	EC	DC	DV	Totals
Visits	4,030	13,027	7,559	10,039	5,069	**39,724**
Dev Ed	745	1,348	1,476	907	677	**5,153**
% of Dev Ed	18%	10%	20%	9%	13%	13%
Workshop	6	5	6	5	7	**29**
Unduplicated	1,027	1,620	1,270	1,352	1,277	**6,546**
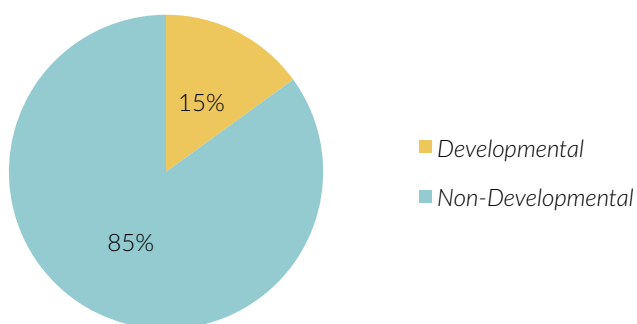
Figure 7.6: Distribution of tutoring between developmental and non-developmental in fall 2013.

Learning Centers tutor a variety of subjects during the semester. The subjects tutored in the spring semester are given in Table 7.4

Table 7.4: The subjects in which tutoring was given in spring 2014

ACC	all	ECN	all	MAT*	all
ARB	101-102	ENG	all	PHY	all
AST	101-102	ESL	all	REA	all
BIO	all	FRE	all	RUS	101-102
BUS	205	GER	all	SPA	all
CHM*	all	GEO	101	SLG*	all
CIS	100	JPN	all	WRT*	all
CSA	all	JRN	all		

*Denotes disciplines with the most tutoring

Tutoring Credentials:

Pima Community College Learning Centers are College Reading and Learning Association (CRLA) certified. All tutors are trained and certified under the CRLA certification rules and procedures. (http://www.crla.net/ittpc/index.htm)

To be hired as a tutor at Pima Community College, applicants must meet the following criteria:

- Interview plus written approval of a content and/or skill instructor

AND/OR interview plus endorsement of tutor trainer and/or supervisor

PLUS at least one of the following:

- Grade of "A" or "B" in subject content being tutored

- Documented experience equivalent to grade of "A" or "B" in subject content being tutored

The CRLA certification requirements are rigorous and the Learning Centers have mandated that all tutors must be CRLA certified Level I within a year or employment will not be continued. Certification requirements (http://www.crla.net/ittpc/certification_requirements.htm) from CRLA include 10 hours of workshops on various topics (at least six hours of that tutoring must be in person), 25 hours of tutoring experience, and semester-based/certification-based evaluations.

Of the 120 tutors employed during the spring semester of 2014, 21 are working on Level I certification, 75 are Level I certified, 20 are Level II certified, and four are Level III certified. During the spring semester, the Learning Centers conducted 29 workshops for tutors working toward CRLA certification.

In addition, as part of our continuous improvement process, the Learning Centers conduct surveys during fall and spring semesters. Spring survey results are listed in Table 7.5.

Table 7.5: Results of the Learning Center surveys from spring 2014

Question	Agreed	Neutral or Disagreed	Positive %
1 Without tutoring I would have dropped or failed the course	185	117	**61%**
2 As a result of tutoring my grades increased	261	38	**87%**
3 The tutor helped me to understand the material	285	26	**92%**
4 The tutor was capable of solving the problem or utilizing available resources	280	22	**93%**
5 The tutor helped instill confidence in my academic skills	269	42	**86%**
6 The tutor encouraged me through questions and comments	267	43	**86%**
7 The tutor treated me with respect and sensitivity	291	22	**93%**
8 The tutor made me feel comfortable and at ease	287	23	**93%**
9 The Learning Center environment was conducive to learning	279	22	**93%**
10 The staff was friendly and courteous	284	12	**96%**
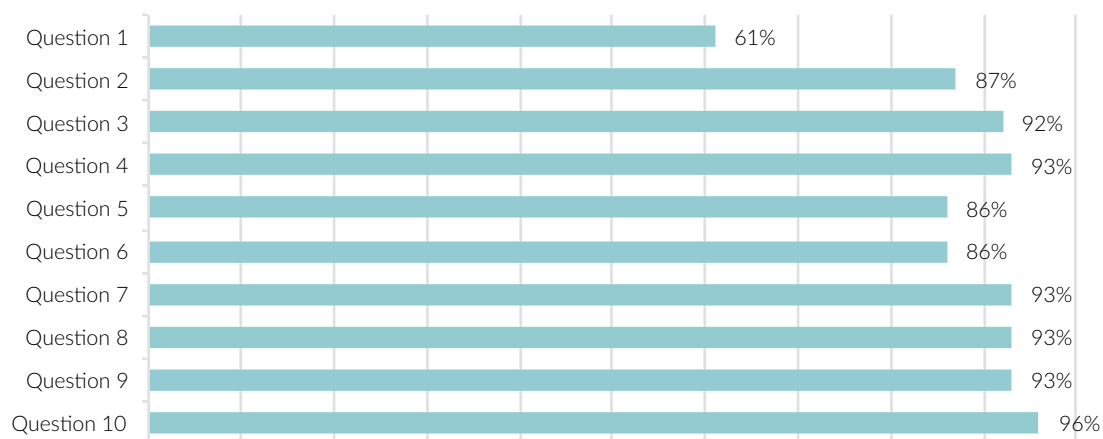
Figure 7.7: Percentage of positive responses, by question, from the Learning Center surveys

These results show that students' perceptions are that tutoring is helpful, see Figure 7.7. As a group, the Learning Center Coordinators meet to discuss results and set goals for the survey for the following semester. The current goal for each question is 90 percent for every question except question #1. With question #1, our goal is 60 percent positive.

Student Success Workshops

PCC offers a broad range of Student Success Workshops that help students cultivate the soft skills needed to succeed in college and the professional world. The workshops focus on a 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.

Counseling

PCC employs a number of faculty counselors. These faculty counselors are available to help students with career planning and cultivating good college success skills. Counselors also provide support and guidance to those who are facing personal challenges, including responding to students in crisis with intervention, stabilization, and referral to community-based agencies and/or therapeutic services.

Disabled Student Resources

Five of PCC's campuses house a Disabled Student Resources Center that creates accessible learning environments in a number of ways: by providing one-on-one advising to qualified students; by recruiting note-takers and sign-language interpreters when needed; by providing access technologies for students and training them to use those technologies; by providing alternative format textbooks and other class materials to students with disabilities; and by training and supporting faculty, instructional designers, and staff to create accessible learning materials, which reduces the need for special accommodations.

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 their educational benefits, learn about PCC services and access other resources. Dedicated in March 2014, the center provides a quiet room with comfortable seating and dimmable lights to allow for a calm environment. The center also offers assistive technology on its computers and tutors for a variety of subjects, and provides a sense of camaraderie as veterans relax there between classes. Student usage is being tracked to determine appropriate resources and staffing for the center, as well as the need for centers at other campuses as well.

3.D.2. Pima Community College provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs which the students are adequately prepared.

Students attending the College for the first time who have not completed a college course within the last three years and are intending to complete a degree or certificate; who are currently in high school and would like to register for dual enrollment courses; or who are enrolling for the first time in a reading, writing, mathematics or general education course take the Basic Skills Assessment tests in reading, writing and mathematics before registering. Assessment preparation materials are available on the assessment website. These assessment scores help academic advisors guide students to register for those courses needed for student success. During this initial meeting, an advisor or counselor discusses other small group or individual instruction programs available at the College.

Campus tutoring centers are available for both walk-in help and scheduled small group help sessions focused on specific topics, such as working with fractions or how to write a topic sentence.

Librarians located at each of the campuses are ready to assist students with their questions, in person, by email or by phone. They also provide small group instruction on how to use the library.

Student Success Workshops are free, one-hour, non-credit workshops that are offered year round at all of the campuses. Topics include academic goal setting, time management, and successful study habits.

Several grant programs, such as HPOG Pathways to Healthcare and Project SOAR, provide specialized tutoring services for their students. Many campuses have developed math emporiums, which offer supplemental instruction through dedicated labs geared towards developmental math students, and have faculty and instructors available for one-on-one help. In fall 2014, the East Campus is building a "learning community" for students who are registered in both Reading Improvement II (REA 091)and College Success Skills (STU 100), to work in teams. The Plus 50 Encore Program, for students age 50 and older, provides a network of direct contacts within the College to help them get started through completion of their certificate or degree.

The Pima Community College Adult Education program (PCCAE) fulfills a significant academic need of the students of Pima County. Over 83,000 adults (13 percent) in Pima County are without a high school diploma, and over 57,000 adults (11 percent) are in need of English language instruction. At least 20 percent of Pima County adults are living in poverty. The target population for funding from the Arizona Department of Education–Adult Education Services, and through extensive collaborations throughout the community, is at least 6,000 adults in Pima County, age 16 or over, who are not enrolled in secondary school and lack sufficient mastery of basic educational skills or who are unable to speak, read, and write the English language. These individuals are served through classes and services in Adult Basic Education (ABE)/Adult Secondary Education (ASE), Distance Learning, and English Language Acquisition for Adults (ELAA).

PCCAE has intake and orientations for most students which includes information about classes, assessment, resources, and class placement. Instructional strategies include an extensive and flexible schedule of classes in ABE/ASE, ELAA, and Distance Learning, offered throughout the day and evening with sufficient intensity and duration to meet students' needs in achieving core

goals. PCCAE uses student-centered participatory educational practices to meet students' needs throughout the program. PCCAE also uses computers in nearly every classroom to aid instruction and allow students research and skill-building opportunities. PCCAE also offers comprehensive orientations, meaningful assessment, and a variety of support and transitional services to meet students' needs. Also, Adult Education provides instructional support in open Learning Labs and with volunteers, for large and small groups, and designs professional development activities to support student achievement.

3.D.3. Pima Community College 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. In 2009, the College completed a redesign of its Student Services Centers and moved toward a model of academic advisors capable of providing a variety of information to students throughout their educational life cycles. Academic advisors now guide students through admissions, assessments, new student orientation and registration processes, and provide programmatic guidance for transfer and occupational programs at all of Pima Community College's campuses, including Davis-Monthan Air Force Base Education Center. Many occupational programs have program-specific advisors such as those in the Early Childhood Education and Culinary Arts programs. Additionally, academic advisors in the Student Services Centers serve as liaisons to various programs and courses across the campuses and often make classroom visits to share about services provided by academic advisors. As part of the College Student Services Review, advisors are developing Assigned Advising for fall 2014 as a way to make connections to students in a case management model.

Academic advisors create academic plans with students and record them in the MyDegree Plan (MDP) degree-audit program, which students can access in the student portal, MyPima. They provide general information about financial aid, veterans services and career services as part of their discussions with students. To facilitate their discussions, the College Student Services Review created an Advising Syllabus, which will allow the academic advisors to better hone in on the students' specific needs.

In assessing the 2009 Student Services Redesign, the 2014 College Student Services Review recommended having staff members provide financial aid and veterans advising separate from the all encompassing, academic advising model. Currently, the College is involved in the recruitment of financial aid- and veterans-specific advisors in order to provide greater service to our students.

Advising Distance Education Students

Pima Community College provides virtually all student services that distance education students require. Several committees, including the Online Education Standing Committee, the ePima Task Force and the Student Services Review, are having an ongoing conversation about ways to improve distance education student services. Two areas currently being targeted for improvement are online new student orientation and consistent offsite access to assessment preparation tools.

Through email, distance education students have access to Virtual Advising, which often encompasses more than advising questions and issues. Pima Chat, an online, "real time" chat program, allows students to ask questions of advisors and financial aid representatives on a variety of student development functions, such as counseling, advising, career services, financial aid and veterans services. Students have access to credit and noncredit registration via Banner

online, and the Flex Reg systems, respectively, and can make inquiries to a variety of frequently monitored email addresses for admissions, financial aid and advising.

3.D.4. Pima Community College 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).

Pima Community College creates learning environments and provides learning resources of several types in order to accommodate differing learning styles and program needs. In addition to 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 student services areas, and orientations, workshops and personal development courses.

Technology Infrastructure

Information Technology (IT), a College-wide unit that supports instructional needs for students and faculty in all enterprise systems, and at six campuses, the District Office and off-site locations, oversees the technology infrastructure. All campuses have computer commons that students can use for word processing, to check email, login into MyPima and conduct research online. Additional discipline-specific labs, such as the Digital Arts program lab at the West Campus, are also available to students taking specific coursework. All computer commons have PCs, copiers, printers, with available software in Microsoft Office and assistive technology such as JAWS, ZoomText, FSReader, and Read & Write. These assistive devices provide screen reading software, scanning and electronic reading for the learning disabled, speech recognition for voice control of a computer and other services. In addition, students and faculty can check out laptops and other mobile technology devices from campus libraries. The following section describes how the various IT units manage those and other technological resources, including special projects.

The User Support Services unit offers front-line support, a 24-hour/7-days-a-week helpdesk for students, faculty and staff, and manages the technology in over 400 classrooms. The unit resolved over 7,600 helpdesk tickets and responded to over 22,000 phone calls between January 2013 and January 2014. The Web Services unit manages MyPima, the web-based portal students use as their personal space to perform such tasks as to set up their Gmail accounts, register for classes, view their schedule, find textbooks, track their progress, pay their tuition and more. MyPima is also used by faculty to obtain class rosters, post syllabi and grades, and communicate with students.

Technical Services assists business units during the design, selection and implementation of new applications. It also supports mission critical applications such as Banner, Portal (MyPima), Degree Audit (MyDegreePlan), and email for all faculty and staff. Student email has been outsourced to Gmail, although Technical Services remains responsible for integrating student email into the MyPima portal, as well as managing single sign on.

The Network Services unit manages wired and non-wired (WiFi) access and provides internet access and security. They have increased wireless hotspots in classrooms as well as other

accessible campus areas. The wireless network now supports more than 5,500 unique users on average and has tripled the number of installed access points. The College has approximately 580 active wireless access points, providing wireless coverage for 100 percent of the common and public areas and approximately 90 percent of all other College areas. All wireless access device ports have been upgraded to one Gigabit.

Development Services has implemented or will implement several projects specific to campuses, such as the Contracts Management System for the the Community Campus, which will create an Oracle database to replace the legacy system and ensure data integrity as well as more effective reporting. Another project is the development of a custom interface for the GradeMaster test scanner in biology labs at the Downtown Campus to replace the cumbersome interface provided by the vendor. In addition, the IT department is developing a series of Excel spreadsheets with an integrated database to replace the current labor-intensive, error-prone tracking process for Post-Degree Teacher Certification programs in Elementary, Secondary and Mild-moderate Special Education.

The Center for Learning Technology (CLT) maintains access to the College's gateway to distance learning, PimaOnline, and utilizes the learning management system Desire2Learn (D2L). D2L supports teaching and learning through course content delivery, discussion boards, and tests among many other features. The CLT develops and maintains all online course masters for the College, and serves as a resource for faculty wishing to improve their online classes. CLT Instructional Designers are available to assist faculty with their educational technology issues at each of the campuses.

In multi-campus projects, Pima Community College has increased bandwidth for Internet access from 200 megabits to one Gigabit during the summer semester of 2012. The College has also upgraded the Wide Area Network for several of the Learning and Education Centers. This network upgrade significantly enhances the teaching of all courses. Much of the classroom instruction involves accessing information from Internet sites and databases. This past year, IT successfully implemented a mobile website, which is designed to deliver information and portal functionality to smartphones and other mobile devices. Lastly, because classrooms are equipped with current technology, such as SmartBoards, projectors and WiFi access, to enhance learning, as well as appropriate seating and desk areas, and 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, the IT unit proposed the "21st Century Classroom" capital project which was recently approved by the Board of Governors. Partnering with faculty in the fall of 2015, the IT Department will use the project to develop standards, identify and implement technology, and provide just-in-time training for an innovative classroom with the goal of increasing student engagement, retention, and completion.

Library Resources

Pima Community College libraries provide students with extensive information resources, including 94 databases accessing 49,289 full text journals, as well as streaming videos and audio files, and 29,095 ebooks. Students can access these resources on or off campus, and on mobile as well as desktop devices through the library website. The College's librarians have created numerous subject- and course-specific research guides to assist students. The library also publishes webpages on topics such as writing a research paper, understanding copyright, evaluating information resources and citing sources.

Five campus libraries house 197,791 print volumes, 2,448 serials, 12,819 videos and other information resources. Librarians select College-wide resources through a working group of librarians representing each campus, trailing databases and collecting feedback from faculty before purchasing items. Campus librarians act as liaisons with faculty to facilitate program specific instruction and collection purchases. Educational technology, such as laptops and scientific calculators, also circulates via the library. Librarians at each campus provide instruction on information literacy, research, and library resources. They also provide one-on-one reference assistance in person and through email. The libraries assist faculty by managing course reserve materials for numerous classes. They also provide personal and group study areas, including study rooms, tables, and cubicles.

Additional Resources for Student Instruction Enhancement

Each of the six campuses hosts a variety of transfer and occupational programs, most requiring special accommodations in order to enhance specialized skills. Examples of these programs include:

- The Aviation Technology program, operating through the Desert Vista Campus, is located on the grounds of Tucson International Airport and offers certificate and degree opportunities in Airframe and Powerplant, Avionics, and Structural Repair concentrations. Students develop their skills on a variety of aircraft models, from single-engine Piper and Cessna airplanes to Boeing 727s jets, including a 727-200F donated in 2013 by FedEx Express.

- The East Campus' Veterinary Technology program has a specialized classroom, laboratory, and kennels for the animals. Students in the program have 7-day-a week assigned duties taking care of the animals while the animals are in-house; before the end of each semester, the animals are routinely adopted out to caring homes.

- The West Campus is home to the Center for the Arts, two art galleries, the Music Recital Hall, the Proscenium and Black Box Theaters, where students have opportunities such as building sets or performing in a musical.

- The Northwest Campus' 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 Translation and Interpretation Studies program, located at the Downtown Campus, has a designated, staffed language lab in which students can hone their skills on computers using specialized language-software.

3.D.5. Pima Community College 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 help students develop their research skills, as indicated by the CCSSE and CCFSSE. Relevant findings from 2011 are included in Figure 7.2.

To fulfill their general education requirements, students pursuing transfer degrees or AGEC certificates 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, whose in-person instruction plays a key role in helping them become savvy consumers of information. 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 librarians also make themselves available to students during open lab periods. During these times, a librarian is available to help students with papers and research projects.

These in-person services are supplemented by a robust library webpage 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 required for particular classes.

Core Component 3.E. - Pima Community College fulfills the claims it makes for an enriched educational environment.

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

Pima Community College provides a number of co-curricular programs and activities that allow students an opportunity to practice leadership skills, share knowledge of common interests, contribute to College development, support members to remain focused on educational goals and promote a spirit of lifelong community volunteerism. The following examples help meet these goals:

- Student Government Associations (SGAs): SGAs are at five campuses and provide an opportunity for students to share concerns and learn about the variety of student activities taking place at the College. Each SGA has an executive board which is elected by the general student body from the particular campus. The SGA general membership consists of the campus student body and students self-select into the organization or are elected by individual classes or student organizations. Each fall, an Officer Training Institute (OTI) is held to train new executive members on topics such as recruiting and retaining members, running meetings and role-modeling. The Inner Campus Council (ICC) is made up of one to two representatives from each campus SGA and come together monthly to discuss district-wide issues and concerns. Members of the ICC serve on the College Governance Council.

- Pima Leadership Institute (PLI): PLI provides students with diverse perspectives, service learning experience, and an opportunity to develop integrity and excellence in their pursuits as leaders. PLI offers workshops and retreats throughout the semester to develop leadership skills both in and out of the classroom. Students completing PLI have an opportunity to enter the Blue Chip Leadership program at The University of Arizona.

- **Student Clubs and Organizations**: Student clubs and organizations cater to a wide variety of student interests including cultural, wellness, career, religious and more. Students are able to start a club or organization by having 10 students who support the club and organization, a faculty or staff advisor and a charter constitution.

- Student Publications: *The Aztec Press*, an award-winning, student-run newspaper, allows students to sharpen a variety of skills related to journalism. *SandScript*, the College's student literary magazine, publishes prose, poetry and visual art by students across the district.

- **Performing Arts**: Student may enjoy being a spectator or participant in a variety of performance arts including music ensembles, theatre productions and dance troupes.

- Academic Achievement: The Alpha Beta Chi chapter of Phi Theta Kappa inducts members yearly into this two-year honor society, in addition to leading the Community College Completion Corp (C4). Students may also join the Honors Program to expand their academic skills, explore new directions and develop creativity and leadership.

- Reserve Officer Training Corp (ROTC): Students interested in becoming commissioned officers in the military may join the Air Force, Army or Navy ROTC programs.

- Intercollegiate Athletics: Pima fields 16 intercollegiate sports teams in competition through the Arizona Community College Athletic Conference (ACCAC) under the banner of the National Junior College Athletic Association (NJCAA).

3.E.2. Pima Community College 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

The College actively seeks outside input and expertise to learn more about societal and economic trends through, for example, external speakers at College events and the Futures Conference Workshop, held on February 18, 2014, for the community to collaborate with the College on its strategic direction.

- PCC maintains multiple workforce development partnerships with business and industry.

- Career Services maintains a list of organizations that provide internships and externships. Students have access to internships via the MyPima website, accessing the Student Resources tab and clicking on the MyCareer link.

- 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.

Community Engagement

- PCC's Adult Education offers programs in:
  - Refugee Education, focusing on learning practical English skills that help to function independently on the job and in daily living.
  - Civics and Student Leadership, integrating civic learning and engagement.
  - Family Literacy, for the entire family, speaking better English, obtaining job skills and improving parenting skills.
- Student publications, including:
  - Aztec Press, PCC's bi-weekly student run newspaper, located on the West Campus.
  - SandScript, created and designed by West Campus students, which publishes prose, poetry and visual art by PCC students from all campuses.
- PCC students have leadership opportunities to serve as student representatives, presenting student reports at Board of Governor meetings and attending Arizona Town Hall meetings.

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.

Evaluative Summary

Pima Community College strives to provide an excellent educational experience for its students. Programs and courses are evaluated thoroughly. Distance learning courses are held to the same scrutiny as in-person courses, to ensure consistency in learning goals. PCC hires faculty and staff who are qualified to teach and to provide support services. Professional development opportunities are supported by the College. PCC strives to ensure that faculty and staff members have the resources necessary to engage and support their students. This support is evidenced by the construction of new teaching facilities and continual improvements to current buildings, classrooms, labs, offices, technology infrastructure, and teaching equipment.

Strengths:

- Through its participation in AZ Transfer and the articulation task forces with all community colleges and the three major universities in the state of Arizona, PCC's transfer curriculum remains current and readily transferable to four-year institutions.
- PCC faculty have ample opportunities for professional development.

- PCC is committed to providing quality student and academic support services. The College has a full-range of student services to assist students, specialized services available for specific populations, and a full-range of instructional support services available to students, including IT, libraries, and tutoring resources. In addition, PCC has a wide variety of co-curricular activities available in which students can participate.

Opportunities for Improvement:

- PCC is utilizing a new process for allocating full-time faculty positions. The approach needs to be evaluated to ensure it is meeting the College's needs.

- Dual enrollment partnerships can be strengthened by improving dual enrollment faculty liaison training.

- Improve alignment of the College's educational offerings with our educational partners (K-12, universities, and workforce). This activity forms part of Strategic Direction 2 in the 2014-2017 Strategic Plan.

Criterion Four. Teaching and Learning: Evaluation and Improvement

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

Core Component 4.A. - Pima Community College demonstrates responsibility for the quality of its educational programs.

Introduction

Pima Community College's mission, "to develop our community through learning"; vision, "to provide access to learning without the limits of time, place, or distance"; and values, "accountability, diversity, innovation, integrity, people, and quality" drive its commitment to fulfill the educational needs of its community. PCC recognizes the importance of providing high-quality educational experiences for all students supported by evaluative processes that improve the educational environment. As 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 retention, persistence, and completion rates.

4.A.1. Pima Community College maintains a practice of regular program reviews.

Pima Community College demonstrates responsibility for the quality of its educational programs and services through the Program and Service Review Process. Program and Service Review supports continuous improvement by providing faculty with an opportunity to carry out a detailed review of their programs. The process evaluates the quality and viability of the programs and services, considers services to students, and incorporates Student Learning Outcomes in each area. This process also allows the College to allocate resources effectively, align program goals and objectives with the College Strategic Plan, and ensure compliance with accreditation criteria.

Program and Service Review Process

Programs, disciplines, and services participate in Program and Service Review on a three-to five-year cycle (see Table 8.1). The year-long process is led by a workgroup composed of faculty and/or staff from the appropriate discipline or service area. Each campus that provides the service or houses the discipline is represented. Additionally, the Student Learning Outcomes Discipline Leader (DL) from that area is a member of the workgroup. To begin the process, the workgroup receives discipline data reports that include:

- Enrollment, FTSE and Section Count
- Report for Fall and Spring Courses (7 semesters)
- Grade Distribution Report (7 semesters)
- Degrees and Awards per Program Area (6 academic years)
- TracDat – Unit Assessment Report – Four Column (SLOs by discipline)

The program or discipline workgroup uses a Data Analysis Worksheet to analyze information from the data reports and to understand trends, especially in student outcomes (i.e., Chemistry Data Analysis Worksheet). The group conducts a comprehensive review of curriculum and instruction, enrollment, completion, Student Learning Outcomes, and resources (i.e., Chemistry Enrollment Analysis). Occupational education programs have the additional tasks of reviewing labor market information, and presenting report information to their Occupational Program External Advisory Committee for feedback.

Service review workgroups analyze department-specific data and identified learning outcomes. These are usually generated by the review area and used to create a document of core services.

After reviewing all data reports, the workgroups use a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis form (i.e., Chemistry Program Review SWOT Analysis) to identify strengths, weaknesses, opportunities, and challenges. This step is one of the most important features of Program Review since conclusions drawn from the SWOT Analysis establish guidelines for program, discipline, or service area improvement.

The SWOT can be shared with the program or service area for feedback before the workgroup creates an Action Plan, which outlines three to five actions needed to accomplish one or more of the following: (1) maintain and improve enrollment; (2) increase the responsiveness of the program or service; (3) improve student outcomes; and, if applicable, (4) improve productivity. Each action must be justified by assessment data, enrollment data, TracDat (Student Learning Outcomes) information, an occupational external advisory committee, and/or external accreditation requirements.

The draft Action Plan (i.e., Chemistry Action Plan) then is submitted to a team of administrators for assessment. After incorporating changes suggested by administrators, the final Action Plan is submitted for further review to the associated Academic Dean or Vice President of Instruction and the Program Services Office. After being approved, the final Action Plan report is submitted to the Vice Provost and Provost. All final action plans are posted on the intranet for access by all College staff.

A year before the next review date, a progress report of action plan activities is requested from the workgroups and associated administrators and submitted to the Program Services Office. New Standard Practice Guide language suggests annual reviews of activity status to strengthen this process.

Table 8.1: Program and service review groupings

Program (Discipline Area) and Service Review Groupings Last Rev. Dec 2013			
2014 Occupational Group III	**2015** Occupational Group I	**2016** Occupational Group II	**2018** (every 3-5 yrs) Transfer & Academic Group IV (by CDAC)
Service Reviews: Student Services Areas Advising/Counseling Admissions/Records Career Services Financial Aid Information Center Registration Veterans' Services	**Service Reviews:** Library (LIB) Learning Centers Student Life	**Service Reviews:** Disabled Students Centers Athletics Assessment & Testing	**English as a Second Language** ESL
Subject/Program Reviews: AJS CAD CSM DHE[1] DAE[1] DLT[1] FSS/FAW/FSN3 [move to 2015/ lead faculty out] PHT[1] TDT TEC/OPS TMA TRS GLG [special review date] SMT [(new prog) NO DATA] 14/15 **Next Review - 2017**	**Subject Area Reviews:** AUT[1] AVM/ATT[1] CRC CSA[2,3] CUL[2] DAR/GAM ECE/CDA [new review date-Accred] HIT[2] HRM HRS (online) ITP/SLG[3] MLT[1] OAP[2,3] SSE STU[3] 15/17 **Next Review - 2019**	**Subject/Program Reviews:** ACC BCT/SLR BUS[3] Prefixes: FIN, IBS, ECN, LGM, RLS, MGT, MKT, PAD, TVL CIS[3] DCP [moved to CTD 2012?] EDU/EDS/SCT/ETT EMT1,3 FSC1 LEA/LEN (moved from G3 per/adm) MAC MDA[2] NRS/(HCA)[1,2] NRA PAR[1] RAD[1] RTH[1] VET[1] WLD 17/19 **Next Review - 2020**	**Humanities** HUM/PHI/REL/HON **Life Sciences** BIO/ENV **Mathematics** MAT **Physical Sciences & Engineering** AST CHM ENG GEO GLG PHY **Reading** REA **Social & Behavior Sciences** AIS ANT/ARC GIS HIS POS PSY SOC WST/MAS/APA **Speech, Visual & Performing Arts** ART DNC FDC MUS/MUP SPE THE **World Languages[4]** Written Communication WRT/GTW LIT/JRN 29/10 **Next Review - 2023**

[1] *Programs with National/Regional Accreditation or Approval - Self-Study Processes*
[2] *Programs linked to CTD*
[3] *Multi-campus programs*
[4] *APA, ARB, CHI, FRE, GER, GRK, HEB, ITA ,JPN, KOR, LAT, POR, RUS, SPA, THO, YAQ*

4.A.2. Pima Community College evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

The Office of Admissions and Records (Registrar) is responsible for transcript evaluation at PCC. The general criteria regarding whether the College may accept credits are:

- the coursework was completed at a regionally accredited institution.

- the student earned at least a grade of C or its equivalent for the course.

- the student attended another Arizona community college to fulfill general education requirements for the Arizona General Education Curriculum (AGEC).

In addition to these general requirements, a transcript evaluation is carried out. Students who intend to transfer credit are informed about the process through the College website, which offers instructions and the forms needed to complete the process. To have their transcripts evaluated, students must be admitted to the College, provide official transcripts from all institutions from which they want to transfer credits, and submit a written request to have those credits evaluated. For all transcripts, evaluators consult the transfer institutions' course descriptions found in their catalogs and/or through CollegeSource. Evaluators also sometimes refer to an institutions' general education or degree requirements. In the case of other community colleges, they examine how the institutions' courses transfer to universities. For in-state, public colleges and universities, the evaluators also use the statewide Course Equivalency Guide. If they have any questions about whether a course is equivalent to a Pima course, the evaluators may ask for a course syllabus for more details. If necessary, they ask a Pima faculty member to review the materials and make a recommendation. Once a transfer equivalency has been determined, it is added to the transfer equivalency tables in Banner.

PCC may award credit for prior learning to students who have completed six credit hours of coursework at the College. Awarding of credit for prior learning is governed by SPG-3101/AA: Assessment of Prior Learning. In all cases, credit is awarded at the relevant faculty member's discretion. Credit may be awarded to students who have taken the College-Level Examination Program (CLEP), Advanced Placement (AP), or the International Baccalaureate (IB) tests, if a student achieves the minimum score required. The amount of credit awarded is based on the recommendation of the appropriate CDAC per the equivalencies agreed upon by the Statewide Articulation Task Force. Department challenge/proficiency tests may be offered for individual courses. Military service or professional training/certifications are accepted based on American Council of Education equivalencies. Students may earn credit through portfolio evaluation. To be accepted, a portfolio must offer detailed evidence of learning outcomes and supporting documentation, and, when appropriate, should describe professional experience.

4.A.3. Pima Community College has policies that assure the quality of the credit it accepts in transfer.

Pima Community College accepts transfer credits from regionally accredited institutions of higher learning. PCC only evaluates sealed, official transcripts from the transferring institution. PCC uses tools such as CollegeSource Transfer Evaluation System to assist in determining the accreditation of the transferring institution. Institutional accreditation assures the College that transferring institutions are accountable for providing high-quality education. The College accepts credit from these accrediting institutions:

- Middle States Association of Colleges and Schools

- New England Association of Schools and Colleges, Inc.

- North Central Association of Colleges and Schools

- Northwest Commission on Schools, Colleges and Universities

- Southern Association of Colleges and Schools

- Western Association of Schools and Colleges

PCC also conducts comprehensive training for all transcript evaluators to ensure consistent articulation practices.

PCC accepts international transfer credit upon receiving and approving a course-by-course, United States semester standard, international transcript evaluation, by a National Association of Credential Evaluation Services (NACES) member company approved to perform comprehensive evaluations for transfer to U.S. regionally accredited institutions. Such courses are typically awarded elective credit as these transcripts often provide only course titles, not course descriptions.

Military Transcripts are accepted with the following guidelines:

- Community College of the Air Force (CCAF) transcripts are regionally accredited and should be treated as normal community college transcripts and evaluated accordingly.

- Joint Services Transcripts (JST) are accredited by the American Council on Education (ACE) and will be evaluated for training only; experiential learning will not be evaluated or transferred.

- JST military coursework will be articulated to the current catalog.

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

PCC maintains authority over all of its courses and prerequisites. Two entities evaluate the depth, breadth, and rigor of each course: College Curriculum Council (see 2012-13 & 2013-14 minutes) and the relevant College Discipline Area Committee (CDAC) (e.g., Math 2013 & English as a Second Language 2011-13 minutes), both of which are comprised of full-time faculty. As described in component 3.A.3, course outlines (e.g., BIO 127IN and CAD 152) are established to ensure consistency in course content and learning objectives. While individual faculty members have considerable latitude in how to deliver content, clarify expectations, and assess student learning, each must be sure the course fulfills the learning objectives established in the course outline. Instructors direct students toward available learning resources.

As discussed in component 3.A.3, the criteria for faculty certification are based on the types of courses that will be taught, either Academic (Transfer), Developmental, or Occupational. To meet minimum requirements, instructors must have attained an educational credential a step above the course(s) they are to teach. Thus, to teach Academic courses leading to a baccalaureate

degree, an instructor must hold a master's degree or have completed credit hours equivalent to a master's. Instructors teaching Developmental courses must have completed at least a bachelor's degree, and those teaching Occupational courses leading to an associate degree must have earned at least a bachelor's degree or completed its equivalent in coursework and work experience. PCC has limited exceptions to these standards for adjunct faculty who have not completed the requisite number of graduate credit hours but are nationally or regionally recognized experts in their fields.

Qualifications for certification for dual enrollment instructors is equivalent to those for all faculty or adjunct faculty at the College. By using the College's faculty-approved curriculum and Student Learning Outcomes, dual enrollment courses are assured to be identical to those course taught at the campuses, both in traditional venues and through distance-learning delivery. Dual enrollment instructors are required to attend adjunct faculty orientations, meet with their subject-area department chairs and submit course syllabi, which are reviewed and approved. High school students enrolled in dual enrollment courses must meet all prerequisites required for courses in which they are enrolled.

4.A.5. Pima Community College maintains specialized accreditation for its programs as appropriate to its educational purposes.

Fifteen of the College's occupational degree and certificate programs have external accreditations (e.g., Nursing AAS and Automotive Technology). Each accrediting agency has strict criteria that the College program and administration must follow in order to maintain accreditation, which helps the College ensure that the programs are current and meet the standards within a given occupational area. Other programs are externally-recognized or approved by state licensing boards or other third party entities. These programs conform to criteria in areas such as curricula, course content, practices, and graduation and/or exit examination scores. State boards and third-party entities also require the program and administration to adhere to specific requirements in order to allow students to receive state licenses or certifications. The College considers seeking accreditation for programs as it will benefit students. For example, the Health Information Technology Program has seen significant enrollment growth in recent years. The program is evaluating the benefits of seeking certification from the American Health Information Management Association.

4.A.6. Pima Community College evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Planning and Institutional Research (PIR) conducts various reports and surveys evaluating the success of PCC's graduates. These include an annual graduate report, a Graduate Exit Survey, graduation information reported to the Integrated Postsecondary Education Data System, data aggregated for the Voluntary Framework of Accountability, research on student transfers

using the Arizona State System for Information on Student Transfers and National Student Clearinghouse, and available employment data. Examples of these reports and surveys follow. While these data have been available for various uses, including by PCC groups doing Program Reviews and for information gathering by the general public, PIR is working to strengthen how PCC uses data to support improvement. Changes in various stages of development include:

- The College is implementing an Institutional Effectiveness Plan that summarizes how and when to monitor performance in the academic and student services areas.

- The College has added a new webpage on national benchmarking results. For each study posted to this page, a short overview is given on the context of the study together with a link to the full report. In addition, on July 9, 2014, PIR gave a presentation to the Board of Governors on the Voluntary Framework of Accountability. The presentation included a discussion of how those data can be utilized by the college.

- PIR is scheduling a campus leadership team meeting at each of the campuses to overview available data and provide guidance on how to use the information.

- In the summer and fall of 2014, PIR will meet with Faculty Senate and Staff Council to provide an overview of existing reports.

- The College hired a business intelligence consultant to evaluate the College's data and reporting. While this only partially relates to existing reports, the outcomes from the evaluation will be used to improve how the College uses information to expand capabilities of users, especially at PCC campuses, and to improve data quality.

- In collaboration with Program Services, PIR is reviewing the data made available to faculty through the Program Review process to more clearly provide meaningful data to help programs improve. This relates to retention, persistence and completion. Some changes are in place for fall 2014, while other changes will be instituted over the next year.

- PIR is developing training on research and data analysis for PCC employees unfamiliar with research and evaluation methods.

Graduate Report and Graduate Exit Survey

According to the 2012-2013 graduate report, 3,565 students graduated from PCC. Figure 8.1 presents longitudinal information from 2003-2004 through to 2012-2013 on the the number of degrees and certificates, and graduates.
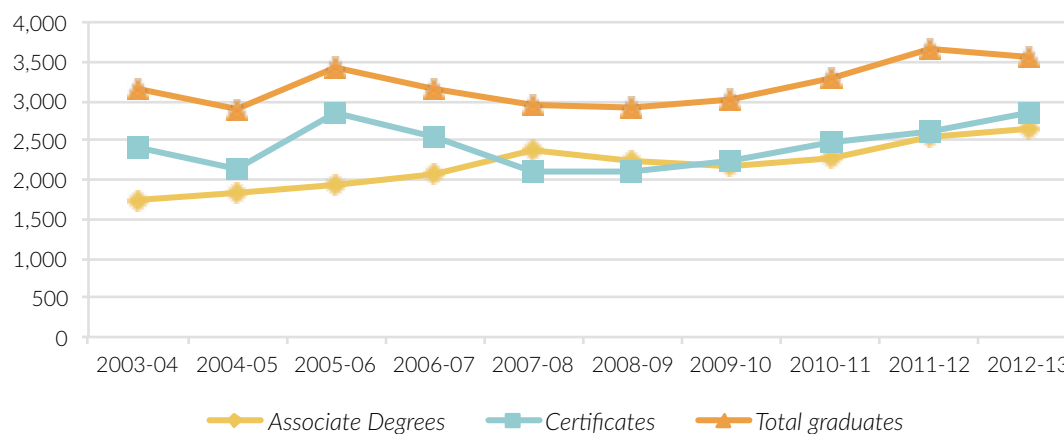
Figure 8.1: Associate Degrees, certificates and number of graduates from 2003-2004 to the most recently completed year

Table 8.2 includes an example of results from the most recent Graduate Exit Survey.

Table 8.2: Employment status of graduates who completed the Graduate Exit Survey in 2012-2013, and the employment sector for those employed full-time.

Are you presently employed?	N	%
Yes, full-time	174	32.5%
Yes, part-time	167	31.2%
No	195	36.4%

Area of Employment:	N	%
Arts, Humanities, and Languages	7	4.2%
Business Careers	35	21.1%
Computer Information Technology	11	6.6%
Educational Careers	19	11.4%
Health Related Professions	39	23.5%
Public Safety Careers	14	8.4%
Science and Engineering	7	4.2%
Services and Trades	25	15.1%
Social Sciences	5	3.0%
General Studies	4	2.4%

In addition to the information included in Table 8.2, through the Graduate Exit Survey, PIR found that among 2012-2013 respondents who specified that they are employed full-time, almost 30 percent experienced a salary increase as a result of their Pima studies and more than 50 percent assumed more job-related responsibilities. Employers provided 30.5 percent of respondents with financial support for their studies, while 83 percent did flexible scheduling and 68.8 percent

were supportive and encouraging of their studies. The results of this survey and many other PIR surveys and reports are available on the College's public website.

Participation in the Voluntary Framework of Accountability

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 two and six years. These data are developed as part of the Voluntary Framework of Accountability (VFA) and example results are presented in Figure 8.2. Of the students meeting the VFA definition of credential-seeking, the largest proportion had transferred without receiving a degree or certificate. Thirty percent of the students had received either a certificate or degree, with the majority of those students transferring to another institution.
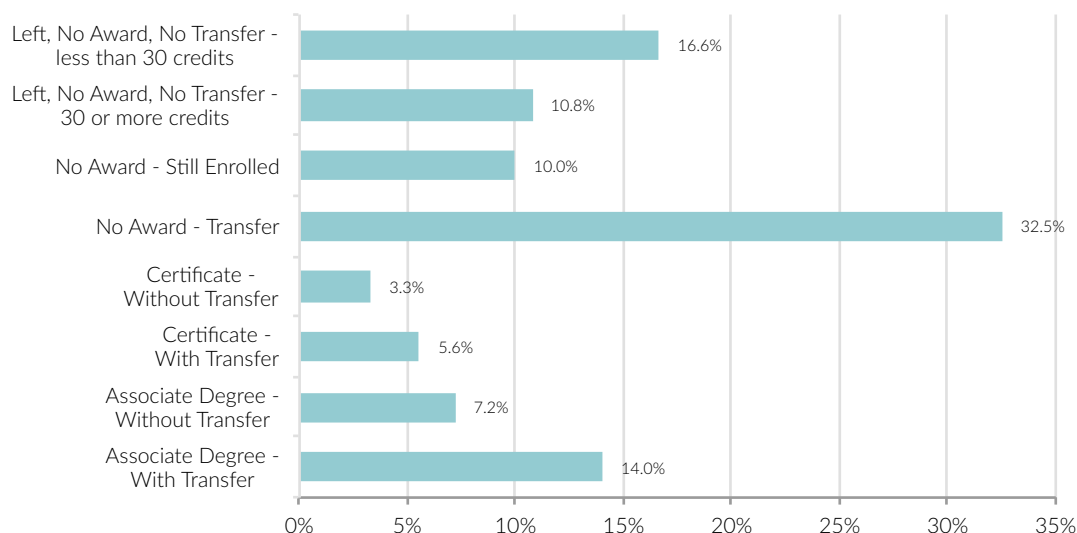
Figure 8.2: PCC data submitted to the VFA for the Fall 2007 six-year credential seeking cohort

Building upon the VFA, the state's community colleges developed the 2020 Vision, which provides comparison data across the state and provides an alternate way to assess student success at PCC. The VFA and 2020 Vision were the subject of a presentation to the College's Board of Governors on July 9, 2014. The College compares favorably with other colleges in the state on retention and graduation, but not on course success rates.

Arizona State System on Student Transfers and the National Student Clearinghouse

The College participates in the Statewide Articulation Task Force to ensure that transferable courses and transfer degrees and certificates prepare students for their junior and senior years at four-year institutions. It obtains data addressing transfer student success through two systems, the National Student Clearinghouse (NSC) and the Arizona State System for Information on Student Transfers (ASSIST). Based upon NSC data, the Top 10 institutions to which PCC students transfer include each of the three state universities, four state community colleges and the University of Phoenix (see Table 8.3).

Table 8.3: Top 10 transfer institutions for the College's students

1	UNIVERSITY OF ARIZONA
2	UNIVERSITY OF PHOENIX
3	ARIZONA STATE UNIVERSITY
4	NORTHERN ARIZONA UNIVERSITY
5	GRAND CANYON UNIVERSITY
6	RIO SALADO COLLEGE
7	AMERICAN PUBLIC UNIVERSITY SYSTEM
8	MESA COMMUNITY COLLEGE
9	COCHISE COLLEGE
10	EASTERN ARIZONA COLLEGE

All of the community colleges and state universities in Arizona participate in the ASSIST database. ASSIST provides a way for the College to carry out detailed analysis of student success including enrollment, courses taken, and graduation down to the level of individual students. Participating institutions can track their students who transfer to other schools and investigate their success. Due to FERPA regulations, an institution can only study students in ASSIST who have registered at that school at some point. The College utilizes ASSIST to track student success in specific course sequences from PCC to the state universities, as well as determining the proportion of students who go on to graduate. For example, a recent overview report considered students who transferred from PCC to the three state universities and looked at different measures of success at the universities.

In addition to ASSIST, PCC can also reference transfer success reports posted online by the University of Arizona (UA). These reports track outcomes for students who transferred to UA from PCC or other community colleges. For PCC transfers, the reports indicate that between 65 percent and 70 percent of students graduated six years after enrolling at UA. This compares favorably with comparable information for students who transfer to the UA from the other state community colleges. In that case, 60 to 65 percent of the students graduate within six years of transferring from a state community college.

Employment Data

The College has limited information on graduates success based on wage and employment records, relying mostly on the Graduate Exit Survey. Through a data sharing process with the Arizona Department of Economic Security, PCC obtains quarterly salary information for its students. However, the information does not indicate whether a student is working full- or part-time nor does it indicate employment sector. While these data are used to fulfill one aspect of the mandated Perkins reporting to the state, per the statewide Perkins definitions, the data do not include enough detail to enable the College to use it to understand student employment post graduation. Efforts to obtain additional information from the state have been unsuccessful, but are ongoing as the College recognizes that employment data for our students would be a very valuable way to gauge the success of our graduates.

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

The HLC 2013 Student Learning Outcomes Monitoring Report Follow-up, which comprises Chapter 3 of this Self-Study, provides more details about the College's efforts – including new policies, employment contracts, committees, and faculty evaluation requirements – to ensure that the institution moves toward greater participation in the SLO process, improves its implementation, and expands the use of SLOs into curriculum planning.

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.

Pima Community College develops and assesses Student Learning Outcomes (SLOs) by disciplines and individual courses, and all course descriptions include established associated outcomes. PCC has clearly stated timelines, as well as goals and assessments for student learning outlined in the Student Learning Outcomes Discipline Leader Handbook. The handbook also provides supporting information on the SLO process at the College (see Table 8.4). Faculty meet to create program/ discipline level outcomes. These outcomes are broader and more comprehensive than course performance objectives, but more specifically discipline-focused than the College-wide SLOs. The outcomes represent the most important knowledge and skills that students are expected to have upon completing courses within the discipline. PCC's philosophy is based on five basic SLO questions: 1) What do we want our students to learn?, 2) How do we know that they have learned it?, 3) How do we capture that information?, 4) How do we use that information to affect decision-making?, and 5) How do we share and report that information?

The new draft General Education Outcomes were developed by a College-wide committee made up of faculty, staff, and administrators. The draft outcomes are:

- 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.

- 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.

The General Education Committee has drafted new General Education Outcomes. The committee is in the process of working with the faculty and the Provost's Office for final approval and implementation. Assessment of the new outcomes is scheduled to begin during the 2014-15 academic year. Currently the faculty assess the College-wide outcomes, which are: aspire; communicate; participate; learn; and innovate. Additionally, Planning and Institutional Research (PIR) continues to assess learning in general education outcomes by administering the ETS Proficiency Profile to a sample of students College-wide. This test measures skill levels in critical thinking, reading, writing, and mathematics.

In determining program-level (discipline) SLOs, faculty from each discipline area decide the outcomes for their disciplines. The outcomes chosen become the most prominent features of course outlines. Likewise, faculty determine course-level SLOs. Although faculty exercise academic freedom in determining how to teach the course and content, the student learning goals and objectives in the course outlines are consistent across programs and courses.

The College has adopted this SLO Terminology and these Definitions:

Student Learning Outcome: A skill or attribute the College wants its students to demonstrate.

College Level Outcome: A skill or attribute the College wants its students to demonstrate upon completing studies at PCC.

Program Outcome: A skill or attribute the College wants its students to demonstrate upon finishing a program.

Course Outcome: A skill or attribute the College wants its students to demonstrate upon finishing a course.

Evaluation: Analysis and use of data by faculty to make judgements about individual student performance. The purpose is often to assign a grade.

Assessment: Analysis and use of data by faculty to make judgments about collective student performance. The purpose is to assess the progress of students in a course, program, and/or institution in relation to stated SLOs.

Assessment Method: The process that directs how assessment will be conducted. It outlines who will administer the assessment, to what subset of students it will be given, how and where it will take place, and when it will happen.

Assessment Tool (instrument): The device or medium used to collect information in the assessment. This can be an embedded course assessment, such as an assignment, exam, or term paper. It also can be a portfolio, capstone project, survey, internship or other research method.

Standard: A specific description of how a student will demonstrate that learning has occurred. This often will delineate levels of student performance (e.g., "needs improvement," "approaches standard," "meets standard," "exceeds standard"). Can be in the form of a rubric.

Criteria: The targeted results of an assessment. For example: 75 percent of the students taking the assessment will meet or exceed the standard.

Collect and Report Data: Using standards to score assessments, aggregating data and presenting the results in an efficient meaningful manner.

Analyze the Results: Discussion among faculty to explain the meaning of the results, possible reasons for the results, and possible solutions to improve the results.

Implementation: An agreed-upon strategy among faculty to address the results of an assessment. This could be a plan to change methodology, curriculum or staffing. This also could be a plan to continue with the current strategy.

Closing the Loop: Developing an assessment method, administering the assessment, collecting and reporting the data, analyzing the results and implementing any necessary changes to improve student learning.

The College recognizes assessment as an important component of establishing and maintaining a culture of continuous improvement. The Student Learning Outcomes Task Force, which has been expanded and renamed as a work group, establishes the necessary processes to ensure completion of and compliance with the tasks. Additionally, five full-time faculty members are appointed by the Provost as SLO Facilitators. Their mission is to facilitate the organization and management of student learning outcomes throughout the College. Sixty-five faculty members also serve as Discipline Leaders. The Discipline Leaders facilitate the development and assessment of student learning outcomes within their discipline. Recognizing that continuous improvement is the alternative to stagnation, the College has established and implemented effective processes for assessment of student learning and achievement of goals.

Table 8.4: Example content from the SLO Discipline Leader Handbook, providing background information on the SLO process

What the PCC SLO Process is NOT:	Frequently Asked Questions:
Not a method of individual faculty evaluation Data from assessments are aggregated to deduce total student success across different classrooms. Data is analyzed by faculty to promote program-level change and is not used to evaluate individual teaching effectiveness.	**"Why not have each instructor do his or her 'own thing' with assessment and then just report results?"** In order for assessment results to be used by faculty for meaningful improvement of student learning as a whole, there needs to be consistency in how assessment is done. It is difficult when assessment is widely varied for results to be consistent; it is also difficult for faculty to be able to make changes at a programmatic level to meet the needs of all students across a program when assessment is being done on only an individual level. It is also important for the College to show consistency of assessment across disciplines and programs for HLC accreditation purposes.
Not a method of individual student evaluation. Assessments do not function, for example, as "exit exams" for students. Programs may decide to use common coursework already in place in classes to gain data for assessment of program outcomes; the data gained from this embedded coursework is used separately from a grade that a student might get for this work to satisfy course requirements and course performance objectives.	**"Will programmatic assessment move instructors to standardized pedagogy?"** No. Individual faculty members decide on the pedagogical techniques and methods appropriate for the courses in which they are teaching. However, programmatic assessment will help faculty share pedagogical changes (among others) with each other to improve student learning in their programs and disciplines. **"Does this work count towards completing the PPP?"** Yes. Faculty listing Student Learning Outcomes activities on their PPP in such categories as "Service to CDAC" or "Service to College" should provide documentation of such activities.
Not a campus level only activity. Ideally, when assessing a program level outcome, all campuses will have participation with faculty at each campus using the assessment instrument to get broad, representative data across campuses.	**"How do instructors find time to participate in program assessment activities at PCC?"** In program assessment, the work is shared among faculty members, thus lightening the load on any given individual. Additionally, faculty are often able to construct assessment tools or methodologies that fit with or are in keeping with current assessments already in use. The complexity of program assessment is determined by faculty; assessment tools do not necessarily have to be complex or time-consuming to be effective.
Not a process that reports directly to a division dean. Discipline Leaders (DLs) report to the Vice-Provost's Office through the Student Learning Outcomes Facilitator Group and the Student Learning Outcomes Committee.	**"How will the PCC SLO process make a difference for our students?"** The overriding goal of all SLO activities is to improve student learning in programs and disciplines across the College. As we find weaknesses in our programs through our assessment process, we can make changes to our current curriculum, pedagogy, and methodology. These changes can help our students gain the important skills and knowledge that are crucial to their success both in and out of college. Additionally, we are creating a culture of continuous improvement and modeling the role of lifelong learning through our SLO activities.

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

As indicated in the letter from the Higher Learning Commission on January 28, 2013, faculty buy-in and participation in SLOs and assessment have increased as a result of improved training, outreach and education in SLOs, and revised responsibilities and tasks of SLO leaders. Under the guidance of their respective SLO Discipline Leaders, faculty members in each discipline define outcomes for their certificate and degree programs and determine the measures they will use for assessment.

Faculty members assess outcomes using faculty-agreed upon measures and report results to their Discipline Leaders, who aggregate the information collected by discipline and enter the results in TracDat, a software package (with associated database) the College currently uses for recording and tracking SLO research. PIR staff and the SLO Facilitators review and analyze the results of assessments and, when such action is warranted, Facilitators advise DLs on ways to improve their outcomes, assessments, and interventions.
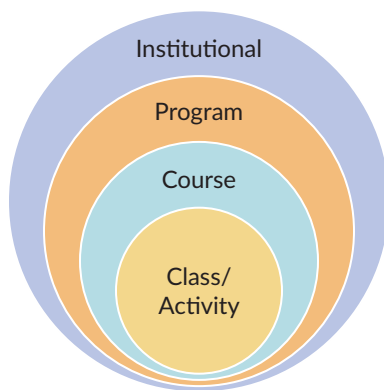
Figure 8.3: Relationship between class activities, and course, program and institutional outcomes

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

- Created a training program to help faculty learn and understand all levels of the assessment process;
- Recording outcomes, assessments, and the results of assessments in TracDat;
- Training faculty in the techniques for properly entering data in TracDat;
- Reviewing and analyzing the outcome and assessment data; and
- Utilizing a continuous improvement model for assessment at the College.

Examples of some discipline-specific outcomes and assessments are given in Table 8.5.

Table 8.5: Sample outcomes and assessment methods

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:

The elevator moves with a constant velocity of +2.0 m/s.

The elevator moves with a constant velocity of -3.0 m/s.

The elevator moves downward with a velocity of -4.0 m/s and has an acceleration of +1.0 m/s.

The elevator moves upward with a velocity of +3.0 m/s and has an acceleration of +1.0 m/s.

The elevator moves downward with a velocity of -4 m/s and has an acceleration of -2.0 m/s.

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.

DLs facilitate the completion of SLO Assessment Plans (see Table 8.6). They also record both the outcomes and their assessments in TracDat.

Table 8.6: Assessment plans by discipline

ASSESSMENT PLANS			
ACCOUNTING	ADMIN JUSTICE	ANTHROP/ARACH	ART
ASTRONOMY	AUTO TECH	AVIATION	BUILD CONST TRADE
BIO/ENVIRON TECH	BUS,ECN,IBS,RLS,TV	FIN,MGT,MKT,PAD	CAD
CHEMISTRY	COMP INFO SYS	COMP SOFTWARE APP	CRIME SCENCE MGT
CLIN TRIAL COORD	CULINARY ART	DENTAL ASST	DENTAL HYGIENE
DENTAL LAB TEC	DIR CARE PROFESSION	DIGITAL ART/GAME	DANCE
EARLY CHILD EDU	EDS EDU/SPEC EDU	EMT	ENGINEERING
ESL	FITNESS/WELLNESS	FITNESS/SPORT SCI	FIRE SCI
FASHION DES	GEN EDU	GEOGRAPHY	GEOLOGY
HIS/AMER INDIAN	HEALTH INFO TECH	HONORS	HOTEL REST MANGT
HUM RES MANGT	HUM/PHL/REL	INTERIOR DESIGN	INTERPRETER TRAIN
JOURNALISM	LAW ENFORCE	LIBRARY SCIENCE	LITERATURE
MACHINE TOOL	MATHEMATICS	MED LAB TECH	MUSIC

ASSESSMENT PLANS			
NURSING	OFFICE ADMIN PROF	OCCUP EDU	PARALEGAL
PHAR TECH	PHYSICS	POL SCI	PSYCHOLOGY
RADIOLOGIC TECH	READING	RESPIRATORY THER	SIGN LANGUAGE
SOCIOLOGY	SPEECH COMM	SOCIAL SERVICES	STUDENT SUCCESS
TRUCK DRIVING	TECHNOLOGY	THEATER	THER MASSAGE
TRANS INTER STUDY	VETERINARY TECH	WELDING	WORLD LANGUAGES
WRITING	COMP INFO SYS SOFT		

SLOs for Co-Curricular Programs

In June 2013, the Provost's Office, in collaboration with the Vice Presidents of Student Development, initiated a College-wide Student Services Review (CSSR) process. The purpose of the review was to identify areas needing improvement and measure improvement using SLOs. Four key areas of Student Development were identified: Connecting with the College (outreach, admissions, assessments, new student orientation and registration), Continue (assigned advising, retention initiatives, degree mapping, early alert), Complete (degree attainment, career focus, lifelong learning), and Financial Aid (compliance, reducing student debt, staffing and service). More than 70 Student Services employees formed four workgroups to address needs and improvements in these areas. After nine months, each group made recommendations for improvement. Each recommendation includes SLOs and a program outcome. Examples of program outcomes to be measured for the 2014-2015 academic year are:

Student Services Initiative: Mandatory Assessment Preparation

Outcome: Engaging in Mandatory Assessment Preparation will increase assessment scores (MAT/REA/WRT) by 10 percent.

Assessment: Students' initial assessment scores will be utilized as a baseline for measurement. After assessment preparation (intervention) has taken place, post-intervention assessment scores will be analyzed.

Timeline: Assessment Preparation program will be developed during fall 2014 and spring 2015, with an anticipated implementation in time for fall 2015 New To Higher Education (NTHE) assessments by students.

Student Services Initiative: Assigned Advising

Outcomes: Utilizing Assigned Advising will increase cohort fall to fall persistence rates by 10 percent.

Assessment: Control and Intervention groups fall 2015 to fall 2016 persistence rates will be compared and analyzed.

Timeline: Assigned Advising program will be tested in spring 2015 and phased in with cohorts for fall 2015.

Student Services Initiative: Career and Employment Services

Outcome: Increase the number of students participating in career-related internships by 10 percent.

Assessment: Enrollment in internship, designated coursework and student surveys of cohort groups will serve as a baseline for measurement. After engagement with occupational faculty during the Program Review cycle (intervention), post intervention enrollment in internship, designated coursework and student surveys will be analyzed.

Timeline: Baseline internship, designated coursework and student surveys will take place in fall 2014 along with Career Services Staff work with Program Review faculty. Post intervention enrollment and surveys will take place in fall 2015. The final report was presented to the Chancellor's Cabinet on May 6, 2014.

4.B.3. Pima Community College uses the information gained from assessment to improve student learning.

The College uses SLO-based assessments to improve student learning and is starting to utilize results from national benchmarking projects, such as the Community College Survey of Student Engagement. Examples are:

- PCC's faculty use the knowledge gained from their assessment of student learning to improve course material and pedagogy. For example, the Nursing faculty established the outcome "As an effective communicator, utilize therapeutic communication in the care of the adult patient population." The Nursing faculty assessed this outcome using the Health Education Systems Inc. (HESI) Exit exam. The HESI Exit exam measures student knowledge of the Nursing Program's first- and second-year curriculum, which includes NRS 104, NRS 105, NRS 201, and NRS 202. All Nursing 202 faculty administered the exam to their students and identified an aggregate class score of 850 as their target outcome. The actual results fell below this target, with an aggregate score for critical thinking of 819. To address this shortfall, the faculty implemented several changes to both classroom material and the methods they use to present it:

  a. In NRS 201, the Psychiatric Nursing rotation has increased therapeutic communication theory and will add additional communication questions on unit examinations.

  b. NRS 202 students can now access HESI case studies, which were not part of their remediation package last semester.

  c. NRS 202 students will have the case studies incorporated into their theory requirements. The case studies have therapeutic communication component embedded into the scenario.

  d. High-fidelity simulation skills utilized for all students in NRS 105 and NRS 202 provide an additional avenue to assess therapeutic communication with patients and their families. Work on this outcome is ongoing.

- 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 (e.g., Reading & History) and Service Review Action Plans (e.g., Disabled Student Resources), 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.

- PCC has posted the findings from the ETS proficiency profile online, so that the findings can be used to help drive continuous improvement in general education classes.

- The College is adopting assessment activities for its co-curricular activities. As those assessments are completed, the findings will be used to make changes that improve student learning. In addition, PIR is obtaining access to student services database including AccuSQL, to study how student success is affected by the use of different services.

- PIR will provide SLO information to, and train where desired, the relevant administrators on how to pull information from TracDat in the late summer and early fall of 2014.

- The national benchmarking projects have been embedded in the Institutional Effectiveness Plan and updates will be shared with internal and external communities as updated results become available.

In closing the loop, faculty use the results from SLO assessments to implement a change directed at improving student learning, then reassess using these established "Closing the Loop Guidelines":

Step 1: By Sept. 14, review and select the results from one prior assessment and determine what strategy to implement to improve student learning.

Step 2: Keep It Simple!

Step 3: Reassess, using the exact assessment instrument and rubric initially used.

Step 4: By Nov.r 1, collect data and enter new reassessed results into TracDat.

Step 5: Notify appropriate SLO Facilitator via e-mail when you have completed Step 4.

Assessment at PCC is an ongoing process. Programs are at various stages in the process; see Figure 8.4. From January 2013 to April 2014, the number of programs that had fully completed the assessment cycle increased from six to 49. As indicated in the figure, approximately 65 percent of the College's programs now have successfully completed a full cycle of assessment as defined under the new procedures. An additional 20 percent have complete the assessment, implemented changes and are are preparing for the reassessment of the curriculum changes. After implementing curriculum changes, the reassessment may take one or two semesters to determine any major impact on student learning.
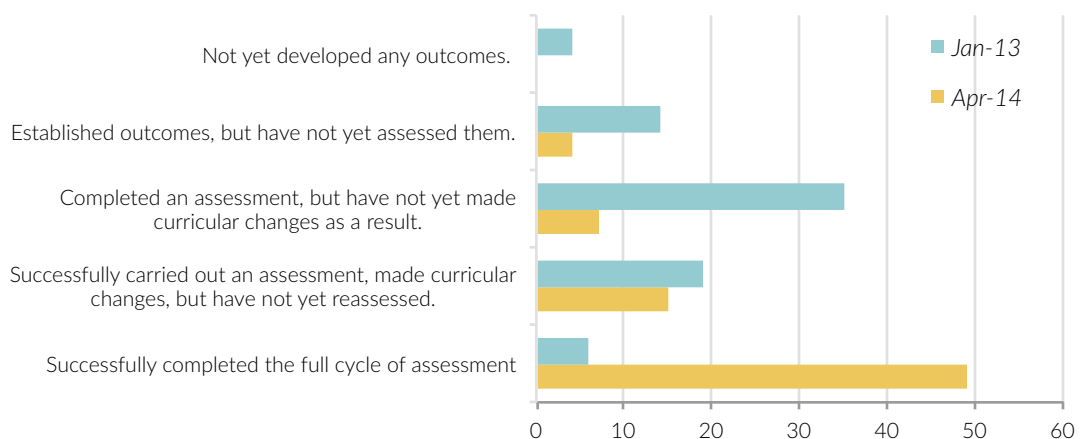
Figure 8.4: Progress made by the College on the assessment of student learning from January 2013 to April 2014

TracDat reports, as a part of closing the loop, show the changes implemented for each program and how the changes made a difference; see Table 8.7.

Table 8.7: TracDat reports showing the progress of each discipline on SLO activities

REPORTS SHOWING USE OF ASSESSMENT INFORMATION			
ACCOUNTING	ADMIN JUSTICE	ANTHROP/ARACH	ART
ASTRONOMY	AUTO TECH	AVIATION	BUILD CONST TRADE
BIO/ENVIRON TECH	BUS,ECN,IBS,RLS,TV	FIN,MGT,MKT,PAD	CAD
CHEMISTRY	COMP INFO SYS	COMP SOFTWARE APP	CRIME SCENE MGT
CLIN TRIAL COORD	CULINARY ART	DENTAL ASST	DENTAL HYGIENE
DENTAL LAB TEC	DIR CARE PROFESSION	DIGITAL ART/GAME	DANCE
EARLY CHILD EDU	EDS EDU/SPEC EDU	EMT	ENGINEERING
ESL	FITNESS/WELLNESS	FITNESS/SPORT SCI	FIRE SCI
FASHION DES	GEN EDU	GEOGRAPHY	GEOLOGY
HIS/AMER INDIAN	HEALTH INFO TECH	HONORS	HOTEL REST MANGT
HUM RES MANGT	HUM/PHL/REL	INTERIOR DESIGN	INTERPRETER TRAIN
JOURNALISM	LAW ENFORCE	LIBRARY SCIENCE	LITERATURE
MACHINE TOOL	MATHEMATICS	MED LAB TECH	MUSIC
NURSING	OFFICE ADMIN PROF	OCCUP EDU	PARALEGAL
PHAR TECH	PHYSICS	POL SCI	PSYCHOLOGY
RADIOLOGIC TECH	READING	RESPIRATORY THER	SIGN LANGUAGE
SOCIOLOGY	SPEECH COMM	SOCIAL SERVICES	STUDENT SUCCESS
TRUCK DRIVING	TECHNOLOGY	THEATER	THER MASSAGE
TRANS INTER STUDY	VETERINARY TECH	WELDING	WORLD LANGUAGES
WRITING	COMP INFO SYS SOFT		

4.B.4. Pima Community College's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Processes and Methodologies

Pima Community College has adopted a continuous improvement process for assessing student learning that requires faculty members to create and assess outcomes for students who complete courses, certificates, or degrees in their disciplines.

Many other institutions use a similar process. The steps in PCC's process are:

- Define learning outcomes
- Develop assessments
- Collect assessment data
- Review and analyze assessment results
- Use results of the analysis to improve the program's curriculum and/or faculty's teaching methodologies.
- Verify the effects of the changes by re-assessing.
- Repeat steps I-VII.

Figure 8.5 provides a flowchart of the different steps in the process.
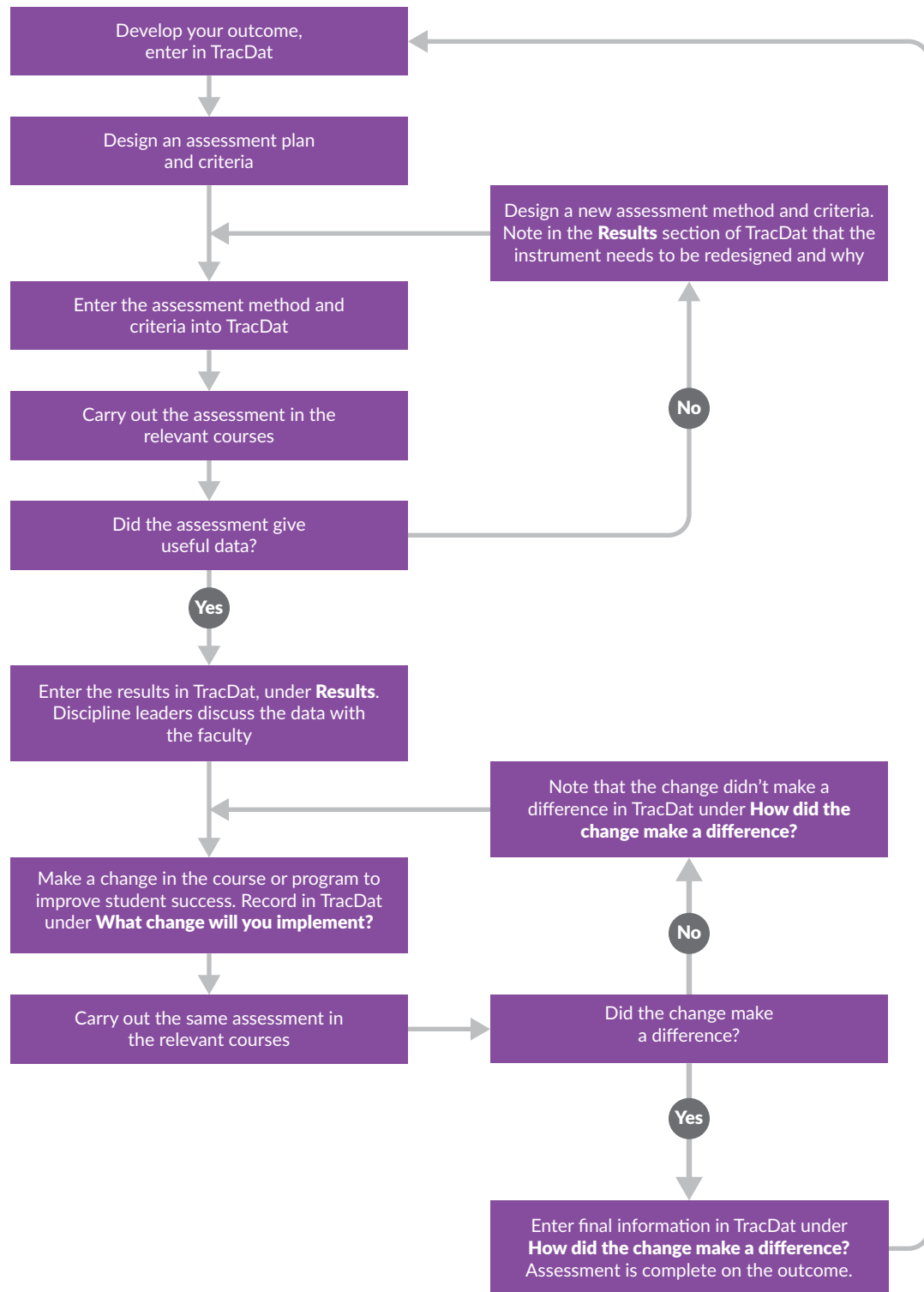
Figure 8.5: Flowchart of the steps in the College's SLO process

As previously mentioned, the number of faculty participating in assessment of student learning outcomes has increased significantly. The College has implemented several policies and actions

to engage faculty members in the SLO process and integrate the results into a continuous improvement process. These policies and actions include:

- Modifying faculty expectations in the Faculty Personnel Policy Statement *(Appendix H)* to formalize the requirement for faculty to include assessment of SLOs into their job duties, and changing the employment contracts to require adjunct *(see item 7)* faculty members to participate in the SLO process;

- Incorporating SLO participation into the Professional Progression Plans of full-time faculty members;

- Encouraging campus administrators to discuss SLO participation with their faculty

- Requiring all programs that lead to an Associate degree or certificate to map their courses to program-level outcomes.

Student Learning Outcomes (SLO) Work Group

To provide College-wide oversight of the SLO process, the College relies upon the SLO Work Group, which is comprised of the five SLO Facilitators, the Assistant Vice Chancellor of PIR, a Research Project Manager of PIR, 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 monthly to determine training needs and consider ways to improve the implementation of the SLO assessment process.

SLO Facilitator Role

Five SLO Facilitators also help coordinate the SLO process. Along with PIR personnel, the Facilitators serve as SLO subject matter experts for other faculty members, including the DLs. Facilitators serve on the SLO Work Group, work with PIR to plan SLO trainings, conduct SLO Days forums for discussing the previous semester's results and defining outcomes and assessments for the coming semester, work with PIR personnel to review TracDat data, indirectly (through the DL) supervise and assist CDACs in developing and assessing outcomes.

Discipline Leader (DL) Role

To coordinate faculty participation in the SLO process, PCC relies upon SLO Discipline Leaders (DLs). Faculty members in each academic discipline designate one of their members to serve in this compensated position. DLs encourage faculty participation in the SLO process, coordinate SLO activities, including SLO Days, help faculty members develop meaningful outcomes and assessments, and center assessment data into TracDat.

SLO Training

For the spring of 2014, PIR developed a series of SLO training modules covering Introduction to Student Learning Outcomes (SLOs), Basic Research Methodology, Rubric Development and Use, Developing Student Learning Outcomes Statements, and Closing the Loop: The Continuous Improvement Process. This training will be offered each semester and enhanced as needed.

SLO Process and Faculty Participation

At the beginning of each semester, PIR and the SLO Facilitators organize SLO Days. During SLO Days 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 changes in course materials and/or teaching techniques to improve student learning. The number of PCC faculty who participate in the SLO process has increased from approximatley 100 in fall 2011 to approximately 160 in spring 2014.

Core Component 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. Pima Community College has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offering

Persistence Rate

Pima Community College defines persistence as the percentage of students registered in one semester who were enrolled in classes in the next semester. The College typically reports this measure for fall-to-spring semesters. This is a metric that the College has reported for several years, with the most recent reports made available on the Student Success Indicators webpage. From 2008 to 2012, persistence has fluctuated (see Table 8.8). Based on an analysis of the data, the College discussed different goals to determine what was attainable for the institution. As approved by the Provost and Executive Vice Chancellor in 2014, the College will increase persistence to 1 percent above the rate for 2012-2013 and continue to increase persistence by 1 percent each year for five consecutive years. This goal is ambitious, considering that enrollment has been declining steadily, but the College is undertaking several activities that will support the successful achievement of this goal. Central to these activities is the development of a strategic enrollment management plan, which is described in 4.C.4.

Table 8.8: College-wide persistence rates. Persistence is defined as the percentage of students registered in one semester who were enrolled in classes in the next semester.

Time period	Percent relative to starting cohort in the fall semester
Fall 2008 to Spring 2009	62.0%
Fall 2009 to Spring 2010	64.6%
Fall 2010 to Spring 2011	62.9%

Time period	Percent relative to starting cohort in the fall semester
Fall 2011 to Spring 2012	63.7%
Fall 2012 to Spring 2013	62.7%

Retention Rate

The College defines retention as the percentage of students registered in one semester who were enrolled in classes in the equivalent semester the following year. The retention rate is reported for both fall-to-fall and spring-to-spring. As for persistence, this is a metric that the College has reported on for several years, with the most recent reports available on the Student Success Indicators webpage. From 2008 to 2013, retention has fluctuated, see Table 8.9. As approved by the Provost and Executive Vice Chancellor in 2014, the ambitious yet attainable goal for retention is to increase the metric by 1 percent for five consecutive years. The College is undertaking several activities that will support the successful achievement of this goal, including the development of a strategic enrollment management plan, which is described in 4.C.4.

Table 8.9: District-wide retention rate. In this context, retention is defined as the percentage of students registered in one fall semester who were enrolled in classes in the next fall semester.

Time period	Percent relative to starting cohort
Spring 2008 to Spring 2009	42.4%
Fall 2008 to Fall 2009	44.5%
Spring 2009 to Spring 2010	44.3%
Fall 2009 to Fall 2010	44.6%
Spring 2010 to Spring 2011	43.1%
Fall 2010 to Fall 2011	43.1%
Spring 2011 to Spring 2012	41.5%
Fall 2011 to Fall 2012	43.1%
Spring 2012 to Spring 2013	40.6%
Fall 2012 to Fall 2013	42.4%

Completion

PCC completion rates were at an all-time high for 2012-2013, which is likely the result of high enrollment that peaked in 2010-2011. While enrollment is now declining at the College, it has been determined that there are a number of strategies the College can use to improve completion rates. For that reason, the College has determined that for every year starting with 2014-2015, it will increase completion by 5% above the average of the numbers for the years 2010-2011, 2011-2012 and 2012-2013. The baseline is an average over three years in this case, to take into account the changes in enrollment over recent years. As for persistence and retention, the strategic enrollment management plan and associated activities will support the College's success in meeting this goal.

4.C.2. Pima Community College collects and analyzes information on student retention, persistence and completion, of its programs.

The most recent district-wide reports on persistence, retention and completion are posted on the College Student Success Indicators webpage, as are mandated federal reports on completion and retention for different student populations. These reports are discussed in 4.A.6.

Data on program completion have been collected for several years in the Graduate Report. Program completion data and course completion data are shared with faculty through the Program Review process and used to drive improvement in the programs as described in 4.A.1, as well as being included at occupational advisory board meetings for employer discussion. During summer 2014, in collaboration with Program Services, the Office of Planning and Institutional Research has developed new reports that include persistence and retention within discipline areas. As described in 4.C.3, a process has been put in place to support the use of retention, persistence and completion data within the College's Program Review process.

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

As part of the Program Review process (see 4.A.1), Planning and Institutional Research (PIR) provides each discipline workgroup with a "dashboard" that includes information on enrollment, grades, and student completion. Recognizing that the data are not as comprehensive as needed, PIR collaborated with Program Services to identify persistence, retention and completion metrics that could be embedded into the program review process from fall 2014 onward, to ensure those data are used to support continuous improvement at the program level.

Reports giving the fall-to-spring student persistence and fall-to-fall student retention for the three most recent years will be shared with faculty during Program Review. Faculty will be asked to provide goals for persistence and retention and embed those goals in their Action Plans to ensure the data are being used to support improvement within the program. Faculty will be expected to monitor their persistence and retention rates, and provide updates on their progress on these measures.

Faculty will be provided with five-year completion data for degrees and certificates in their program areas. The data are from an existing Graduate Report, and, as part of the program review process, the faculty will be asked to provide goals for completion based on the data. The completion goals will need to be addressed through the Action Plans to ensure completion is embedded in program improvements.

The identified targets for retention, persistence and completion will be linked to College enrollment management efforts (see 4.C.4.) and shared with PIR. Updated reports on retention, persistence and completion will be prepared by PIR and shared with faculty so that they can monitor progress toward targets. In addition, during its next Program Review, the discipline must report on its progress in meeting the targets it defined for itself.

4.C.4. Pima Community College's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion reflect good practice.

The College, through the Planning and Institutional Research (PIR) office, has an internal process for project verification to ensure reported data are accurate and complete. PIR is headed by an Assistant Vice Chancellor and has a staff of eight, including three project managers, three advanced analysts, one specialist and an information technology position. PIR works closely with staff in the Registrar and Informational Technology offices. Those offices are involved in the input and management of student data, primarily using the Banner student information system.

Student data, including registration data, student withdrawal information on the state census date (45th day) and end-of-term grade data, are collected through Banner. For analysis purposes, the data are accessed using a variety of tools, including Web Intelligence, Crystal Reports, Toad, and Access, depending on the type of analysis needed. While the technical details vary depending on the research question, the general process used to analyze the data and ensure accuracy includes the work of the lead analyst who completes the research, prepares the report, and checks 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 by the Assistant Vice Chancellor.

This process is used in all analyses of student data, including retention, persistence and completion. For research requests that occur each semester or year, including the IPEDS reports, automated processes are created to ensure that a consistent method is used each year.

To improve the College's processes and methodologies for analyzing information on retention, persistence and completion, the institution has established an Executive Director of Enrollment Management position, formed an Enrollment Management Standing Committee and contracted with an external consultant. The goal of these activities is to develop an infrastructure to support a comprehensive strategic enrollment management approach at the College. This undertaking forms one aspect of the 2014-2017 Strategic Plan. Over the next six to eight months, the Enrollment Management Standing Committee will develop a comprehensive Strategic Enrollment Management Plan (SEMP). This plan will be a true institutional commitment and an integral part of strategic planning. It will align services and resources under the umbrella of the College's mission, and it will be supported by data. To be effective, it will be a living plan that changes as institutional needs change.

Specifically, the SEMP will define its relationship to the College's Strategic Plan, produce a current environmental scan, and collect data on enrollment, course offerings, retention, market surveys, financial aid, scholarships and budget. It will also identify important issues, respond to those issues and set goals.

Findings from the work on enrollment management will inform the goals for retention, persistence and completion that were discussed in 4.C.1. The College may revise those goals, if warranted by the analysis.

Evaluative Summary

Through careful evaluation of programs, student success and student learning outcomes assessment, the College utilizes an evidence-based approach to identify areas of weakness so that it can continuously improve.

Strengths:

- Pima Community College has a structured approach, which includes faculty, staff and administrators, to support a cyclical process of improvement in Student Learning Outcomes.
- PCC evaluates course content through a process that includes a review by faculty who are subject-matter experts, faculty in other areas, staff and administrators.
- The College has an evidence-based Program Review process in which faculty use enrollment data, student success indicators, student learning outcomes data, classroom experience and, where appropriate, industry input in order to determine ways to improve their discipline areas.

Opportunities for Improvement:

- To support improvement in curricular and co-curricular assessment activities, PCC is establishing an Office of Assessment. This will include continuing to build upon the changes put in place in follow-up to the HLC Student Learning Outcomes Monitoring Report, as well as strengthening assessments in Student Services areas.
- Dual enrollment processes are being improved to make them more transparent and easy to navigate for the local schools. While there have been recent changes in this area, further evaluation and improvement will enable the College to better meet local needs.
- Program measures on persistence, retention and completion have been added to the Program Review process for fall 2014. Implementation of this change needs to be monitored during the 2014-2015 academic year to ensure it is supporting improved student success.

Criterion Five. Resources, Planning, and Institutional Effectiveness

Pima Community College'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. Pima Community College plans for the future.

Core Component 5.A. - Pima Community College'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

The College is in a strong financial position as indicated in the Comprehensive Annual Financial Reports and by the ratings made by Standard and Poor's and Moody's, the most recent of which were made in 2013 when Standard & Poor's affirmed an 'AA' rating and Moody's affirmed an Aa1 general obligation bond rating. As presented in the Federal Compliance section of this Self-Study, the College's Composite Financial Index (CFI) for fiscal years 2003-2013 falls within the threshold minimum of 3 and the threshold maximum of 10. The CFI measures the part of an institution related to financial well-being. Furthermore, for 22 consecutive years, the Government Finance Officers Association has awarded the College the Certificate of Achievement for Excellence in Financial Reporting. This certificate is awarded to state and local governments who "go beyond the minimum requirements of generally accepted accounting principles to prepare comprehensive annual financial reports that evidence the spirit of transparency and full disclosure and then to recognize individual governments that succeed in achieving that goal."

The College's commitment to supporting its operations is demonstrated by an annual budget process that continually adjusts resources to adapt to new requirements, whether driven by enrollments, operational effectiveness, or other factors that have created a challenging fiscal environment for the College in recent years. These challenges include drastic cuts in state appropriations, economic stresses that have reduced property values, and College decisions to minimize increases in tuition and fees. Staff have made prudent decisions while prioritizing and ensuring that financial resources are adequate to support College operations wherever and however programs are delivered.

The College is funded by three primary sources: local property taxes, tuition and fees, and grants and contracts. Figure 9.1 shows the College's budgeted revenue for all funds by fiscal year.

Budgeted Revenue and Fund Balance by Source
(all funds, in $ thousands)

Legend:
- Property Taxes
- State Aid (Operations + Capital)
- Grants, Contracts & Financial Aid
- Tuition & Fees
- Other Revenue
- Fund Balance
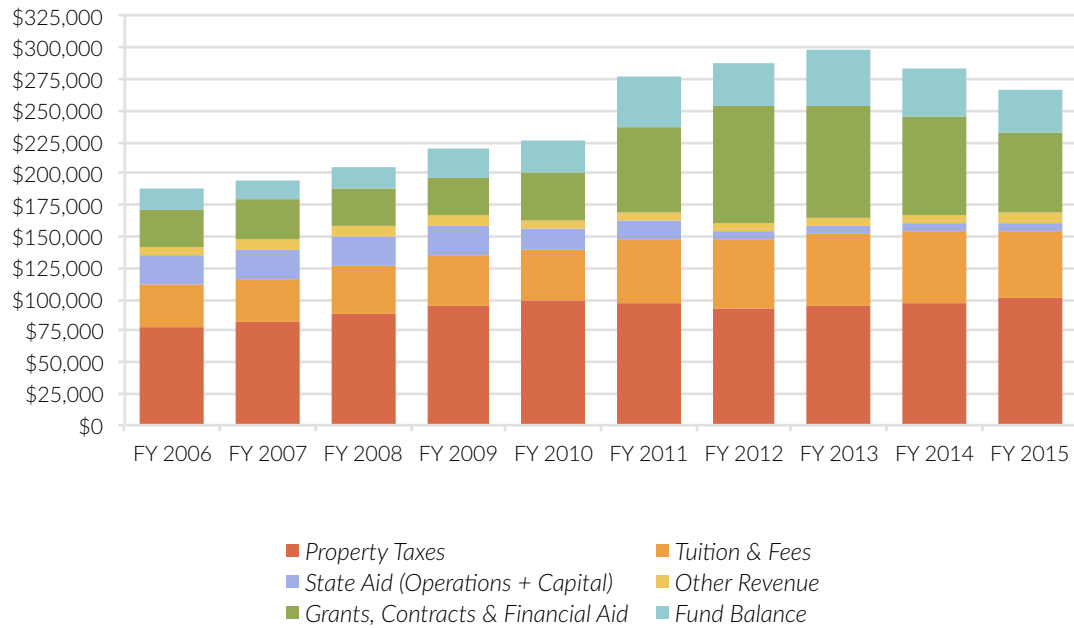
Figure 9.1: The College's budgeted revenue for all funds by fiscal year from FY 2006 to FY 2015.

Traditionally, the three major funding sources ("three-legged stool") have included state appropriations. In Arizona, however, appropriations for higher education have plummeted, and from fiscal year 2009 to 2014, Arizona reduced its support to higher education by 24.4 percent ranking it as the the 49th worst in the nation, see Figure 9.2.

FY09-FY14 Percent Change in State Fiscal Support
for Higher Education
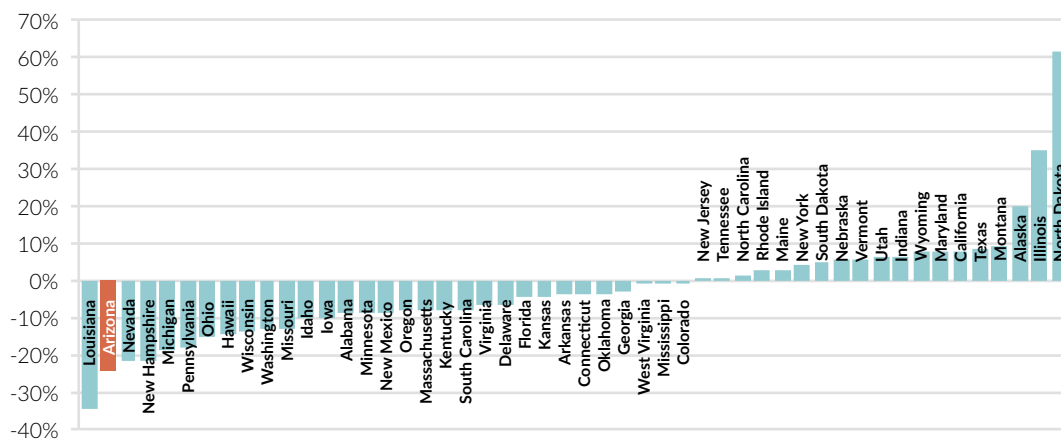
Figure 9.2: Percent change in state fiscal support for higher education

Figure 9.3 shows the precipitous decline in state support for the College. Figure 9.4 shows the State of Arizona's appropriations to each of the state's community colleges for fiscal year 2015. While the audited FTSE levels of Maricopa and Pima community colleges amounted to 76 percent of the total for the state of Arizona, they received only 24 percent of the total state appropriations for community colleges.

PCC Budgeted State Aid as a percent of Total Revenue
FY 2006 – FY 2015 (all funds)

■ State Aid (Operations + Capital)
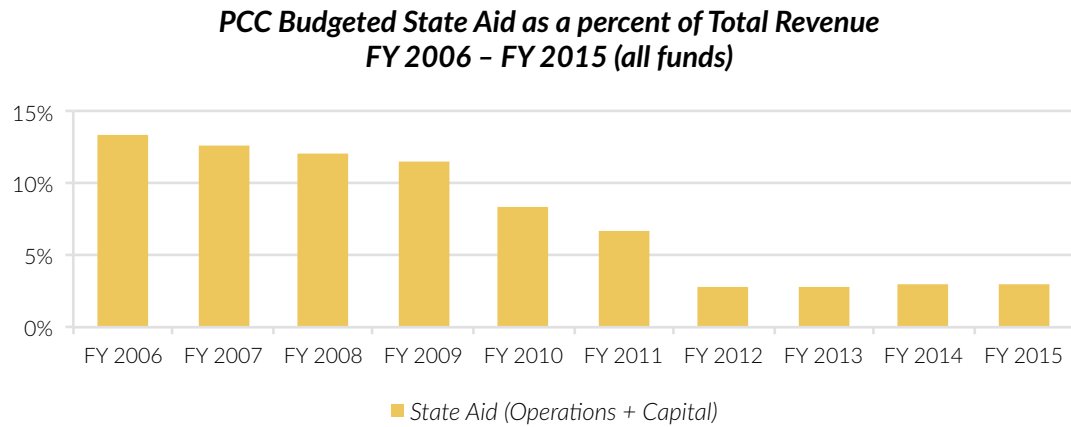
Figure 9.3: Decline in appropriations that the College has received from the State of Arizona

2015 State Appropriations for AZ Community Colleges

	Graham	Cochise	Maricopa	Navajo	Pima	Yuma/La Paz	Pinal	Coconino	Mohave	Yavapai
FY 2013 FTSE:	3,107	7,766	81,218	1,962	19,514	5,537	4,822	2,099	2,987	3,984
% of Total:	2%	6%	61%	1%	15%	4%	4%	2%	2%	3%
% of Total Funding:	27%	16%	13%	11%	11%	5%	5%	3%	3%	3%

■ Operations Funding　■ Equalization Funding　■ STEM + Workforce Programs Funding
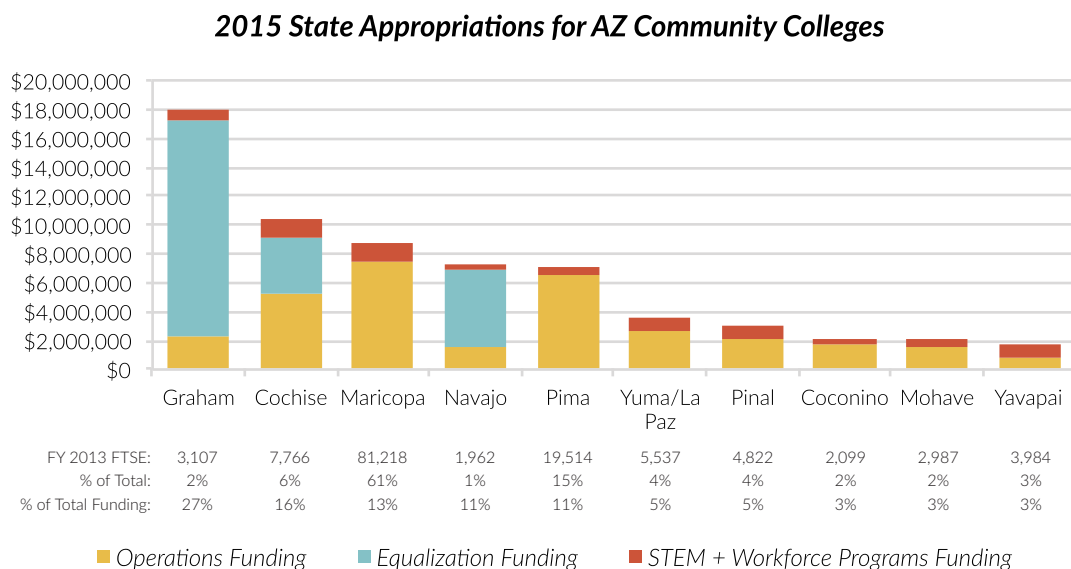
Figure 9.4: Fiscal year 2015 Arizona appropriations to each of the community colleges

As shown in Figure 9.5, state appropriations to PCC have also been reduced on a per full-time student equivalent (FTSE) basis, which exemplifies the pressure to contain costs and offset the lost state support with other operational revenue sources.

State of Arizona Appropriations to Community Colleges (per FTSE)
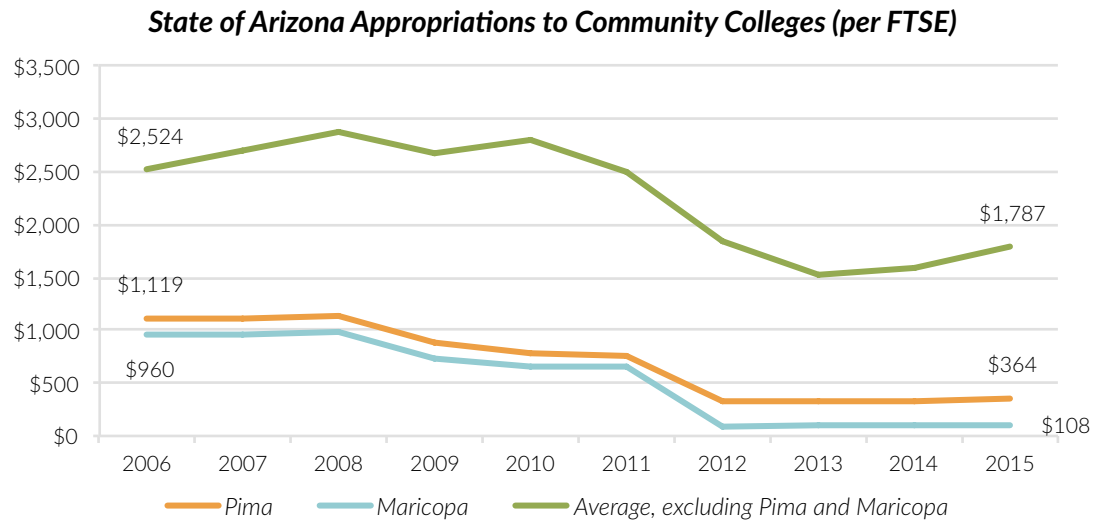
Note: Excludes provisional and tribal colleges.

Figure 9.5: State appropriations to Arizona community colleges per FTSE

Property Taxes

The College is limited by Arizona Revised Statutes to a 2 percent increase in the primary property tax levied each year. In order to implement this increase, PCC must follow statutorily mandated processes that ensure transparency and communication with the taxpayer. Each year, the Property Tax Oversight Commission reviews primary property tax levy limits for the College to ensure compliance with the mandated processes and subsequently sends the College a letter confirming that its property tax levy was "in proper order" as specified by A.R.S. § 42-17003.

The College also relies on new construction to augment the property tax base and thus increase the amount that it may levy. However, due to the economic downturn, little new construction occurred and the value of existing properties declined for several years. These two factors combined to depress property tax values and the associated tax levy that supports the College. In the past few years, however, the growth figures have increased from 0.86 percent in FY 2013 to 2.1 percent in FY 2015, indicating that the local economy is improving. Nevertheless, the growth figures are dramatically lower than they were during the "housing bubble" when growth from new property peaked at 6.87 percent in FY 2008.

Tuition and Fees

To compensate for the decline in revenue from property taxes and state appropriations, the Board of Governors has approved larger than normal tuition and fee increases while successfully keeping the College's tuition and fees among the lowest among Arizona community colleges. These increases occurred during a period of large tuition increases at the three Arizona public universities. The tuition and fees that the College has charged for the past 10 years, and the College's academic year 2015 tuition and fees compared to other Arizona community colleges are shown in Figure 9.6 and Table 9.1. Note that since fiscal year 2009, PCC's tuition and fees have increased at a much slower rate than the three Arizona public universities and that academic year 2015 tuition and fees are in the lower half of all Arizona community colleges, see Figure 9.7.

**PCC Tuition and Fee Charges per Unit
(in-state rates)**
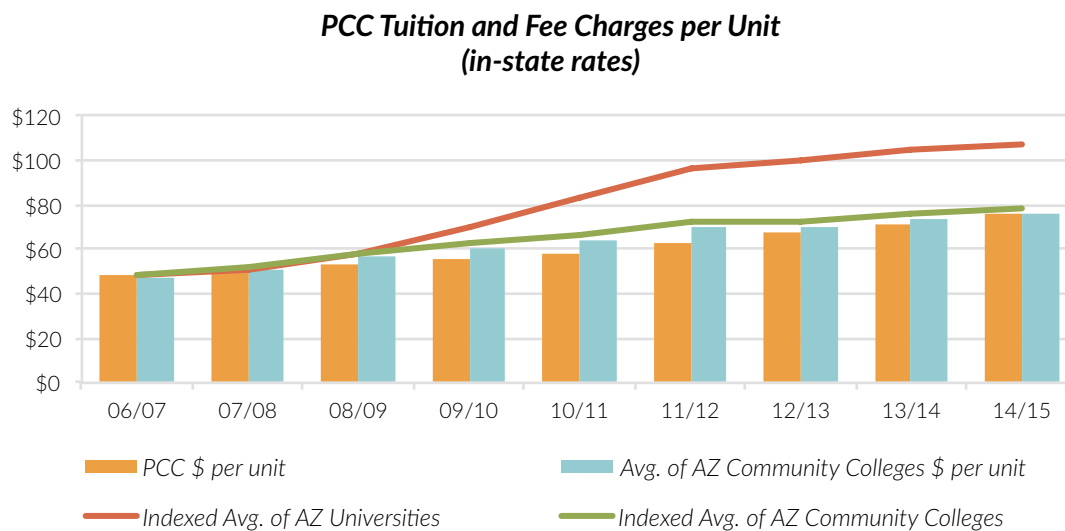
Figure 9.6: In-state tuition and fee charges per unit since 06/07

Table 9.1: Per unit charges, including both in-state tuition and fees, since 2006-07, including dollar change and percent change

Year	Per Unit	$ Change	% Change
06/07	48.50	2.00	4.3%
07/08 **	51.50	3.00	6.2%
08/09 ***	53.50	2.00	3.9%
09/10	55.50	2.00	3.7%
10/11 ****	58.00	2.50	4.5%
11/12	63.00	5.00	8.6%
12/13	68.00	5.00	7.9%
13/14 #	71.00	3.00	4.4%
14/15	76.00	5.00	7.0%

**   Technology Fee added, $2.00 per unit
***   Student Services Fee reduced by $0.50 to $2.00
****   Student Services Fee increased by $0.50 to $2.50 per unit
#   Student Services Fee increased by $0.50 to $3.00 per unit, and Technology Fee increased by $0.50 to $2.50 per unit

**FY 2015 AZ Community Colleges Tuition and Fees
per unit (in-state rates)**

	Coconino	Mohave	Maricopa	Pinal - Central	Yuma/La Paz - AZ Western	Pima	Cochise	Yavapai	Graham - Eastern	Navajo - Northland Pioneer
FY 15 Fees Per Unit	$5.00	$7.00	$2.00	$0.00	$0.00	$5.50	$0.00	$0.00	$0.00	$0.00
FY 15 Tuition Per Unit	$89.00	$80.00	$82.00	$80.00	$76.00	$70.50	$75.00	$72.00	$67.00	$66.00

Figure 9.7: Comparison of the FY 2015 Arizona community college tuition and fees per unit

For fiscal year 2015, the Board of Governors approved a tuition increase of $5 per unit to allocate resources to meet the College's strategic priorities. A presentation was made to the Board outlining budget parameters and strategic priorities including:

1. Increase Adjunct Faculty Load Rate

2. Reallocate resources from District Office to campuses

3. Enhance student support services

   a. Veteran student support

   b. Financial aid

   c. Advising

   d. Recruitment

   e. Improve coordination for College Readiness

4. Support developmental education

   a. Full time instructors

5. Enhance programs and new initiatives

   a. Distance education

   b. New/innovative programs development

   c. Globalization initiatives

6. Manage records and resolve complaints

7. Classrooms for the 21st Century

In all public meetings, the College makes a concerted effort to demonstrate the links between the budget and its strategic priorities.

Grant Funding

PCC only applies for grants that align with its mission and Strategic Plan, and Federal grants are sought only when the College believes it can complete the project successfully and meet stated outcomes. All grants are accounted for individually in the College's Restricted Fund.

In recent years, PCC has increased its effectiveness in securing grant funding and has improved its grant oversight. The Grants Resource Office (GRO) is responsible for acquiring major grant funding, including Title V grants. GRO collaborates with each campus and major College unit to evaluate and pursue grant opportunities and to monitor post-award compliance. In 2011 a position in Finance was created to provide dedicated financial support for grants and the restricted fund. This position works with the GRO, auditors, and financial aid staff to provide compliance, monitoring, federal reporting, and reconciliation for grants.

When grant opportunities are identified, GRO and grant proposers at each campus or within College units prepare grant proposals and ensure that grants are appropriate and aligned with the College's mission and Strategic Plan. If required, they check that matching funds are available and supported by the College. GRO programmatic and fiscal staff monitor grant programs monthly for compliance with the requirements and parameters of the approved grant program activities, ensure that grant programs are on track to meet their objectives, and verify that funds are spent according to the grant's budget and regulations.

All of the College's six campuses qualify as Hispanic-Serving Institutions (HSI), as designated by the U.S. Department of Education, either directly or through an exemption. This designation allows the campuses to pursue grant programs that are specifically for HSIs.

The College has 29 active grants for a total of $45 million in funding. While a large portion of these grants are funded by federal dollars, additional sources include state, local government and nonprofit organizations. The College is currently administering the following major grants from the U.S. Department of Education: the Title V program (two grants, totaling $6.1 million); the Title III program (one grant, totaling $2.0 million); TRiO (one Educational Talent Search, two Student Support Services and four Upward Bound grants, totaling $9.4 million); and HSI STEM (one grant totaling $4.3 million). Other major grants the College has received include the Trade Adjustment Assistance Community College and Career Training (one grant as part of a statewide consortium, with the College's portion totaling $1.8 million) and the Health Professions Opportunity Grant (one federal grant totaling $18.5 million).

The Title V program, "Developing Hispanic-Serving Institutions," helps colleges and universities enhance and expand their capacity to serve Hispanic and low-income students. PCC's West Campus received a Title V grant in 2013 focused on implementing Dental Studies curriculum modifications and simulation learning to train dental students in specialized and emerging areas such as laser technology, coronal polishing and CAD/CAM technology. The seven TRiO grants work in partnership with local high schools to assist and promote student success in the pursuit of post-secondary education.

The Health Professions Opportunity Grant, Pathways to Healthcare, is the single largest grant ever received by the College. The grant is in its fourth year and provides increased educational and training opportunities and support services to Temporary Assistance for Needy Families (TANF) recipients and low-income residents of Pima County in order to prepare them for careers

in high-demand healthcare fields. As of October 2013, Pathways had enrolled 1,023 participants. Of those, 406 have completed training and 340 are employed, 210 in a healthcare field, earning an average hourly wage of $12.05, compared to Arizona's minimum hourly wage of $7.90. Pathways is one of 32 programs across the country funded by a Health Profession Opportunity Grant from the U.S. Department of Health & Human Services' Administration for Children & Families.

These major grants have been instrumental in allowing the College to upgrade facilities, laboratory space, curriculum, lab and instructional equipment and technology. They also have enabled the College to work closely with local educational agencies to encourage high school students to pursue post-secondary education. Other grant sources provide much needed funding for PCC Adult Education.

The College will continue to search aggressively for grant opportunities from the government and private sectors.

Expenses

The College works diligently to keep student costs to a minimum and effectively marshal its resources to fulfill its mission. Budget development is discussed in detail in Criterion 5.A.5., but to summarize, the general fund budget is developed by first considering and factoring in contractual obligations, such as mandatory employee benefits costs, system license increases, utilities increases, and other contractual obligations. Over the past 10 years, the State of Arizona has mandated that PCC assume a greater share of the burden for financing the Arizona State Retirement System, and from FY 2005 to FY 2015, PCC's combined long term disability and retirement contribution rates doubled, see Figure 9.8. Similarly, the total costs borne by the College increased from $3.7 million in FY 2005 to $8.1 million in FY 2013. Health costs have also increased significantly over the past 10 years and the College actively monitors factors influencing premium costs. Nevertheless, the College has prioritized employee health benefits, and it improved the availability of affordable coverage for employee dependents in FY 2011. In order to minimize future cost increases, the College will move to a self-insurance medical program for FY 2015. This move is expected to save the College approximately $2 million compared to the FY 2014 plan and will delay any potential excise taxes related to the federal Affordable Care Act.

Arizona State Retirement System
Employee and College Contribution Rates
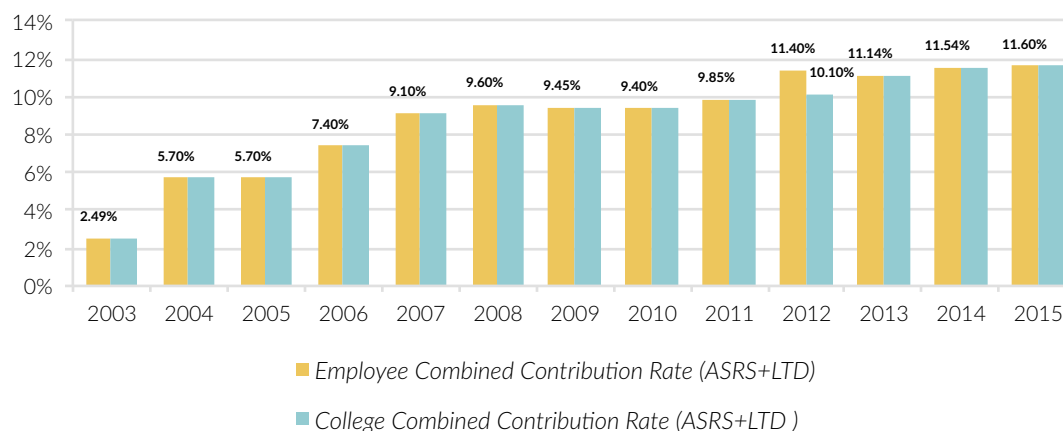
Figure 9.8: Employee and College contribution rates to the Arizona State Retirement System, from 2003 to 2015.

Savings

During the Great Recession, the College balanced its budget by employing three strategies to reduce staffing expenses. It instituted hiring freezes, eliminated positions through attrition, and reduced administrative positions through the consolidation of duties.

In May 2012, a cost savings presentation was made to the Board of Governors that summarized the savings that the College had documented by fiscal year and category from 2008 to 2013. A snapshot of these savings is shown in Table 9.2.

Table 9.2: Example of savings by fiscal year

Savings by Fiscal Year							
	2008	**2009**	**2010**	**2011**	**2012**	**2013**	**Total**
Staffing and Personnel	–	–	$3,917,983	–	$2,141,000	$525,000	$6,583,983
Revenue Increases / External Funding	2,746,573	7,515,992	5,522,648	5,590,971	7,005,261	5,247,077	33,628,521
Expense Reductions & Budget Cuts	14,227	488,000	1,678,000	1,840,995	2,210,020	775,000	7,006,242
Cost Center Budgeting & Performance Analysis	1,086,699	296,000	–	467,000	350,000	–	2,199,699
Facilities Return on Investment (ROI)	–	–	1,821,928	393,000	377,000	–	2,591,928
Total	$3,847,499	$8,299,992	$12,940,559	$8,291,966	$12,083,281	$6,547,077	$52,010,373
Total Savings: $ 52 million							

In July 2012, the College disbursed funds to prepay the callable bonds that financed a building lease for the Northwest Campus as previously agreed to with the University of Arizona via the Arizona Board of Regents. The payment represented principal, interest, and fees and created a savings of $1 million in future interest due to the prepayment and relieved the operating

budget of approximately $450,000 per year in debt service obligations. The title to the building transferred to the College at the end of the lease. In addition, the College retired its existing General Obligation bond debt on June 30, 2014. The College's secondary property tax rate will decrease from 0.0187 in FY 2014 to zero in FY 2015 and the associated secondary tax levy for 2014-2015 will decrease by approximately $1.4 million to zero.

The levels of budgeted administrators, faculty and staff have changed based upon financial pressures and changes in enrollment. These changes are evident in Table 9.3. The College utilizes a Resource Allocation Model (RAM) to fund adjunct faculty for all College campuses, educational centers, and community-based locations, based on increases and decreases in enrollment. This model is discussed further in the response to sub-component 5.A.5.

Table 9.3: Administrator, faculty and staff counts for the last ten fiscal years

		Fiscal Year									
		2013	2012	2011	2010	2009	2008	2007	2006	2005	2004
Administrators	Regular	55	54	53	53	53	62	56	56	51	48
Faculty	Regular	391	391	392	388	389	387	362	380	380	361
	Adjunct	630	692	772	742	703	629	551	564	639	533
Staff	Regular	1,019	1,059	1,037	1,016	1,047	1,023	927	1,020	1,017	1,059
	Temporary	162	192	197	206	203	177	190	189	241	198
	Student	39	39	33	52	54	47	72	97	95	103

Source: District records for the given fiscal year. These data are for the full year and do not directly match the November 1 snapshot date used in IPEDS Human Resources reporting.
Note: Figures for Regular positions are based on budgeted full-time equivalents. Figures for Adjunct, Temporary & Student positions are based on estimates from actual costs.

The College continues to realize savings when purchasing services and supplies by using competitive procurement methods, including requests for proposals (RFPs) and cooperative purchasing agreements. RFPs have been used to outsource numerous services, such as the bookstores, food service, student call centers, and employee medical benefits, as well as numerous other goods and services.

As the College moves forward, financial resources will continue to be monitored and aligned with the College's Goals, Mission, Vision, Strategic Plan, and identified needs in order to ensure that funding is sufficient to support operations.

Human Resources

Pima Community College has the human resources sufficient to support its operations wherever and however programs are delivered. PCC's Human Resources (HR) Department 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, Staff and Administrator Positions directs the 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/BB: 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 numbers of qualified instructors. (Also covered under 5.A.2)

BP-4101: Employment and Reassignment of Executive Level Administrators and BP-4102: Appointment of Acting Administrators allows for efficient filling of vacant administrative positions. Human Resources also maintains administrative and staff job classification descriptions and conducts classification cyclical review (CCR), as well as individual position reviews.

PCC recently adopted a Position Allocation Process for 2014-2015 to inform hiring in 2015-2016. The process spans six steps and coordinates input from the office of Planning and Institutional Research (PIR), campus and District Office administrators, CDACs, and HR. In Step One, PIR provides CDACs with the adjunct to full-time faculty ratio College-wide and per faculty FTE by discipline for each campus and the College. The CDACs meet, evaluate this data using various criteria, such as needed disciplines or specific campus needs, then forward a summary of observations and suggestions, with rationale to the Provost. In Step Two, which takes place in March, PIR provides the same data to administrators at each campus, along with the CDAC suggestion data, as well as feedback on campus needs with priorities to PIR.

Steps Three and Four occur during April and May, respectively. In April, HR provides the Provost and each campus president with a list of faculty FTE vacancies, which they consider along with the information from PIR and the recommendations made in Step Two. The final outcome is each campus president's final recommendations, along with rationale, for allocation, administrative appointments, and other campus needs. Step Five convenes the Provost Advisory Council, which includes each campus president, the vice presidents of instruction, vice presidents of student development, and faculty representatives in advisory roles. They review and prioritize all requests, then VPs share this information with faculty.

Step Five in June sees the Provost updating the Chancellor and reviewing new vacancies from HR, as well as sharing any other information that might affect allocation. In this step the Provost decides which of the newly opened FTEs will be allowed to fill. Step Six in August finalizes the process, with the Provost providing each CDACs with a list of vacancies and final rationale.

This process includes more feedback from the faculty by introducing CDAC involvement in Step One. The process still must adapt to unforeseen circumstances, such as how to fill late retirements, but it improves upon the previous allocation process which included less involvement from faculty.

As discussed in the response to Core Component 3.C., the College employs 363 full-time faculty members, including 338 instructional faculty and 25 educational support faculty (counselors and librarians), and 951 adjunct instructors (excluding full-time instructors on overload contacts and administrators and staff also teaching). This yields a student/faculty ratio of 25:1. The number of full-time staff positions is 946.

The College provides sustainability for its HR allocations by aligning program objectives and staffing resources for emerging needs with the annual budget process. The new college planning process aligns initiatives with the budget. In particular, the College's Strategic Plan addresses this area.

Recent major studies completed by the College, including the Student Services Review, the Developmental Education Redesign, the creation of an Assessment Office, and the creation of an Enrollment Management office, demonstrates the College's commitment to address emerging needs and dedicate appropriate HR staffing to those needs.

The College also has strengthened its safety and security by converting temporary security officer positions to regular positions. In addition, the College has created an office of Records Management and an office of Dispute Resolution. Both are funded to meet emerging needs without sacrificing existing programs or services.

Physical Infrastructure

Pima Community College has the physical infrastructure sufficient to support its operations wherever and however programs are delivered. The College utilizes nearly 1.7 million gross square feet of space on more than 532 acres for instruction and operations; see Table 9.4. 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 in Pima County. These service areas have different demographics, industries, and educational needs. Course requirements of the various programs and the diverse communities served at each location have been considered in the development of the structures, including the recent building opened at the Northwest Campus.

The physical structures are regularly maintained within a preventive maintenance plan, annually reviewed for upgrades, and annually assessed for capital improvements. The capital planning process occurs in conjunction with the annual budgeting process to ensure sufficient resources for both. Each Campus Cabinet considers its academic and occupational programs' need when requesting capital projects and equipment. The annual capital budget process is discussed further in Criterion 5.A.5.

Once developed and approved, the capital budget and project list for all facilities improvement projects is maintained by the Facilities Department. The College uses the Facility Administrative Management Information System (FAMIS) to generate requests, schedule and track all levels of facilities projects. The FAMIS database tracks College-wide capital requests and schedules continuous preventative maintenance of physical structures. It also may be used to determine facilities staffing needs at Maintenance and Security and at each campus.

Table 9.4: Space at the College by location

Location	Gross Sq Ft
Campuses & District Offices	
Community Campus	68,224
Desert Vista Campus	143,586
District Office	88,746
Downtown Campus	206,105
East Campus	155,857
Maintenance & Security	67,099
Northwest Campus	181,903
West Campus	529,601
Learning Centers	

Location	Gross Sq Ft
Campuses & District Offices	
29th Street Coalition Center	47,431
Arizona Prison Program	11,261
Aviation Technology Center	43,037
Davis Monthan AFB	3,458
El Pueblo Learning Center	14,482
El Rio Learning Center	13,627
Green Valley	17,664
Truck Driving Range	2,980
Partnerships	
Clements Center	44,424
YMCA-Northwest	43,713
Total	**1,683,198**

Despite recent financial challenges, the College has allocated resources necessary to renovate existing areas and add space to improve instructional space. For example, the College entered into a long-term lease agreement to renovate and occupy a former elementary school, now called the PCC 29th Street Coalition Center, which houses two programs that previously resided in separate leased spaces. The College also built a new building at the Northwest Campus and has renovated the Fitness and Sport Sciences building at West Campus.

Security

PCC provides safety and security services to students as well as to the College community through its own police force, the PCC Department of Public Safety (DPS). All police officers are certified by Arizona Peace Officer Standards and Training Board (AZPOST). The PCC DPS consists of a Police Chief, Commander, Administrative Sergeants and Detectives, 29 Police Officers, eight full-time Dispatchers and one Supervisor.

In September 2013, PCC commissioned Security Risk Management Consultants, LLC to complete a security and threat assessment. This included interviews with College administrators, faculty, staff and students, but also with local law enforcement and fire protection agencies. Assessments included a physical survey of key areas across the College, a review of security and police operations and current security technologies. The assessment also examined PCC's methodology for handling incidents involving student behavior and potential threats. The consultant observed that the College had enacted several positive measures, including managing student behavior and mitigating threats and violence.

A safety and security update presentation was made during the April 2014 Board of Governors meeting, noting these accomplishments from the assessment recommendations: installation of new door locks that can be locked from the inside with a push button, for every classroom; installation of a card-access control system on several identified "high-risk" doors; installation of security gates and fencing at several key campus locations; a four-year College-wide upgrade to campus alarm systems, infrastructure and fire suppression systems has begun; implementation and installation of a public address system, allowing campus broadcasts and emergency announcements, has begun, with completion targeted for 2015; completion of a Voice over Internet Protocol (VoIP) system for the PCC Internet network; installation of duress

alarms on each campus in high-risk locations; installation of a PCC Alert emergency notification system that notifies students and PCC employees via text message; implementation of training for Campus Action Team (CAT) members, volunteer staff trained to assist and advise during an emergency; starting in fall 2014, implementation of regular training for senior leadership as Crisis Management Team members.

Technological Infrastructure

Pima Community College has the technological infrastructure sufficient to support its operations wherever and however programs are delivered. BP-5702: Information Technology Resource Management authorizes the College to "create and maintain the systems, organization, conditions, and regulations necessary to provide computing and network resources appropriate to achieving the College mission."

Information Technology (IT) supports all enterprise systems at the six campuses and other College locations. IT has a total of 81 staff organized in cohesive units based on their specialized roles and responsibilities. The IT leadership team assures appropriate collaboration, cross-training and staff development. In 2012, IT staff from each of the six campuses were assigned to District Office IT for two years. As the new campus/district team began its work, the original plan, which included eight general goals, was transformed into nearly 70 distinct goals, of which 51 were completed in the first year and the rest completed in the second year. IT has nearly completed an organizational and department structure review to improve services and support throughout the College, with an emphasis on campus services and support.

IT supports all of the college's programs by providing:

- front-line support, a 24-hour/7-days-a-week helpdesk for students, faculty, and staff, and lifecycle replacement of all employment and student technology equipment.
- delivery of instruction by the maintenance of classroom technology and supporting faculty in the evaluation and implementation of new technology.
- customized software development to assist business operations, as well as management of the Enterprise Resource Planning (ERP) system.
- information security through development of College-wide policies and procedures, delivery of awareness programs, and monitoring of the College's IT infrastructure.
- assistance to business units in the evaluation, selection and implementation of new third-party applications.
- maintenance of the server, storage and database infrastructure.
- management of the College data center, College-wide voice and data networks, wired and non-wired (WiFi), as well as telephones.

IT reviews all capital requests to ensure the adequacy of technological resources. A College-wide capital request database is used to track these requests and ensure that current and future needs are addressed and budgeted. Technology standards and lifecycle refresh schedules have been established for all computers, tablets, printers, projectors, interactive boards, networking and wireless equipment. This ensures that technology is updated in a timely manner, based on the fiscal year that the equipment was purchased. Computers College-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 include $921,033 for academic computer replacements and $693,567 for administrative replacements, a total of $1,614,600.

In the past few years, IT has instituted streaming video for events such as Board of Governors meetings and candidate forums, allowing live viewing. It has increased the number of wireless hotspots in classrooms and other areas of each campus. IT has implemented a new, College-wide service desk ticketing system that better serves customers and tracks important metrics. As part of a team, IT helped transition from Blackboard to Desire2Learn, the College's new learning management system (LMS) for online classes.

Demands for increased collaboration and communication tools are expected. Therefore the College is exploring incorporating video as a service or VAAS. VAAS will allow the College to meet the expanding requirements for videoconferencing in both scale and reach by allowing employees to connect across the College using any device (video conference room, desktop, laptop, tablet, or smartphone) via a system in the Cloud.

Working with Facilities, IT recently completed a Digital Signage project that placed several digital signs at each of the six campuses.

Future plans for IT include helping campuses design more versatile classrooms that support multiple disciplines, selecting and implementing a new Web portal, and improving infrastructure and services, anticipating future needs while remaining efficient.

Expanding the capability of our document imaging system to include other areas of the College will improve accuracy and consistency in College processes. It also will increase efficiencies by combining workflow helping to ensure compliance with state and federal requirements.

21st Century Classrooms

The College anticipates future students' needs for the effective use of technology will increase engagement, collaboration, and communications, and produce better academic outcomes. This is why IT proposed the "21st Century Classroom" capital project, which the Board of Governors recently approved. Partnering with College faculty in the fall 2015, IT staff will develop standards, identify and implement technology, provide just-in-time training for faculty, and collect data and measure outcomes to inform future strategies and implementations.

Network Infrastructure

Taking over an old elementary school and renovating it into the new PCC 29th Street Coalition Center required construction of voice and data rooms, as well as cabling. Nine voice/data switches and 13 wireless access points were deployed as part of a consolidation of two existing learning centers.

Wireless, Mobile, and Bring Your Own Device (BYOD)

The College technology plans for the next few years account for the increased demand for wireless Internet services, coupled with more faculty, staff, and students needing to connect their personal devices to the College network or access College resources. The College expanded to 580 wireless access points, providing 100 percent coverage in all site common areas, and 90 percent coverage in all other areas.

The College expects the demand for wireless capability will continue to grow and is preparing for anticipated growth by adding more wireless access points across the College, as well as upgrading wireless access points from the 802.11 a/b/g/n standard to 802.11 ac standard. This will provide greater capability and management without the need for additional access points. Additionally,

the College is implementing a mobile device management tool and process to allow the College to securely meet the demands of the "Bring Your Own Device," or BYOD, culture.

The College has implemented a mobile website designed to deliver important information and portal functionality to smartphones and other mobile devices. Some initial content included key department contact information, maps, and event calendars, as well as individual class schedules and booklists accessible to students. Additional planned content includes an employee directory, student access to final grades, account balances and the schedule of classes. The College also created a mobile application for Apple and Android devices with similar capabilities.

Enterprise Resource Planning (ERP) System - Ellucian Banner

The College made several improvements to the Banner system including developing an electronic method for requesting Banner access and automated account provisioning for some users that improved the speed and transparency of the process. The College's Administrative Systems Working Group (ASWG) is revising this process. The college also upgraded storage and hardware to improve Banner performance during peak registration for fall and spring semesters. Also, based on recommendations from the ASWG, the College is pursuing the services of a Banner consultant to assess the current effective and efficient use of Banner, the knowledge and experience of our Banner users, and to help develop a plan to improve.

Business Intelligence (BI)

The College needs to develop a BI strategy to help us foster a "culture of evidence." Building a culture of evidence is vital to the College's future. This strategy will be deliberate and purposeful in helping us make informed decisions through the analysis of data. The partnership between Information Technology and Planning and Institutional Research culminated in a BI RFP which was awarded to a consultant in March 2014. The consultant, working with a diverse, cross-functional team from the College, assessed our current state and future opportunities for improvement and provided a report, which was used to develop our strategy and roadmap. BI will help improve transparency through an open and data informed culture. More information regarding BI is described in Criterion 5.D.1.

Staffing

Technology continues to change, and customers, including students, expect fast access to College technology which places increasing demands on College IT networks and systems. This has led to increased demands for technology resources, however, increased IT staffing levels have not kept up with this demand. While the influx of Title III and Title V grants have helped the College, they have also greatly increased the number of technology assets at some campuses. Additionally, the new building at Northwest Campus has added classrooms, labs, and offices that require various technology systems that all must be supported by IT. These important grants and new classroom space have been implemented without adding any new IT support staff. IT is currently working on a reorganization plan and as part of this plan, staffing levels will be reviewed to ensure adequate technological support is provided to all customers including students.

5.A.2. Pima Community College'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.

As a public community college, PCC does not disburse revenue to any superordinate entity. Furthermore, the College allocates its resources to meet identified College and community needs. The process for doing so is documented in detail in Sub-component 5.A.5.

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.

PCC strives to accomplish its vision, mission, and goals through a functional organizational structure, a strategic planning process, and a mature budgeting process. The College governance and organizational structures have been studied and improved as documented in this report.

Since the 2010 Self Study, the College has been in a phase of transformation, self-analysis, and improvement. This has strengthened the College and better prepared it to meet the needs and expectations of its many constituencies. As the College moves forward, it will be guided by a new Strategic Planning process, a new Chancellor with a set of College goals, updated Board of Governors' policies, and updated College policies. This transformation has been initiated in an inclusive fashion allowing opportunities for constituent feedback. These improvements are realistic in light of the College's organization, resources, challenges and opportunities.

Strategic priorities for FY 2014-15 include the following: Reallocation of resources from the District Office to support the campuses directly; student support services enhancements in advising, recruitment, and veterans services. In addition, the fiscal year 2015 budget allows for restructuring of Developmental Education and distance learning.

For 2015, PCC has increased tuition by $5 per credit hour to supplement the programs and services that most need upgrading. This increase is expected to generate an additional $500,000 for enhancing College-wide student services, $200,000 for hiring four full-time Developmental Education faculty, and $500,000 for updating classrooms with new technology and training so that employees may use it.

5.A.4. Pima Community College's staff in all areas are appropriately qualified and trained.

As described in the response to Core Components 2.A and 3.C, Pima Community College uses a competitive hiring process to recruit the best applicants for its positions. All applicants are pre-screened for meeting minimum qualifications before being forwarded to a multi-stage, qualitative evaluation process, which ensures that they possess the core competencies and qualifications needed to successfully perform the jobs for which they have applied. Successful candidates must provide evidence that they possess all appropriate educational credentials, and are current on any and all additional licenses and certifications required by the position. Applicants must also pass a background investigation. Faculty must meet the faculty standards and qualifications established by College policy. Only after all of these conditions have been met, will a candidate be considered for hire.

New PCC staff and administrators spend their first two days of employment in orientations that introduce them to the College's policies, resources, information technology and communication systems. New faculty attend a Faculty Learning Academy that introduces them to the College's instructional technology and explains its curriculum and program review processes.

Continuing employees are provided numerous opportunities for training and professional development to help keep them current in their respective fields. PCC's Office of Organizational and Professional Development (OPD) offers both online and in-person training on a wide variety of topics. In fiscal year 2013, OPD offered 490 training sessions, workshops, and events with a total participation of 7,146 attendees. The College allocates $100,000 per year to the non-exempt staff employee group and an equivalent amount to the exempt staff employee group to fund requests to attend conferences, workshops, and seminars, or to pursue continuing education through accredited institutions. This allocation was recently increased to meet the growing needs and requests by the employee groups. The faculty employee group is allocated $1,000 per faculty member for the same purposes. In addition to these professional development programs, exempt staff, faculty and administrators may apply for half- or full-paid educational or professional development leaves. These, and other professional development programs available to faculty to assist them in keeping current in their disciplines are detailed in Criterion 3.C.4.

Pima Community College administrators, faculty, and exempt and non-exempt staff are evaluated annually by their supervisors to assess how well they are meeting job expectations and to establish their goals and professional development plans for the coming year. PCC administrators, faculty, and exempt and non-exempt staff also may participate in the College's step progression plans, which provide a monetary incentive to pursue professional development and personal growth. Although specific criteria for step progression differ for each employee group, all of the step progression plans contain a professional development component that must be successfully completed in order for the employee to be awarded a step and progress higher on the salary schedule.

PCC also provides its personnel a tuition waiver for all credit courses offered by the College. Employees are encouraged to use this benefit to broaden their personal and professional knowledge.

5.A.5. Pima Community College has a well-developed process in place for budgeting and for monitoring expense.

Through budgeting, the College translates its Strategic Plan into an itemized, authorized, and systematic plan of operation, expressed in dollars, for a fiscal year. The resulting budget serves as a blueprint for monitoring and controlling ongoing operations, and the process enables the College to examine the composition and viability of its resources and each current or planned program and activity. This examination determines which programs and activities should be supported in light of available resources and the College's priorities.

In accordance with BP-2403: Budget Control, the Board delegates to the Chief Executive Officer, who may delegate 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. In addition, the College develops and prepares an annual operating budget for the current fiscal year and plant funds in accordance with policies prescribed by Arizona Revised Statutes.

College staff at the District Office and at each campus use many tools to monitor expenses and budgets. Available tools include Pima Reports, a web-based reporting tool, reports that can be run from Ellucian Banner, the College's enterprise resource planning software, and ad-hoc reports prepared from various data sources.

Financial and other College data are aggregated in Ellucian Banner, from which the College's budget and reporting unit prepares monthly financial statements that the Chief Financial Officer presents regularly to the Board of Governors. These detailed financial reports, along with accompanying explanations and definitions provide financial information for the Board and public to ensure financial transparency of current College revenues, expenses, and net position. In fall 2013, these financial reports were completely revised to include additional charts, financial data, and a glossary of financial terms in an effort to provide more meaningful data in a more easily understood manner, while also improving openness and financial transparency. These new reports were explained to the Board and the public in a September 2013 presentation during the Board of Governors' meeting. The Board is provided time to comment or ask questions about the College's finances after monthly financial data is presented to them by the Chief Financial Officer. In addition, the CFO presents the audited year-end financial statements to the Board at one of its regular meetings. The Board of Governors' Finance and Audit Committee, described further in Criterion 5.B.2., also provides oversight of College finances, including budgets and monitoring of College expenses.

The annual budget preparation process is initiated during a Board of Governors' Meeting, usually in January. At this point the current financial condition of the College is examined; economic issues and budget parameters, including revenue and expense challenges, are discussed; and strategic planning initiatives are described. Board approval of these budget parameters allows the College to move forward to prepare the budget for the coming year. While the budget is being formulated, public forums are presented at numerous College locations to inform staff, faculty, and administration of the current financial state of the College. Additional meetings or special sessions also are held for governance bodies, such as Student Government and College employee groups. A budget calendar is prepared and presented to the BOG and also is made available on the College's public website. This budget calendar is updated as additional steps in the process are completed. All major budget related items, such as presentations and reports to the Board, are available online and are linked from this budget calendar for easy access. The College's Financial Reports webpage contains links to copies of the College's annual budget from fiscal year 2008 to present. These budget documents have been prepared using budget forms prescribed by the state of Arizona.

Budget parameters are established to set forth the analysis and projection of conditions that will form the broad framework within which the General Operating Fund budget is developed. The parameters present the projections of major current revenues (e.g., tuition and fee projections, property tax levy estimates, and state appropriations) and cost estimates, based on preliminary needs assessments, strategic priorities, and economic realities, including major expenses (e.g., employee medical benefits costs, major contract costs, and capital budget). Based on these parameters and the planning and management activities of the College, recommendations on the allocation of resources to each campus and other College units are developed. Budget levels for other funds are determined by the availability of specific resources such as contract and grant revenues for primarily self-supporting activities.

The annual capital budget process identifies equipment replacement and facilities projects expected to cost more than $5,000 that are requested to meet the needs and serve the mission of the College. In a bottom-up process, each campus and District Office unit submits prioritized

capital requests and identifies potential funding sources. A work group consisting primarily of campus presidents, executive vice chancellors, and vice chancellors subsequently reviews and prioritizes the projects to ensure safety of facilities and equipment, meet program and accreditation requirements, maintain standards of operation, upgrade antiquated facilities and technologies, and enable strategic initiatives.

The estimated funds available for each year determine the final list of recommended projects. These projects are categorized by funding source, project category, and originating campus or unit. Project categories include Safety/Security/Code, Lifecycle, Program Enhancement, Obsolete Equipment/Facilities, Strategic Initiative, and Science, Technology, Engineering, Math (STEM). For fiscal year 2015, the state of Arizona appropriated funding for STEM programs. The capital projects that are planned to be funded with this appropriation were identified and highlighted in a College news release.

As necessary, cost recovery fees that support instructional delivery associated with specific courses, tests, or services are levied for specific courses. Annually, the campus Vice Presidents of Instruction work with their departments to analyze the balances in the fund accounts and determine whether current fees are adequate or should be adjusted or a new fee should be considered. The proposed changes are submitted to the Finance Office, and in turn are reviewed and approved by Chancellor's Cabinet. The list of recommended course fees changes is submitted for approval to the Board of Governors during the annual budget cycle.

The College employs a resource allocation model (RAM) to distribute resources between the campuses based on increases and decreases in enrollment. Specifically, an adjunct faculty model allocates funding to the campuses for hiring adjunct faculty to meet estimated enrollment needs. During the year, campus budgets are adjusted based on actual enrollments to ensure that the additional course sections are adequately supported if demand increases above original estimates. In addition, campuses are responsible for their unit allocation of discretionary budget funds and also are responsible for setting their enrollment targets.

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. Change in out-of-state tuition discount and differential tuition

Both campuses and district office begin the budget process with the base allocation from the current year. Adjustments made during the year and during budget review are incorporated into the final budget allocation. Campuses and District office units may request supplemental funding for new or expanded programs or service. The supplemental requests are reviewed and may be approved if funding within the constraints of available General Operating Fund resources exist to support the requested additional expenditures. The College is developing a mechanism/database to improve this process.

After base budget and supplemental funding allocations are determined, the campuses and other administrative units must develop their respective internal budgets to meet the operational needs of individual departments. These budgets are developed according to protocols established by the campuses and District Office administrative areas and in accordance with the principles of fund accounting to ensure that limitations and restrictions on the uses of available resources are observed.

The College must follow numerous state of Arizona statutes that control the budgeting process. Community college districts must prepare a proposed budget each fiscal year on budget forms prescribed by the Arizona Auditor General. Each community college district must prepare a proposed budget along with an estimate of available funds needed for the budget. In compliance with A.R.S. §15-1461, this proposed budget must present the statutory amount per full-time student equivalent (FTSE) for operational and capital outlay expenses.

In addition, each year the District's primary property tax levy is calculated in accordance with statutory requirements. Under A.R.S. §42-17051, the College is permitted to increase the levy a maximum of 2 percent a year on existing property if "Truth in Taxation" requirements are met.

If the Board of Governors proposes a primary property tax levy that is greater than the amount levied in the preceding tax year, excluding amounts that are attributable to new construction, the District is required by A.R.S. §15-1461.01 to hold a public hearing to present the proposed budget and hold a special board meeting to adopt the tax levy, tax rates, and budget. The District must publish the proposed budget and the notice of public hearing and special board meeting twice, not later than 15 days and again not later than five days prior to the hearing and meeting. The notice must fix a time for the meeting, not later than June 20, and designate a public place within the District to hold the hearing and meeting. Anyone may request that the District explain the budget or any item in the proposed budget. Any resident or taxpayer of the District may protest the inclusion of any item in the proposed budget.

After the public hearing, the Chair of the Board of Governors calls to order the special board meeting to adopt, by roll call vote, the proposed budget, tax levy, and property tax rates. The Board of Governors may make deductions from the budget as it deems necessary, but it may not make any additions to the proposed budget. After the proposed budget, tax levy, and property tax rates are adopted, the Chancellor, Chief Financial Officer, Chair of the Board of Governors and the board members sign the Certificate of Adoption, with the names recorded in the board meeting minutes.

If conditions change, the College may need to reallocate resources within a budget unit or possibly among budget units within a fund. A review may lead to revisions of the budget so it represents a realistic plan of revenues and expenditures. The budget may be revised at any time during the fiscal year. The Board of Governors may revise the budget by decreasing expenditures or reallocating budgeted expenditures within the budget, but total budgeted expenditures may not be increased.

The College has prepared multi-year budget projections out to 2020 for the College's general fund, using a model that incorporates projected changes in revenues and expenses. Major factors that are built into this budget model for estimating revenues include estimates for property tax levies, tuition and fees (variable for enrollment projections), and state appropriations. Major factors in this model for estimating expenses include estimates for personnel costs, non-capital equipment, transfers, and reserves and contingency. This budget model is used to project College needs and resources over time and provides the ability to quickly make changes to these variables that will inform and impact the budget projections year to year.

Details regarding the fiscal year 2014-2015 annual budget, including operating and capital budgets, the budget planning calendar and presentations to the Board of Governors on the parameters that are taken into account during budget planning for fiscal year 2014-2015, are available on the College website. This webpage includes budget information for the last three years, with the most recently posted presentations for fiscal year 2015, including the March 2014 presentation on proposed tuition and fees for 2014-2015, April 2014 budget update for College Staff, fiscal year 2015-2016 capital budget and projects presentation, fiscal year 2015 proposed budget, tax rate, and tax levy; and fiscal year 2015 Truth in Taxation and budget adoption presentation to the Board of Governors.

The documents available on the College Budget webpage for fiscal year 2014-2015 include the Board Report on tuition and fees that offered two tuition scenarios for the Board to consider for Fiscal Year 2015. The presentation addressed the impact of each option on the specified priorities. The report and presentation summarized budgeted general fund revenue sources from tuition and property taxes, a proposed property tax levy, estimated tuition and fees, revenue from differential tuition, a summary of strategic priorities for the year and the Governor's fiscal year 2015 proposed funding.

As part of the tuition and fee setting process, and before the presentation to the Board, the Executive Vice Chancellor for Finance and Administration, meets with student government leaders and discusses the College budget parameters and proposed changes to tuition and fees for the next fiscal year.

Core Component 5.B. - Pima Community College's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Pima Community College's Board of Governors recognizes that an effective governance model is necessary and vital to the operation of the College. Effective governance involves all College groups (full-time and adjunct faculty, regular and temporary staff, administrators and students) to provide input in collaborative governance. As outlined in Board Policy BP-1401: Governance, the Board of Governors believes:

- 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 that emphasizes 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.

The Board of Governors delegates to the Chancellor the responsibility for implementing a College Governance Council based on these principles:

- Pima Community College defines governance as a communication model involving all College groups, as noted above, and a College Governance Council.

- This governance model is designed for mutual accountability for the College's Mission, and for student success.

- Ongoing communication and input into decision making should be the driving purpose of governance model. Communication shall be based on critical analyses, ongoing inquiry and continuous learning. The College Governance Council will advise the Chancellor on matters of College-wide importance that are not directly and substantially related to wages, salaries and working conditions.

- Representatives of College groups, as well as all College employees and students, will be part of an interactive governance communication and information system.

- Representatives to the Governance Council will be responsible for keeping their constituencies informed, and for relaying their concerns and recommendations to the Governance Council.

- The Governance Council will consist of 12 representatives: three students; three faculty; three staff members and three administrators.

- College employees and students will be able to express their views through representatives of their College campus or College groups, through Board of Governors representatives, or directly to the Governance Council.

- The Governance Council will be evaluated each year and modified as necessary.

5.B.1. Pima Community College 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.

Board of Governors

The Board of Governors is the legally constituted and final authority for the operation of the community college district. The Board Bylaws outline the functions of the Board. The Board is responsible for the selection of the governance model for the College and for adopting the bylaws and policies that govern the College. The Board employs a Chancellor to serve as the Chief Executive Officer (CEO) of the College to execute the adopted policies, BP-1502: College Organization.

Administrative Structure

Board Policy BP-1103: Delegation of Authority to the Chancellor describes the role of the Chancellor and defines the scope of his powers as Chief Executive Officer. Reporting directly to the Board of Governors, the Chancellor is the primary link between the Board and the College's day-to-day operations and serves as the primary spokesperson for the College. The Chancellor is charged with designing, implementing, and evaluating the College's organizational structure and with providing timely and thorough information to the Board so that it may effectively discharge its duties. PCC's current Chancellor, Lee D. Lambert, J.D., began his employment with the College in July 2013.

The Chancellor is assisted in his duties by a team of district and campus-level administrators who oversee particular operations or individual campuses. District-level administrators include the Provost and Executive Vice Chancellor for Academic Services, the Executive Vice Chancellor for Finance and Administration, the Vice Chancellor for Institutional Advancement, the Vice Chancellor for Human Resources, the Vice Chancellor for Facilities, and the Vice Chancellor for Information Technology. Academic Deans oversee particular divisions at individual campuses and report to Vice Presidents of Instruction (VPI). A Vice President of Student Development (VPSD) leads the Student Services division. The VPIs and VPSDs report to the Campus President, who reports directly to the Chancellor.

Once every two weeks, the Chancellor, Campus Presidents, Vice Chancellors, and other District Office-level administrators meet 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." Each campus has a Campus President's Cabinet, composed of senior campus administrators, including the Academic Deans, VPIs and VPSDs. Each President's Cabinet serves as a campus-level advisory committee, in a manner similar to that of Chancellor's Cabinet at the District level.

College Committees

Committees are an important element of the College's governance structure that help ensure communication between and across work units. PCC maintains a robust committee structure that enables the College's internal constituencies to participate in the formulation and adoption of processes that implement College policies. The College welcomes and seeks Committee recommendations in College-level decision making. Some of the College's 19 standing committees focus on specific operations, such as General Education, Auxiliary Services, and Information Technology, while others bring a cross-operational perspective to particular issues such as Diversity, Online Education and Academic Calendar. In addition to forming standing committees, the College may also form working groups to allow employees in like positions across the College to manage their areas more consistently. The College also may form task forces to address specific short-term issues.

Additionally, College employees may participate in the institution's governance through two representative bodies - Faculty Senate and Staff Council. According to its charter, Faculty Senate makes "appropriate recommendations to the Board of Governors, the Chancellor, the Presidents and other Administrators of the College" and participates in "College governance by reviewing Board Policies, College Regulations and Standard Practice Guides." College Staff members are represented by Staff Council, whose charge is to "represent and provide leadership to staff throughout the district, and to improve communication among staff, faculty and administration."

Employee Representative Groups

PCC recognizes the importance of employee input and assistance in decision-making processes. As previously mentioned, the Board of Governors appreciates the benefits of employee input into the decision-making processes of the College. Therefore, the Board permits individual employees and employee groups to participate in a formally structured meet-and-confer process to assist it in making its decisions regarding compensation, benefits, and terms and conditions of employment. BP-4001: Meet and Confer with Employee Representatives establishes the formal process for employee representative groups to propose the development, review or revision

of policies related to wages, salaries and working conditions. Meet and Confer occurs annually between a management team designated by the Chancellor and an elected representative group from each of the three employee classifications: non-exempt staff; exempt staff; and faculty. Either group may present issues for consideration during the process and memoranda of understating are signed related to those items on which there is agreement. These memoranda are submitted to the Board of Governors for consideration, approval and adoption into policy. For issues on which there is disagreement, either side may present the issue to the Board for it to determine a course of action.

Students

PCC has student governments at the Desert Vista, Downtown, East, Northwest and West campuses. "Student Government addresses the concerns and needs of the student body, and assists in the management of student fees to create campus activities and events that reflect the PCC student population and serves as the liaison to campus committees and PCC administration."

5.B.2. Pima Community College'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 has adopted several 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, 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 for forming advisory committees that provide input on particular issues. As part of the College's continued improvements in financial accountability and transparency, in FY 2014 the Board created a Finance and Audit Committee that provides additional oversight and monitoring of the College's financial, audit, and investment-related performance, policies, and procedures. The Committee should promote better sharing of financial information with the Board of Governors and other constituencies, including the public. The Committee's members include two members of the Board and five to eight community representatives who are professionally knowledgeable about finance, accounting, auditing, and/or investments. In addition to the Finance and Audit Committee, the Board has also created a Human Resources Advisory Team consisting of two members of the Board of Governors, the Vice Chancellor for Human Resources, the Assistant Vice Chancellor to the Chancellor, and the College's General Counsel. In June 2014, the group began meeting regularly to review the performance of Human Resources.

At each Regular Meeting, the Board of Governors receives reports from the Chancellor, the Provost and Executive Vice Chancellor for Academic Services and the Executive Vice Chancellor for Finance and Administration (e.g., monthly financial reports, budget and financial updates). These reports help to ensure that the Board remains knowledgeable about the institution. The Board also allows other College employees to place items that may be of particular interest to College constituents on the agenda. Recent presentations have included information about the Automotive Technology program, Veterans Affairs, Voluntary Framework of Accountability, assessment, enrollment management, and an adjunct faculty task force. Videos of board meetings,

agendas, board meeting packets, meeting minutes, presentations and additional documentation are available on the College Public Meeting Notices webpage. The Board also attends study sessions where specific topics are discussed in detail.

Recently, Board members have also participated in several professional development activities intended to educate them on important issues related to community colleges and their effective management. For a more comprehensive account see the chapter in this report devoted to the Probation Sanction.

The Board of Governors provides oversight for the institution's financial and academic policies. As stated in the bylaws, the Board of Governors adopts policies that govern the College. The Board consistently reviews policies to ensure that they are up-to-date and applicable to the operations of the College. Financial policies adopted by the Board include: BP-2403: Budget Control, BP-2402: Audits, BP-2405: Interfund Loans, BP-2409: Risk Management, BP-2411: Warrants and Disbursements, BP-2412: College Travel Expenses, BP-2504: Approval of "In House" Capital Improvement Projects , and BP-2602: Disposition of Equipment, and Personal Property and Supplies. Related academic policies adopted by the Board of Governors include are BP-3122: Academic Advising, BP-3101: Assessment of Credit for Prior Learning, BP-3103: Attendance, BP-3104: Catalog, BP-3105: Curriculum, BP-3108: Grading, BP-3109: Honors , BP-3110: Student Classification and Standing, BP-3111: Transfer Students and Credit, BP-3113: Class Orientation, BP-3114: Developmental Education/College Preparatory Programs, BP-3115: International Education, BP-3116: Educational Contract Training and Services, BP-3117: General Education, BP-3118: Access to Learning, BP-3201: Occupational Program External Advisory Committees, and BP-3202: Course Materials.

5.B.3. Pima Community College 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.

Pima Community College's Board of Governors has established two channels through which it engages its internal constituents in the College's governance. One of these provides a venue for discussing decisions related to compensation, benefits, and terms and conditions of employment. The other focuses on all other decisions not directly related to those topics.

Non-personnel Issues

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 curriculum changes and changes in academic programs, see the Chapter devoted to Criterion Three.

Pima Community College has a three-tiered policy and procedure apparatus that consists of Board Policies, College Regulations and Standard Practice Guides. However, it has decided to transition to a two-tiered structure that consists of Board Policies and Administrative procedures. BP-1101: Prime Policy defines the process the College uses to develop non-personnel Board Policies and Administrative Procedures. According to BP-1101, a "Board of Governor's Policy is a statement officially adopted by the Board of Governors at a public meeting that establishes institutional priorities and/or stipulates that the Board of Governors directs the institution to maintain in pursuit of approved general institutional priorities." BP-1101 allows any College

constituency, the Board, faculty, staff, and/or students, to initiate a Board Policy. After initial formulation, all proposed policies are forwarded to the Chancellor "for review and consultation with appropriate standing committees, administrative heads, staff, Chancellor's Cabinet, and legal counsel." After the review is complete, the Chancellor meets with the initiator of the proposed policy to discuss questions and comments arising during the review process. The Chancellor then presents the proposal to the Board. The proposed policy still may be modified or withdrawn. As a final step, the proposed policy is posted to the website for 21 days to elicit public comment. During that time, anyone may provide input on the proposed policy. At the end of the public comment period, at the next regularly scheduled board meeting, the Board acts on the proposed policy.

Personnel

BP-4001: Meet and Confer with Employee Representative defines the structure for the discussing personnel issues. In the Meet and Confer process, College employees are represented by one of the three elected representatives from the three employee classification groups: Full-time regular classified exempt staff; full-time regular classified non-exempt staff; and full-time instructional and educational support faculty. These representatives meet with the Board of Governors' Management Team from January through 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 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 the employee representatives and Management Team members do not agree on an issue, it may be submitted to a neutral third party for resolution. When this occurs, both the Management Team and the employee representative group may submit a brief description of their respective positions. The ultimate authority for making decisions related to items discussed in Meet and Confer rests 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 that affect all employee groups, and other matters of concern to the group.

Core Component 5.C. - Pima Community College engages in systematic and integrated planning.

From 2004 to 2013, the College relied upon a planning process that solicited input from a limited number of employees and external experts. This process failed to engage employees in planning, and all planning activities were developed by a single, central committee. Recognizing the limitations of the former process, the College has adopted a wholly new approach to developing the 2014-2017 Strategic Plan that promotes evidence-based planning and decision making. The new process is discussed in detail in 5.C.3. but changes include:

- The College held its first Futures Conference in February 2014 at which approximately 200 community members gave input on possible strategic directions.

- A planning committee, which included administrators, faculty, exempt staff, non-exempt staff, community members and students, reviewed the findings from the Futures Conference and identified College-wide strategic directions.

- The campuses and work units are developing plans that align with the College-wide plan, ensuring the planning process has broad internal participation.

5.C.1. Pima Community College allocates its resources in alignment with its mission and priorities.

As discussed in the responses to sub-components 5.A.1, and 5.A.5, the College's budgeting process includes numerous steps that ensure that financial resources are allocated in alignment with the College mission and priorities. An overview of the College's expenditures in key areas are included in this report (p. 6). The annual capital budget process identifies equipment replacement and facility projects that meet the needs and serve the mission of the College. During the process, campuses and District Office units submit capital requests for their areas, prioritize their requests, and identify potential funding sources. Funding for the capital projects subsequently is allocated based upon the needs and priorities identified. The capital budget process is described further in sub-criterion 5.A.5.

The annual general fund operating budget process also includes allocation of resources that align with the College's identified priorities and strategic planning. As described in sub-component 5.A.5, the fiscal year 2015 budget process includes preparing a list of budget parameters that summarize College needs and priorities alongside the College Strategic Plan. These budget parameters are aggregated from numerous sources, including conclusions from College committees, task forces, assessments and consultants. Previous annual budgets also were aligned with College priorities and with multi-year College Plans to ensure that College priorities were adequately funded. For example, for fiscal year 2015, the results of an internal review of the grievance process concluded that staff should be hired, and the budget funded the new positions. Although the budget is generally considered a fiscal plan, it also ensures that adequate human resources, information technology, facilities, and other College needs are supported by the College as a whole.

5.C.2. Pima Community College links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

The College has sufficient resources to support its mission, vision, goals, and values while striving to provide an affordable education to students. The planning and budgeting processes described in 5.A.5, 5.C.1, and 5.C.3, are among the core processes that facilitate linking of budgeting, planning, assessment of student learning and evaluation of operations. As noted in 5.A.5, budgeting is the process of translating the College's Strategic Plan into an itemized, authorized, and systematic plan of operation, expressed in dollars, for a fiscal year. The result of this process is a system that serves as a blueprint to monitor and control ongoing operations, developed in a way that ensures it is fully aligned with the College's strategic priorities.

The 2014-2017 Strategic Plan provides the overarching strategic direction for the institution. The associated campus and work-unit plans, discussed in 5.C.3, provide additional planning that is directly aligned with these strategic directions in a process that links planning to all aspects of the College, including budgeting, assessment of student learning and evaluation of operations.

Beyond the plans themselves, College processes embed the Strategic Plan in decision-making. For example, as described in the response to sub-component 5.A.5, capital expenditures greater than $5,000 go through the capital budget process, which provides College-wide oversight and approval. The Strategic Plan is one of the categories that is considered during requests for capital funding. In addition, campuses and work-units identify priority needs as they plan for future developments. This means that campus and work-unit plans can directly inform applications for capital funding, providing a strong association between capital needs and planning.

As priorities are identified, financial resources are made available to support them. For example, Chancellor's Cabinet recently approved the creation of an Office of Assessment to be implemented in the Summer of 2014. The Office was identified as a priority since it relates directly to HLC requirements and is aligned with Strategic Directions 1 and 2 of the Strategic Plan. Following approval by Chancellor's Cabinet, financial resources were made available to fund this assessment activity. The new office will direct both academic and co-curricular assessment and serve several roles in terms of professional development and training, guiding assessment, fostering continuous improvement, accountability, reporting, communication, and the continuing enculturation of assessment at the College. It provides an operational example of how College processes support linkages between assessment of student learning, budgeting and planning.

Also related to assessment, as work has progressed on Student Learning Outcomes (SLOs) in the 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, a stipend was paid to 60 faculty Discipline Leaders) and providing resources to pay for participation in the ETS Proficiency Profile to assess general education.

From a budget perspective, the College uses a Resource Allocation Model (RAM) budget model that considers enrollment growth/contraction in budgeting and determines some funding of adjunct faculty resources. This was described in detail in 5.A.5. Enrollment estimates are prepared by each campus and, as determined by this model, these estimates drive subsequent funding decisions. Each campus can use the estimated enrollment data for planning other campus needs, such as campus-wide budgeting, classroom and space scheduling, adjunct faculty scheduling, alignment to strategic planning needs, and IT. In this way, the RAM model links campus budget needs, with strategic planning and operational needs.

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

The College adopted a new planning approach for development of the 2014-2017 Strategic Plan to ensure the process included broad internal and external input. In the new planning process, the College engaged with an external consultant and collected data on the economic, political, and sociocultural landscape at the local, regional and national level. To do this, the College relied upon a number of resources including the American Association of Community Colleges' "Reclaiming the American Dream," Arizona's Higher Education Plan, and Plan Tucson 2013. From its analysis of this information, PCC identified 18-20 trends that served as the basis of discussion at the College's first Futures Conference held in February 2014. The conference allowed the community to help build Pima's strategic directions, and approximately 200 representatives from the education, business and industry, government, and community sectors participated. This collaborative discussion provided detailed information to the College on the areas that are

important to the community. During spring 2014, the College's Strategic Planning Committee incorporated insights from finance, facilities, and other PCC units to determine the key strategic directions for the institution. By incorporating input from both internal and external groups, the process ensures that the strategic directions are closely aligned with constituent needs. Membership on the Strategic Planning Committee included community members, students, faculty, exempt staff, non-exempt staff, administrators and Board of Governors members.

Based on input from the Futures Conference and the work of the Strategic Planning Committee, a draft Strategic Plan was developed and posted for public comment in May 2014. Following modification based on input from internal and external constituents, the final College-wide 2014-2017 Strategic Plan was prepared. The six strategic directions of the College's Strategic Plan are:

- Reaffirm HLC accreditation and fully commit to the HLC guiding values

- Improve access and student success

- Foster partnerships to strengthen educational opportunities in response to community needs

- Improve responsiveness to the needs of the business community and economic development opportunities

- Increase diversity, inclusion, and global education

- Develop a culture of organizational learning, employee accountability and employee development

The Strategic Plan went into effect on July 1, 2014 and it was discussed with the Board of Governors on July 7, 2014. As part of the planning process, the College's campuses and work units are developing individual plans that align with the College-wide strategic directions. In addition, PIR is reviewing the Self-Study to ensure that items the College must address and recommended improvements are embedded in the Strategic Plan. The campus and work unit plans outline the specific actions to be undertaken to support the College-wide Strategic Plan. Some work units used SMART (Specific, Measurable, Achievable/Attainable, Realistic, and Timely) goals to guide how they will implement the Strategic Plan. Key performance indicators are included to support continuous improvement. Campus and work unit plans will be posted as they are finalized. The planning process will be complete when the campus and work unit plans are finalized and all needed activities from the Self-Study are identified. The full Strategic Plan will consist of the College-wide plan and the aligned campus and work unit plans.

The next Futures Conference is scheduled for early 2015. Participants will comprehensively review the College's mission, vision, values and goals and evaluate the new Strategic Plan. The plan will be evaluated through two main approaches:

- Progress on plan activities will be assessed by reviewing identified key performance indicators to determine whether the College has made improvements. The indicators are currently under development and will be posted to the strategic planning webpage in late summer 2014 and updated regularly. They will be discussed with the community at the 2015 Futures Conference. Through this approach, the College will ensure it is making progress on each of the plan activities.

- Futures Conference attendees each year will be invited to review the activities in the College-wide Strategic Plan and indicate whether the items are still relevant to them and identify items that should be added or adjusted. This will help ensure the plan remains current and fully aligned with community needs.

5.C.4. Pima Community College plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Pima Community College leverages a range of information during budget and strategic planning to ensure that it has are sufficient resources available to support its planning and priorities in the short and long terms. For financial planning, this includes, but is not limited to, a consideration of enrollment projections, state appropriations, property taxes, tuition and fees, and revenue, including revenue from differential tuition, capital projects, estimated changes in employee medical insurance costs and other major contractual costs.

As the budget process progresses and estimates are converted into firm data, these variables are updated and the numerous pieces of the budget are finalized. Using the data and adjusting such variables as enrollment, tuition and fees, and projected property tax revenues, the College can review and forecast different scenarios. This forecasting ensures that the budget planning process fully considers possible fluctuations in both revenue sources and projected expenses and aligns projected revenue levels with the College's strategic priorities. The College's ability to adapt and anticipate fluctuations in revenue is demonstrated by the fact that it has adjusted to significant decreases in appropriations from the State of Arizona in recent years. As shown in charts in 5.A.1, State Appropriations comprised 13 percent of the College budget in fiscal year 2006. In fiscal year 2015, they represent only 3 percent of the College's budget. Also as addressed in 5.A.1, the College adjusted both revenues and expenses to ensure that its mission was fulfilled during this time.

As discussed in 5.A.5, budget planning accounts for a range of factors. For fiscal year 2015, this included general fund revenue sources from proposed state appropriations, property tax levy, estimated tuition and fees, revenue from differential tuition and a summary of strategic priorities for the year. These items and others were included in numerous public presentations to the Board of Governors and separately to College employees. Public presentations about the fiscal year 2015 budget were made between December 2013 and June 2014 when, after a public hearing and special meeting, the Board of Governors approved the fiscal year 2015 primary property tax rate, levy and budget. Links to the fiscal year 2015 budget calendar and related documents are on the College website.

The presentations on the budget for FY 2015 included the budget calendar, current year budget data; revenue budget parameters (state appropriations, tax levy, enrollment, tuition and fees, federal financial aid), expense-related budget parameters (mandatory contractual obligations and priorities, capital projects, strategic planning needs, strategic priorities), economic benefits of the College to Pima County, property tax impacts, College metrics (state of Arizona appropriations to community colleges, tuition and fee, adjunct faculty load hour rate, and property tax rates comparisons), debt service, proposed budget detail by revenue source, expenditure category, and fund. The College provided additional information verbally to board members and the public during these presentations.

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, the College developed a list of possible strategic directions based on a review of national and local information. A full listing of the resources used is available online. The resources included:

- American Association of Community Colleges' "Reclaiming the American Dream"
- Arizona's Higher Education Plan
- Plan Tucson 2013
- The Hispanic Chamber of Commerce Report
- Governor's reform plan
- University of Arizona's Never Settle report
- PCC's Blueprint for Healing report
- Chancellor's goals

By using such a broad range of documents, the College developed a Strategic Plan that fully appreciated upcoming changes already being discussed at the national, state, and county levels. Furthermore, a planning process that includes broad internal and external membership allows participants to provide their diverse expertise on emerging issues. As part of the new strategic planning process, the College's Strategic Planning Committee reevaluates the external factors that impact the institution and revises the Strategic Plan as needed.

Technology

Emerging technology needs at Pima Community College are envisioned and achieved through individual conversations, council or committee meetings, College strategic planning, and IT strategic planning. Emerging technology needs are also informed by governance groups, such as the Administrative Systems Work Group, the Information Technology Standing Committee, and the Online Education Standing Committee. The Information Technology Department is led by the Vice Chancellor for IT, who serves on the Chancellor's Cabinet. The VC for IT works with faculty, students, staff, and various administrators to determine priorities and projects to address constituent technology needs.

The College assesses emerging technologies through a variety of means:

Associations, Consortiums, and Partnerships - The College is an active member in the Arizona Community College Technology Officers (ACCTO) Council. The group meets regularly to discuss common concerns and issues and share information. Through ACCTO, the College evaluates areas of collaboration within Arizona community colleges and facilitates discussion of technology-related matters by ACCTO members. The College is also a member of EDUCAUSE, a nonprofit association and the premiere community for IT leaders and professionals committed to advancing higher education. Additionally, the College has been a long-time participant in the EDUCAUSE Center for Applied Research (ECAR), and frequently uses its analytics and research. Recently, the College joined the EDUCAUSE Learning Initiative (ELI) to help it advance learning through the innovative use of technology and improve its educational technology support. The College also is a member of the Research and Education Networking Information Sharing and Analysis Center

(REN-ISAC). This participation aids and promotes the College's cybersecurity protection and response.

Technology and Higher Education Professional Development - The IT department is engaged in a robust effort to significantly enhance and improve professional development for its staff. This includes hosting new event formats and venues for staff to participate in and learn from, as well as the introduction of new resources to assist staff members in their development. The department hosted numerous "Brown Bag" sessions during lunch hour. These were led by subject matter experts and made available in College video conference rooms. The College also has hosted "Tech Swaps" throughout the year, allowing staff members to rotate for two weeks to another area of the IT department. In 2013, the College hosted the inaugural Community Colleges of Arizona Information Technology Symposium (CCOAITS), a two-day conference for IT professionals. More than 100 staff representing 10 community college districts in Arizona attended. 30 Pima IT staff members attended and/or presented at the second annual CCOAITS, this year in Flagstaff.

Since 2010 several IT staff members have completed the EDUCAUSE Institute Management Program, and the EDUCAUSE Institute Leadership Program. Staff members also have attended and presented for the Special Interest Group on University and College Computing Services (SIGUCCS). SIGUCCS is an association of professionals who manage IT services at higher education institutions.

The College Vice Chancellor for IT champions professional development for staff and has encouraged them to attend or present at the EDUCAUSE Annual Conference, EDUCAUSE Regional Conference, and, most recently, the new EDUCAUSE Connect Conferences. The Vice Chancellor for IT has been a member of the faculty for the EDUCAUSE Institute Management Program since 2012 and completed his contractual obligations in July 2014. Additionally, the College supports staff pursuit of technical certifications that are aligned with the department's mission and goals. The department uses resources provided by the College, such as the Employee Development (ED) online training system, managed by the Office of Professional Development (OPD). IT supervisors are encourage to recommend ED resources to their staff members during annual performance reviews.

Technology and Higher Education News - Pima Community College subscribes to The Chronicle of Higher Education, Campus Technology Magazine, EdTech Magazine, EDUCAUSE Review, ECAR Publications, and ELI Publications. Additionally, the College has subscribed to Info-Tech Research Group, a fast-growing IT research and advisory company serving more than 30,000 IT professionals globally. The College recently began subscribing to the Gartner Technology Research Group, considered the world's foremost research advisory group. These two resources provide the IT team with access to the best practices and latest information on emerging technologies which it uses to shape and inform the College's strategic direction, and planning.

Core Component 5.D. - Pima Community College works systematically to improve its performance.

5.D.1. Pima Community College develops and documents evidence of performance in its operations.

Pima Community College strives to be a data-informed institution and routinely uses data to make decisions throughout all levels of the College. Like many institutions of higher education, the College uses the Ellucian Banner enterprise resource planning (ERP) system to harvest and store data from all corners of the College. Although PCC has access to and uses this data, it could better use this data to inform operations, strategic planning, and measure operational performance.

The College has developed and collected data that describe both its overall performance and the performance of its constituent parts. For example, from 2004-2013, the College created multi-year College Plans, each of which "gives specific direction to Pima Community College as we respond to the needs of our community and prepare for future challenges and opportunities." The results of each of these College Plans were aggregated into reports that were presented to the Board of Governors and the public. The reports document each of the activities that were completed in support of the Plans' initiatives, strategies, and actions. In addition, the College Plans contain environmental scans that "provide an overview of the current socio-economic conditions impacting the local community" and provide context for the internal and external challenges facing the College during the Plans' development. Environmental scan data informed the Plans' content, direction, and basis for the initiatives. Some of the data aggregated from College Plans subsequently was used to inform initiatives, strategies, and actions in future College Plans.

Planning and Institutional Research (PIR), and Business Systems (BS) analyze large amounts of data in support of College requirements. PIR provides information and analysis about the College and its students. These data support College planning, student success, grant-writing, and numerous other College functions. BS generates numerous internal reports and data summaries that are used within the financial and business functions of the College. Financial metrics provide evidence of the College's performance compared to other Arizona community colleges for these measures: Property tax rates; cost per FTSE; state appropriations; and tuition and fees cost per unit. Human Resources' Research and Records staff provides data and reports that support its operations.

Furthermore, major surveys described in the Introduction are publicly available on the College's website. Speaking of the Noel-Levitz Employee Satisfaction Survey, Chancellor Lee D. Lambert noted in a news release that "Improving and strengthening constructive employee engagement is one of my top priorities" and further noted that "The College is committed to transparency and to data-inspired and evidence-based decision making. This survey provides a baseline for measurement as we improve the climate and culture of our school."

In an effort to improve the use of data for enrollment analysis, the College created a new position of Executive Director of Enrollment Management in the spring of 2014 and initiated a request for proposals (RFP) for an enrollment management consultant "to guide us in developing

and implementing a Strategic Enrollment Management system. The College needs a long-term planning process, which will maximize our enrollment, enhance student success, meet our fiscal requirements and fulfill our mission." The College selected Collaborative Brain Trust, which is currently working with PCC to create a strategic enrollment management plan that will include such things as strategies to identify sources of enrollment, increase customer service, and increase efficiency in delivery; improve enrollment processes, retention, persistence and completion; focus on student success; reverse current downward enrollment trends both in the immediate and long-term futures; assist the College in collecting the best data to manage its enrollment.

The College's Strategic Plan 2014-2017 includes six overarching strategic directions. One-third of these include sub tasks that rely upon data for their completion. For example, Strategic Direction 2, subtask 2.5 is "Use data to identify student 'loss and momentum points' along educational pathways and provide student and instructional support at such key points," while Strategic Direction 6, subtask 6.4 involves creating "structures and mechanisms to build a culture of data-informed decision making at all levels. This will include people, process, and technology supporting Business Intelligence."

In 2011 the College contracted with Economic Modeling Specialists, Inc., to provide a report of "The Economic Contribution of Pima County Community College District." This report provides an investment analysis of the College from the student, taxpayer, and social perspectives and describes the benefits of the College from each of these perspectives. EMS found that, in 2011, the total economic benefit of the College was $984 million. The executive summary of its report concludes by saying, "The results of this study demonstrate that PCC is a sound investment from multiple perspectives. The College enriches the lives of students and increases their lifetime incomes. It benefits taxpayers by generating increased tax revenues from an enlarged economy and reducing the demand for taxpayer-supported social services. Finally, it contributes to the vitality of both the local and state economies."

In FY 2014, the College contracted with Heinfeld, Meech & Co., P.C., to conduct a financial assessment to evaluate the financial position of the College and identify any concerns that may need to be addressed by the Board of Governors and/or College leadership. Heinfeld, Meech & Co., P.C., analyzed 10 fiscal years of financial data (FY 2004-2013), as well as budget projections through FY 2017, and prepared a report for the College that includes financial analysis, financial ratios, conclusions and recommendations. This report will inform the College's financial planning in the future.

In spring 2014, the College contracted with ASR Analytics (ASR) to prepare a Business Intelligence (BI) Assessment Strategy, and Roadmap ". . . to determine the current state, and future opportunities for improvement, with respect to the implementation of Business Intelligence (BI) at PCC." ASR prepared two reports as a result of its review of processes and technology relating to data storage and usage. In its review, ASR met with several PCC employees to identify findings and provide recommendations for a direction forward. ASR submitted its final report in May 2014, including findings and recommendations, and a proposed strategy and roadmap. The College will use these reports to improve its use of data.

In summary, the College continues to improve its aggregation and use of data while expanding its data analysis.

5.D.2. 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.

Table 9.5 provides examples of the documentation and metrics Pima Community College uses to determine performance in operations, showing that it 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. Examples cover a wide range of College operations, including the Chancellor's Office, Finance, Academics and Information Technology. The data derived from the College's operations subsequently informs its decisions and improvements to how the College operates. In addition, the College is implementing an Institutional Effectiveness Plan (IEP) which summarizes the activities to be undertaken and when to monitor performance in the academic and student services area. The IEP links student reporting, monitoring of the Strategic Plan, Program Review, assessment of student learning outcomes and national benchmarking. In 2014-15, the College will expand the IEP to include other measures of effectiveness.

Table 9.5: Selected examples of operational evidence that has improved the College

	Institutional Effectiveness	Capabilities	Sustainability
PCC Overall	College Plans, Institutional Climate Surveys; Cabinet survey; employee reviews/evaluations	College Plans; Strategic Plans and Initiatives	College Plans, Annual Budget, Multi-year Budget plans
Component Parts:			
Chancellor's Office	Chancellor's Goals, College Plans, Board Training, Improved Board communication mechanism on website	Chancellor's Goals, College Plans, Board Training, Expanded Internal Audit function (EthicsPoint)	Chancellor's Goals, College Plans, Board Training, PCC 29th St. Coalition Center
Provost	Student Learning Outcomes, Veteran's Center Improvements, Program Accreditation	Developmental Education and Student Services Redesigns	Enrollment management committee and external consultant
Planning & Institutional Research	Streamlined College Plan data collection process, Strategic Planning Committee	Gather and submit data for numerous surveys each year; Banner process consulting	Strategic Planning Committee
Finance and Administration	GFOA Awards; expanded website reports; Web based time-entry system	Improved call center vendor for student accounts issues; improved capital budget process;	General fund and capital budget priority planning for lifecycle and safety projects
IT	Centralized IT to improve services; Single sign-on; Student Learning Outcomes; Digital Signage; Statewide Longitudinal Data System	Improved call center for student IT issues; Disaster Recovery Assessment; Mobile website and app implementation; Telephone Footprints reports; expand WIFI at College locations	Student email switched to Gmail, business intelligence, website upgrade; network upgrade to 10Gbit; Capital budget priority planning for technology allocation

Additionally, the College uses many methods to compare its operational experiences with those of other institutions. Methods include surveys, attendance and participation at relevant conferences, comparisons to data in the Integrated Postsecondary Education Data System (IPEDS), to peer institutions and other Arizona community colleges, and participation in the Voluntary Framework of Accountability, as summarized in Criterion 4.A.6. data were collected in the College's Enterprise Resource Planning platform (Ellucian Banner), analyzed by the office of

Planning and Institutional Research (PIR) and presented to the College Planning Committee to inform new initiatives in the College Plan, which led to process improvements. In addition to the surveys mentioned in the Introduction, the College participates in others such as the Student Financial Services Policies and Procedures Survey from the National Association of College and University Business Officers (NACUBO) 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 member of the Arizona Community College Business Officials Council (ACCBOC) and regularly compares operational data to the other community colleges in Arizona. Furthermore, the College sponsored a "best practices" meeting of ACCBOC in order to get ideas from others, compare College practices with Arizona peer institutions, and share both the College's challenges and successes.

The College is a member of EDUCAUSE, a nonprofit association and the foremost community of IT leaders and professionals committed to advancing higher education. The College's IT department participates in annual student and faculty surveys conducted by EDUCAUSE to benchmark our services against others. Additionally, the College participates in the EDUCAUSE Center for Applied Research (ECAR) Core Data Survey, which also helps compare our services with peer institutions. The College is active in the Arizona Community College Technical Officers Council (ACCTOC) which is comprised of the CIOs at each of the Arizona community colleges. Partnering and sharing with peers throughout the state enables the College to identify best practices. ACCTOC's second annual Community Colleges of Arizona Information Technology Symposium (CCOAITS) was held in Flagstaff in July. PCC planned and hosted the first annual CCOAITS last year, which was attended by over 100 IT staff from around the state.

Operational changes in the College's payroll system exemplify PCC's efforts at continuous improvement. Before 2012, the College used a manual, paper-driven process to collect employee time and attendance data that was imperfect, cumbersome, and provided many avenues for errors. Based on a 2010 comprehensive review of its employee pay system, the College identified ways to improve. Re-engineering and automating the College's previously labor-intensive time and attendance process was a key recommendation from that review.

Subsequently, the College implemented an enterprise-grade automated time and attendance system using the native, self-service time and attendance functionality, known as Web Time Entry, available in the College's ERP system Ellucian Banner. The project was completed in late 2012.

With Web Time Entry, employees record their time and attendance electronically, while a separate interface allows 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, requiring a form to modify records as needed.

The College has continued to hone these new electronic time and 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 creating numerous standard payroll reports that identify data such as late time sheets and erroneous time charges, the College Business Systems unit created more than 50 additional reports that identify such items as changes to active employees' jobs, cancelled classes taught by adjunct faculty, and adjunct faculty contract status. Payroll staff members analyze this data and correct potential errors before the payroll process is run. By using these reports, and analyzing the data, potential issues are identified early and 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 Business Systems staff to develop new reports and processes to continue to improve the payroll accuracy each pay period, while further streamlining the process.

Finally, as part of its 2014-2017 strategic planning process, the College gathered data on the economic, political, and sociocultural landscape at the local, regional, and national levels, examining strategic plans from a wide range of organizations, and soliciting input from College employees. The process includes feedback mechanisms that track data describing the performance of College units and campuses. This data can be used to inform improvements. The improvements are implemented, and more data are collected, tracked, and analyzed, and subsequently used to inform the next improvement steps in a systematic fashion.

Evaluative Summary

In conclusion, the evidence provided in this report demonstrates that Pima Community College has the resources and processes in place to fulfill its mission and plan for the future. PCC is committed to aligning its priorities with those of its community. The College is committed to continually evaluating and refining its processes to ensure more collaboration, transparency, and effectiveness.

Pima Community College continues to be a financially sound institution. PCC's physical and technological infrastructures are up-to-date and well-maintained. Finally, the College employs well-qualified and dedicated staff, faculty and administrators. With its resources and integrated planning efforts, Pima Community College is well-positioned to meet the needs of its students and prepare for the future.

Strengths

- Through careful planning and budgeting, PCC has created a strong resource base with no long-term debt. In addition, through the Board of Governors' Finance and Audit Committee, the College has improved financial oversight and transparency.

- PCC maintains its tuition rates in the lower-mid range of community colleges in the state, and its rates remain significantly lower than those in the state university system.

- The College has established a new planning process that is inclusive and aligned with the budget. The College has embedded processes to review activities annually for relevance and to include annual community input.

- Employees have multiple opportunities to enhance their skills and knowledge through PCC's professional development program, which includes face-to-face training, online courses and books available 24/7 on the Intranet through the Employee Development portal, funding to attend conferences, as well as tuition waivers for employees who intend to further their education.

Opportunities for Improvement

- While the new planning process ensures that the Strategic Plan is aligned with the needs of internal and external constituents, the process can be enhanced by developing academic plans for each program, providing training on strategic planning, and continuing to develop a culture in which employees are fully engaged with planning.

- The College would benefit from continuing to strengthen links between assessment, evaluation of operations, planning and budgeting.

- Implement recommendations from the recent review on security and threat assessment. As part of this, the College will be evaluating deployment strategies for the PCC Department of Public Safety to provide more effective coverage of college sites, and increasing faculty involvement in addressing potential student threats.

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 Board of Governors and the senior administrative personnel act in the best interest of the institution.

PCC Board Policy BP-1402: Conflict of Interest states: "Members will not advance or protect their own interests, or the interest of others with whom they have relationships, in ways that are detrimental to College's service to the community. Board of Governors members will comply with the Arizona Conflict of Interest laws found in A.R.S. §§38-501 through 38-511." In addition, Board Bylaws Article X, ' Code of Ethics' was revised in January 2014 and includes legal powers and duties, ethical responsibilities, conflict of interest, and, procedural responsibilities. Section 4, Conflict of Interest, states: "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 College and shall refrain from voting upon or otherwise participating in any manner in such decision, contract, sale or purchase, as more particularly set forth in A.R.S. § 38-501 et. seq."

As stipulated in the Personnel Policy Statement for College Employees, all employees, including senior administrators must abide by conflict of interest policies related to pecuniary or proprietary interest, nepotism, consensual relationships, and outside and secondary employment. If a new conflict arises in the period between submissions of the form, the administrator must file a new disclosure and "immediately withdraw from participation in all related activities and decisions related to that matter." Conflict of Interest policy is further described in Criterion 2.A.

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.

Faculty and staff are bound by the same Standard Practice Guide and Personnel Statement related to conflicts of interest as senior administrators. However, since faculty may publish materials that could be used in College courses, PCC has adopted specific policies that guide the selection of such material. The Faculty Personnel Policy Statement includes a Course Material Royalties and Conflict of Interest statement that stipulates that a 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, the faculty member must "receive written approval of the Provost or an official designee "and complete a Conflict of Interest Disclosure Form.

PCC's conflict of interest policies include provisions that directly address nepotism. The open and ethical recruitment and admission of students is covered by BP-1501: Employment Opportunity, ADA, Non-Discrimination and Anti-Harassment and SPG-3501/AA: Admissions. The College Employees Personnel Policy Statement requires that PCC employees maintain "high standards of honesty and integrity, free from personal considerations, bias, or favoritism" in all College operations including the area of financial aid. Student personal information is protected

by adhering to FERPA guidelines and following established protocols for proper data storage. PCC's Privacy Policy limits the use of student information to purposes authorized by the student submitting the information or "in support of College-sponsored programs. Ethical guidelines for contracts and purchasing are described in the Purchasing Procedures Manual.

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.

PCC publishes Rights and Responsibilities on its webpage for students. Additionally, the College informs students of their rights under FERPA and the Americans with Disabilities Act. The Student Code of Conduct defines "their responsibilities in regard to appropriate behavior and respect for others in the College community" and addresses issues such as academic-ethics violations, sanctions, due process procedures, and suspension. PCC provides a Student Complaint Process website which describes procedures for complaints related to grades, faculty members, or other College-related issues. PCC also publishes on the website Student Responsibilities and College Success to help students understand their responsibilities.

The College's Personnel Policy Statement for College Employees describes the rights and responsibilities of all regular College employees with some policies that cover temporary employees and adjunct faculty. This document addresses a broad range of topics including sexual harassment, ADA accommodations, conflict of interest, benefits, leaves, code of conduct, and grievance procedures. This Statement is supplemented by personnel statements dedicated to specific employee groups. The Administrative Personnel Policy Statement treats 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 cover compensation, performance evaluation, selection process for vacancies, leaves, professional development, and step progression plans. The Adjunct Faculty Handbook provides a range of information including adjunct faculty duties and responsibilities.

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."

4. Information on Procedures for Complaints and Grievances

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.

Processes for complaints and grievances at PCC are articulated clearly for all constituencies and are implemented in a timely manner, following prescribed timelines. 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)." Since then, the College has significantly revised it procedures for receiving and responding to complaints and grievances. Please see the

"Response to the Higher Learning Commission Monitoring and Probation Findings" chapter in the Self-Study Report for a complete description of these updated procedures. The remainder of this section presents brief information on complaint and grievances processes for all constituencies.

Students have a clear process for submitting complaints. The Student Complaint Processes encourage students to resolve any concern by talking with the individual and his/her supervisor if necessary. However, in cases where a resolution has not been reached, students are directed to the appropriate personnel to lodge a complaint, see Table 10.1.

Table 10.1: List of contacts for complaints against different employee types

Complaint Against or About	Contact
Staff (includes Administrator)	Staff or the Area Supervisor
Faculty	Office of the Academic Dean
Grade	Faculty or the Office of the Academic Dean
Security/Safety	Campus Police/Department of Public Safety
Discrimination	EEO/ADA Office
Disabled Student Resources	Area Supervisor
Customer Service	Area Supervisor
Academic Program or College Service Area	Area Supervisor
Facilities	Area Supervisor

Historically, Pima Community College has kept records of student complaints in order to analyze trends and recommend changes to policies and procedures. Since the last comprehensive evaluation, a shared database with separate campus spreadsheets was created in March 2011 to compile student complaints. Vice Presidents of Student Development, Instruction and Academic Deans were responsible for entering the data. The spreadsheet gathered the following information: date of complaint, complaint number, student number, student name, type of complaint (grade-related, faculty-related, College-related), nature of complaint, final decision, and referral to another agency for external action. For tracking purposes, information gathered regarding "nature of the complaint" provided details of the incident (for example, "student had issue in an online class he could not resolve with his instructor; missed a test deadline and was then required to take a comprehensive final the day he was deployed; wanted "D" changed to a "P"). The "final decision" category provided details on how the issue was or was not rectified (for example, "Resolved: VPSD notified student, she referred issue to VPI since academic related; grade changed to a "C").

Complaint handling processes have evolved at PCC, as the College continues to find best practices to remain responsive to students, employees and other constituencies. Beginning in Sept. 17, 2012 employees could submit complaints a third-party provider, EthicsPoint, that allows individuals to report complaints, anonymously or otherwise, via the Internet or toll free phone number. PCC's Office of Internal Audit has been charged with managing and investigating reports/complaints received from the EthicsPoints hotline as appropriate. Reports/complaints received on the hotline involving the Chancellor, an Executive Vice Chancellor, or a Vice Chancellor are reported to the General Counsel and the College's Board of Governors.

In April 2014, the College created the Office of Dispute Resolution to address complaints and grievances from students, employees and the community. This office is now responsible for the intake, triage, investigation, tracking and analysis of complaints and grievances, as well as the

identification of process improvements. The independence of this office should be emphasized. It reports to the Office of Internal Audit, which provides objective appraisal of College operations, including programs, finances and governance. The internal auditor has direct access to College policies, procedures, and data, in addition to the Chancellor, Board of Governors, and College employees, meaning the internal auditor does need to get permission to contact any of these individuals directly or to request data should the need arise. The creation of this office was highly publicized as a means to inform all College constituents of its existence.

- Letter from the Chancellor
- PCC Announcement
- PCC News Release
- Director Named
- Grievance Procedure Page 56
- @PimaNews
- Provost's Update

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. Institutional records of student discrimination complaints are kept at the Equal Employment Opportunity/ Affirmative Action/Americans with Disabilities Office (EEO/AA/ADA).

In accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the College because of a disability. The College will not discriminate against qualified individuals with disabilities in employment practices and activities, including, but not limited to, application procedures, hiring, promotion, termination, training, compensation and benefits. Institutional records of ADA complaints are kept at the Equal Employment Opportunity/Affirmative Action/Americans with Disabilities Office (EEO/AA/ADA).

5. Complete and Clear Information to the Public

Pima Community College makes readily available to students and to the general public clear and complete information including:

a. statements of mission, vision, and values

The College's mission documents including its Mission Statement, "to develop our community through learning;" the College Vision, "to provide access to learning without the limits of time, place, or distance;" College Values, "accountability, diversity, innovation, integrity, people, and quality" and College Goals are readily available on the College website. This information is also published in the College Catalog and is posted in campus facilities.

b. full description of the requirements for its programs, including all prerequisite courses

PCC's College Catalog and website list all courses required for credit programs and degrees, including prerequisites, and also describes the requirements for the College's Center for Training and Development programs.

c. requirements for admission both to the institution and to particular programs or majors

PCC posts its admission requirements and application procedures on the "New Students" tab on the PCC public webpage and in the College Catalog.

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. For programs with a limited enrollment selective admission process, RG-3506/A: Limited Enrollment, Selective Admissions Program specifies that the faculty and appropriate administrators of such programs develop the selective admission process, which is reviewed and approved by the Provost and then "clearly stated in the College online program information." These selective admissions processes are then listed on the individual program web pages.

d. policies on acceptance of transfer credit, including how credit is applied to degree requirements

BP-3111: Transfer Students and Credit defines PCC's criteria for accepting credit from other accredited institutions, including the minimum grade necessary, and outlines the procedures it uses for transcript evaluation, defining 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." Additionally there are statewide transfer policies which govern how transfer credit can be applied toward the AGEC. Transfer of Credits into PCC guidelines are published in the College Catalog (see page 26).

e. all student costs, including tuition, fees, training, and incidentals; its financial aid policies, practices, and requirements; and its policy on refunds

PCC informs students about tuition, differential tuition, fees, training, and incidental costs through the PCC website and Catalog (pg. 35-39). The website also lists program-specific costs and identifies courses that charge differential tuition. Information about PCC's financial aid policies, practices, and requirements is located on the Financial Aid tab of students' My Pima accounts and on the College website; the College's refund policy is also available through PCC's website. Students are also informed of this information in the New Student Orientation.

f. policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements (if any)

PCC's policies on standards of academic progress, probation, disqualification, and residency requirements are available on the College website and in the Catalog.

g. a full list of its instructors and their academic credentials

The College posts a list of all full-time and adjunct faculty, along with their credentials and courses taught, on the PCC 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. PCC contracts with Ed2Go to provide its online Continuing Education Units and identifies Ed2Go as the provider on its public website. The website also indicates that such courses do not earn credit and cannot be transferred to the College's credit programs.

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 publishes a number of reports on its website. Under "Student Reports" PCC 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 Office of Planning and Institutional Research (PIR) ensures that published data are accurate and complete. After the lead analyst completes the research, prepares the report, and checks for internal consistency with other studies or results, a project verifier 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. Before being publicly published, the data in the College's Comprehensive Annual Financial Reports (CAFR) is audited and reviewed by the State of Arizona Office of the Auditor General to ensure accuracy and completeness.

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 represents its status with the Higher Learning Commission through its Accreditation website. Additionally, a page has been added, PCC Addresses Probation, 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 presentations on PCC's accreditation status and its 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.

The College website displays specialized program accreditation, programs with state licensing boards, and third party licensure information on the "Program accreditation/certification" webpage and on the individual program certificate/degree page (e.g., Dental Hygiene AAS). Additionally, a digital Program Accreditation Student Credential (PASC) system has been created to track and reference information to ensure students have the most current accrediting agency, state-licensing board, and/or third party specialized testing information for each program within each discipline.

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, PCC has two programs eligible for specialized accreditation at two or more locations: The 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 and/or recognition of the program by state licensing boards for all locations is available on the College website as well as the campus training locations.

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.

When examination pass rates for programs are available, the College posts this information on the program certificate/degree page of the College website (e.g., Nursing AAS Outcomes). The information about student external credentials is collected by the Program Services Office by academic year and stored in the College's PASC database.

8. "Public Members" on Board of Governors

Pima Community College's Board of Governors 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 Board of Governors members are all publicly elected; various Arizona Revised Statutes (see § 38-5010 to 38-511) 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. Pima has its own conflict of interest statement for the Board of Governors, "Members will not advance or protect their own interests, or the interest of others with whom they have relationships," 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 College and shall refrain from voting upon or otherwise participating in any manner in such decision, contract, sale or purchase."

9. Authority of the Board of Governors

Pima Community College's Board of Governors has the authority to approve the annual budget and to engage and dismiss the chief executive officer.

PCC's Board of Governors is authorized by state statute and Board Policy to approve the annual budget and to delegate to "the Chief Executive Officer, who in turn may delegate to the Chief Fiscal Officer, authority to implement the budget as approved by the Board of Governors." Pima's

Board of Governors is authorized 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." The Chancellor serves as the Chief Executive Officer of Pima Community College, reporting directly to the Board of Governors. Furthermore, the Board shall conduct a formal evaluation of the Chancellor on annual basis

10. Documentation of Outsourcing Agreements

Pima Community College documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.

As a public community college, the College is independent and does not have any agreements with any parent or affiliated organizations. Purchasing, contracts, and agreements, including agreements for auxiliary services used by the College are described in criterion 2.A. The College follows specific processes and procedures when outsourcing, which include generating written agreements according to PCC protocol.

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 behave responsibly and ethically when acting on its behalf. PCC standard contracts require contractual partners to adhere to all state and federal laws including those preventing discrimination when acting on the College's behalf. Standard contracts include "Purchase Order Terms and Conditions," "Construction Notice Inviting Sealed Bids," and "Request for Proposals." 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). 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 degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's or master's degrees. Any variation from these minima must be explained and justified.

The PCC College Catalog and website clearly state that associate degrees at the College require 60 or more credit hours. PCC does not offer bachelor's or master's degrees.

b. 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 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.

The PCC College Catalog and website state that at least 15 credits for the associate degree must be earned at the College.

c. The institution's policy and practice assure that at least 50 percent 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. 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, students may enroll in no more than 18 credit hours during the fall and spring semesters and no more than 12 during 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. 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. Additionally, Pima's AAS degrees are accepted as applying toward the state universities' Bachelor of Applied Science degrees.

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 BP-3111: Transfer Student and Credit and the corresponding SPG-3111/AA: Transcript Evaluation Standards 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 a C or better; 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 percent 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: Assessment of Prior Learning, 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 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 at 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.

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 (see RG-3001/A: Faculty Standards and Qualifications). 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;

Faculty exercise strong oversight of the College's credit curriculum through College Discipline Area Committees (CDACs) and the College Curriculum Council (CCC). CDACs are composed of all the faculty in a discipline or related group of disciplines and an administrative co-chair. They review curriculum in their disciplines. The CCC is a majority-faculty body that reviews curriculum for all disciplines. Continuous improvements are being made to curriculum processes. The College recently revised SPG-3105/AC: College Curriculum Council. 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 contributed to the process of ensuring faculty oversight of curriculum in areas other than regular credit curriculum.

2. assurance of consistency in the level and quality of instruction and in the expectations of student performance;

Pima Community College assures consistency in the level and quality of instruction and in the expectations of student performance through faculty participation in College Discipline Area Committees (CDACs). Curriculum is developed and reviewed through the CDACs. Faculty develop the course outlines, set the student performance objectives, and determine the student learning outcomes. These outlines and objectives must be used by everyone teaching the course. The SLOs must be assessed regularly. Faculty members also participate in statewide articulation task forces. These groups review and evaluate courses for consistency in course objectives, material covered, and performance expectations of students across the community colleges and universities in the state.

Additionally, faculty members are integral to the process of setting the standards by which they and their colleagues are certified to teach in their respective disciplines. Every faculty member who is certified to teach must meet the established minimum standard.

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: Faculty Standards and Qualifications. However, the responsibility for determining the academic qualifications belongs to faculty: the CDACs and DSFs define the required academic qualifications and credentials. The CDACS, per SPG-3001/AA: Faculty Standards and Qualifications, "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.

Pima Community 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 - Financial Aid" webpage on the College website provides a good overview of avenues of financial assistance to attend college. Students who borrow a Federal Stafford loan or Federal Perkins loan are required to complete entrance and exit counseling activities.

b. Pima Community College maintains timely and accurate transcript and records services.

BP-3502: Official Student Records 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 MyPima account.

BP-1403: Records Management, Retention and Disposition was adopted in February 2014 and delegates to the Chancellor the authority to establish and maintain an active, continuing program for the efficient management, retention and disposition of the College's public records, in accordance with the requirements and schedules established by the state of Arizona and the United States government. As part of the adoption of this policy, the College created the new position of Director of Records Management to develop, implement and maintain a records management program at the College.

C. Teaching and Learning:
Evaluation and Improvement

1. Instructor Authority for Grading

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).

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.

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 regionally accredited institutions with a grade of C or better given that such course work is applicable towards the student program objective at the College (see BP-3111: Transfer Students and Credit). Just as courses below the 100 level cannot be used to meet PCC program requirements except as necessary prerequisites, so the College refrains from applying transfer courses below the 100 level to PCC programs; these courses are applied as program prerequisites only. 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 (see SPG-3111/AA: Transcript Evaluation Standards).

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. 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.

The College requires all instructors of credit courses to provide course requirements including "attendance requirements and grading criteria" for each course section they teach (see BP-3113: Class Orientation). 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 the Office of Planning and Institutional Research. 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; these 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

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 PCC'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 favorably calculates PCC's financial strength using measures such as debt ratios and other commonly accepted measures and as reported in the Institutional Snapshot section of the Self-Study, the College has not experienced a shortfall. The College's Composite Financial Index is described in the Federal Compliance section of the Self-Study.

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 budget for fiscal year 2015 as well as budgets from recent fiscal years are accessible on the College's website. In addition, financial data from 1999 to current is stored in the College's enterprise resource planning system (Banner) and is available for analysis and comparison purposes.

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 and strategic planning processes, addresses long-term financial sustainability by looking at necessary future expenditures (e.g., capital projects) as well as future revenue projections, (e.g., tuition and fees, state appropriations, and property taxes). Strategic priorities of the College are transformed into budgetary priorities at the College as evidenced in the FY 2015 Budget presentation to the Board of Governors (as described further in criterion 5.A.1). Some of these priorities provided the basis for projects listed in the FY 2015-2016 Capital Budget Plan. The capital budget plan process is further described in 5.A.5.

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 and is a Enterprise Resource Planning (ERP) system and transactional database used by PCC 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. PCC 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. The College's Foundation also undergoes an annual external audit, separate from the College's, which is submitted to the Auditor General with the College's audit. In addition, the College meets the criteria established by generally accepted accounting principles (GAAP) and the Governmental Accounting Standards Board (GASB) as an independent reporting entity and the College's finances are not tied to any other entity or institution (see criterion 5.A.2. for further information).

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 for Academic and Student Services. Comparing the PCC job classifications (not applicable to the chancellor position)

and job announcements for such positions to the experiences of the current Chancellor, Lee D. Lambert, J.D.; the current Executive Vice Chancellor for Finance and Administration, Dr. David Bea; and the current Provost/Executive Vice Chancellor for Academic and Student Services, Dr. Erica Holmes, highlights the strengths of these executive officers in both credentials, experience, and focus in providing executive leadership to Pima Community College.

Federal Compliance

Federal Compliance

Pima Community College understands the importance of complying with laws, rules, and regulations from federal, state and other regulatory bodies that are applicable to the College. In addition, the College fulfills requests for compliance-related information and cooperates when audits, reviews and investigations are conducted. When issues pertaining to compliance are raised, the College addresses the shortcoming by preparing a corrective action plan or its equivalent and takes steps to remedy the identified issue.

Pima Community College has been focused on improved compliance and will continue to be in the future. As laws and regulations change, the College is committed to keeping up with the changes and is striving to be fully compliant within all aspects of the College.

Many of the compliance related improvements that PCC has implemented are discussed in this Self-Study and include:

- The College has created the Office of Dispute Resolution to address complaints and grievances from students, employees and the community. The Office is dedicated to fair, consistent, and efficient management of complaint and grievance processes at PCC. The Director of this Office was hired in July 2014, and the department reports to the College's Internal Audit unit.

- Preventing Sexual Harassment Training was created and all administrators, managers, supervisors, and leads (those who manage others) were expected to attend an instructor-led Preventing Sexual Harassment training in 2014. These sessions were also open to all employees. Upon completion of the instructor-led session, participants complete an online quiz within five working days, so that the effectiveness of the training can be assessed.

- As part of its continued improvements around financial accountability and transparency, the College has created a Board of Governors Finance and Audit Committee. The Committee is structured to provide additional oversight and monitoring of the College's financial, audit, and investment related performance, policies, and procedures.

- In January of 2013 the College created the new position of General Counsel, to report directly to the Chancellor. This role is to provide high level, professional legal service and advice to college administrators, faculty and staff in compliance with state and federal statutes, court decisions, government regulations and policies. This service and advice ranges from issues on business, education, procurement, public and employment law, research enterprise development, and other legal matters.

- The College implemented a compliance and ethics hotline in September 2012. The compliance and ethics hotline is managed by an independent firm, EthicsPoint, to enhance communication and empower employees to promote safety, security, and ethical behavior. Reports entered in the system can remain confidential if the reporter so chooses. This hotline has also been incorporated into the student complaints process as of summer 2014.

Pima Community College recognizes that compliance is an area in which it must continue to improve, becoming more efficient, more effective, and more accountable. PCC is moving from a system in which compliance has been handled solely within each unit to a system founded in a College-wide understanding of compliance issues and their impact on the instructional and student services delivered by the College. To support this effort, PCC has developed a compliance

plan including oversight and regular reporting on compliance status and improvement efforts. The key elements of the compliance plan include:

- Chancellor Lambert has designated a Compliance Coordination Committee responsible for incorporating assessment and continuous improvement into all areas of our operations. It will work to make sure we have identified applicable compliance obligations under federal and state law and accreditor standards, and have appropriate policies and procedures in place to ensure continuing compliance. The committee includes representation from the Office of the Provost, Finance and Administration, Internal Audit, Planning and Institutional Research, and General Counsel.

- Maintaining a master matrix of federal and state compliance requirements identifying the responsible unit for each.

- Developing, updating, and maintaining a College-wide compliance calendar.

- Designating a Chief Compliance and Ethics Officer to serve as Chair of the Compliance Coordination Committee. The position will have the authority to report concerns directly to the Chancellor and Board of Governors, as necessary. The College is beginning the hiring process for this position. While recruiting is under way, the Committee will proceed with compliance plan development and implementation.

- The Compliance Coordination Committee will develop and launch a webpage containing resources for the College to inform and support compliance efforts.

- The Committee will provide regular updates to the Chancellor and Board on significant compliance matters and provide an annual report on compliance status and efforts to improve compliance.

- Each operational unit of the College with compliance obligations shall designate a lead compliance director who shall work closely with the Committee to embed and monitor compliance practices across the College.

- The Compliance Coordination Committee will also be responsible for collecting and approving all unit compliance plans. Each plan shall:

  - specify compliance dates, responsible parties, legal and regulatory requirements, unit procedures to meet compliance requirements, and mechanisms to update plans based on changes.

  - ensure that responsibility for compliance does not rest with an individual, but with the unit.

  - include professional development and training so staff are knowledgeable and current regarding compliance requirements.

Assignment of Credits, Program Length, and Tuition

Unit of Academic Credit

Credit hour assignments and degree program requirements at PCC follow the HLC guidelines. See the following federal compliance filings: Appendix A: Assignment of Credit Hours; Form for Reporting and Overview of Credit Hour Allocations; Attachment 1: Courses with 6 or more credit hours, PCC's credit hour policy.

Pima Community College operates on the semester-based system, with regular 16-week fall and spring semesters as well as three summer sessions. Within the fall and spring semesters, PCC offers flexible scheduling for students offering courses that run for less than the whole semester. Those courses with different "parts of term" are typically offered for five, eight, and 14-weeks, but other time frames are available if needed. The summer session classes are scheduled for five, eight, or ten weeks. Additionally, to accommodate courses which may need even more flexibility, the College has what it calls a Full Academic Year term. Courses offered in that term can be scheduled for almost any length of time less than a year, though most are much shorter periods of time and can overlap the regular semesters if needed.

PCC's basic unit of academic credit within academic programs is the credit hour. In keeping with the federal definition of a credit hour, Pima Community College defines a credit as a minimum of 15 contact hours of instruction and a minimum of 30 hours of out-of-class student work, for a total of at least 45 hours to be completed within a term. For example, a three-credit course would require a minimum of 45 contact hours of instruction and 90 hours of out-of-class student work.

A contact hour is defined as the equivalent of 50 minutes of class time. Out-of class student work is defined as a 60-minute hour.

This definition is applies to a traditional lecture class. Other course formats must follow the following requirements:

- An Academic Laboratory credit requires a minimum of 45 contact hours.

- A Clinical and Skills Laboratory credit requires a minimum of 45-60 contact hours.

- A Studio and Technical Laboratory credits requires a 30-45 contact hours and up to 15 hours of out-of-class work, for a total of 45 hours.

- A Recreation and Fitness Activity credit requires 30 contact hours and 15 hours of out-of-class work for a total of 45 hours.

- A Workplace Learning credit requires a minimum of 45 clock hours of work.

- Private Music Instruction credit requires a minimum of four contact hours and 41 hours of out-of-class work for a total of 45 hours.

- Courses offered using alternative modes of deliveries (e.g. online, web-hybrid, self-paced) require an equivalent of 45 hours of work per credit and will use the same course outlines and require the same outcomes.

- Courses offered in compressed time frames (e.g. 14 weeks, 8 weeks, 5 weeks, etc.) within a term also require an equivalent of 45 hours of work per credit and will use the same course outlines and require the same outcomes.

Pima Community College also offers courses and certificates through our Center for Training and Development using clock hours. A clock hour is used to measure time spent by a student in non-credit occupational learning activities. One clock hour equals 60 minutes and 640 clock hours equal one Full-Time Student Equivalent (FTSE).

In regards to the definition of a credit hour, upon review of the College's schedule of classes, it was discovered that required meeting times for many of the scheduled classes were not uniformly followed throughout the district. For instance, classes that were 3.0 credits scheduled to meet over a 16-week semester, for the same two days a week, varied by 5 to 10 minutes per class. The source of the problem appears to occur during the schedule of classes "roll-over," the process in which the previous fall, spring or summer semester is rolled over to the next fall, spring or

summer semester. This process, done through our Banner system, revises the dates but does not update scheduled class meeting times. The issue arises because semester start/end dates, holidays and other official days when the College is closed change each year by the days of the week, resulting in a variation of number of days met each semester. Further investigation also revealed that some of the campus master schedulers routinely checked and changed the class times every semester, but others did not.

To remedy the issue, we are developing new uses of existing Banner functionality, that will allow required class meeting times to be uniformly used during the roll-over of the schedule of classes, to be in place for the roll of the fall 2016 schedule. At their regularly scheduled meeting in July 2014, the campus Vice Presidents of Instruction were informed of the issue, emphasizing the need for their help in communicating and enforcing compliance with their department chairs and their master schedulers. Lastly, information was shared with all master schedulers at their July 2014 general meeting for a wider understanding about federal compliance and the definition of the credit hour.

Program Length

Program lengths are defined by Board Policy. PCC Regulation sets the lower and upper limits on credentials awarded with associate degrees requiring 60 credit-hours or more and certificates less than 60 credit-hours. Requirements for specific programs, including workforce programs, are published in the Course Catalog.

Tuition and Fees

Arizona Revised Statutes § 15-1445 delineates the administrative powers of community college district governing boards and one of these powers is setting tuition. Each spring the Board of Governors vote on and set the tuition and fees for the subsequent academic year. For academic year 2014-2015, the Board approved tuition and fees at its regular meeting in March 2014 (pg. 90) during which a presentation was made to the Board delineating various proposed options. By keeping tuition and fees levels among the lowest of the community colleges in Arizona (see 5.A.1.), PCC is in compliance with the Arizona Constitution, Article XI, § 6, which reads "The university and all other state educational institutions shall be open to students of both sexes, and the instruction furnished shall be as nearly free as possible." Tuition, differential tuition and additional fees information is provided to students on the Costs – Tuition and Fees webpage.

During development of the financial budget for the next fiscal year, the College sets tuition and fee rates. When setting tuition rates for the next fiscal year, PCC considers anticipated changes to both revenue and expenses including proposed state appropriations, current and proposed tuition and fees charged at other Arizona community colleges, other projected revenue sources, expected enrollment, contractual obligations, expense levels, strategic priorities, student needs, instructional costs, etc. The proposed changes in tuition and fees are presented to and discussed with leaders of student government and feedback from this meeting is used to specify tuition and fee options for the Board to choose from. For FY 2015, tuition and fees were discussed with the Board of Governors during a study session and also during budget-related public meetings including presentations on fiscal outlook, budget parameters, and tuition and fees.

Costs for students to take credit courses at PCC include base tuition, service fees, differential tuition, course fees, and additional fees. Base tuition is charged on a per credit hour basis with differing rates dependent upon the residence of the student and the semester in which the course is offered, see Table 11.1. The College also charges two credit hour-based service fees: a

Student Services Fee and a Technology Fee. The Student Services Fee provides financial support for athletics and the Technology Fee provides support for district-wide acquisition of technology equipment, including public and lab computers that support students. A semester processing fee is also charged per semester and is used to provide financial support for student activities and athletics.

Table 11.1: Tuition rates for credit classes in FY 2015

	Cost Per Unit
In-State Resident	$70.50
Non-resident	$329.00
Non-resident Summer	$214.00
Differential Tuition A (30%) (In-State Resident)	$21.00
Differential Tuition B (40%) (In-State Resident)	$28.00
Student Services Fee	$3.00
Technology Fee	$2.50

Some disciplines are assessed a higher tuition rate, called differential tuition. In April 2011 (pg. 56), the Board of Governors initially approved differential tuition to be effective with the Spring 2012 semester. The College charges differential tuition for courses that are more costly for the College to offer. Examples of some factors that may make classes cost more to offer include class size requirements of accrediting agencies, or expensive equipment that must be regularly updated to meet industry standards. Differential tuition is applied by course prefix (the three-letter code associated with courses) and not to entire programs. There are two levels of differential tuition: Differential Tuition A and Differential Tuition B. To qualify for differential tuition, the cost of a discipline's courses had to be at least double the College median for two or more consecutive years. Courses falling under Differential Tuition A cost the College between 2.0 and 3.9 times the median for two straight years. Courses falling under Differential Tuition B cost the College more than 4.0 times the median for two straight years. Disciplines affected by differential tuition are re-assessed each year based on the relative cost to offer the courses in the discipline and any changes to which disciplines are charged this differential tuition occurs every other year. Communications are made to those involved in the programs impacted by differential tuition. The College's differential tuition webpage provides a current list of disciplines charged differential tuition and also provides answers to frequently asked questions about differential tuition.

Course fees are assessed to support costs associated with instructional delivery and related services in particular courses or programs. Fees are driven by programmatic needs and are applied and collected consistently across the district. Course fees include those charges, in addition to tuition, that are directly related to completion of the objectives of the course for which they are collected. They are collected for the benefit of the payee and reflect measurable, extraordinary costs of program delivery. These fees may be assessed on a flat fee per course or on a per credit hour basis. Students may be charged additional fees when there are additional materials, services, or facilities required for the delivery of specific courses. When applicable, course fees are communicated to students in the schedule of classes and may be named special fees. In the schedule of classes, these fees are indicated adjacent to the course for which they apply.

Additional fees include other charges such as transcript costs, testing fees, late payment fees, etc., and are listed on the Additional Fees webpage.

To assist students and parents with determining costs to attend PCC, the College provides a Net Price Calculator that provides estimated net price information (defined as estimated cost of attendance — including tuition and required fees, books and supplies, room and board (meals), and other related expenses — minus estimated grant and scholarship aid) to current and prospective students and their families based on what similar students paid in a previous year.

Institutional Records of Student Complaints

Pima Community College keeps records of student complaints to analyze trends and recommend changes to policies and procedures. Since the last comprehensive evaluation, a shared database with separate campus spreadsheets was created in March 2011 to compile student complaints. Vice Presidents of Student Development, Instruction and Academic Deans were responsible for entering the data. The spreadsheet gathered the following information: date of complaint, complaint number, student number, student name, type of complaint (grade-related, faculty-related, college-related), nature of complaint, final decision, and referral to another agency for external action. For tracking purposes, information gathered regarding the "nature of the complaint" provided details of the incident (for example, "student had issue in an online class he could not resolve with his instructor; missed a test deadline and was then required to take a comprehensive final the day he was deployed; wanted "D" changed to a "P"). The "final decision" category provided details on how the issue was or was not rectified (for example, "Resolved: VPSD notified student, she referred issue to VPI since academic-related; grade changed to a "C"). Pima Community College has received a total of 216 student complaints from across the district. Sixty-seven of these were grade-related; 66 were faculty-related; and 83 were college-related.

In summer 2014, the Office of Dispute Resolution (ODR) became the repository of student complaints for the entire college by utilizing Ethics Point, a database system that includes a comprehensive and confidential reporting tool. With the expansion of the Ethics Point system, campus staff will be able to record informal student issues in a section of the Ethics Point database. This will allow for cross-campus tracking, trending and analysis. To file a formal complaint, students will continue to be able to use Ethics Point by completing a complaint form online via Ethics Point, or may obtain assistance filing a complaint and completing the form by contacting the Office of Dispute Resolution (ODR). Both formal and informal complaints can be entered into the database directly. The student can receive a tracking number to follow the progression of their complaint throughout the process. An Ombudsperson has been identified at each campus who will help guide the student through the student complaint process. Upon receipt of the complaint, ODR will review the complaint, determine if an investigation is necessary, enter the complaint in the tracking system, and – if it is determined an investigation is needed – begin the investigation process. Institutional records of student complaints are housed in the central database and will be used for data analysis on complaint trends. Recommendations will be made to the appropriate departments as to policy and procedural considerations.

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. Institutional records of student discrimination complaints are kept at the Equal Employment Opportunity/ Affirmative Action/Americans with Disabilities Office (EEO/AA/ADA).

In accordance with the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, no qualified person will be denied access to, participation in, or the benefits of, any program or activity operated by the College because of a disability. The College will not discriminate against qualified individuals with disabilities in employment practices and activities, including, but not limited to, application procedures, hiring, promotion, termination, training, compensation and benefits. Institutional records of ADA complaints are kept at the Equal Employment Opportunity/Affirmative Action/Americans with Disabilities Office (EEO/AA/ADA).

Publication of Transfer Policies

PCC accepts coursework from other regionally accredited institutions with a grade of C or higher. The College also accepts international transfer credit if it has been evaluated by a company that is a member of the National Credential Evaluation Services. While PCC does limit the number of elective credits a student may transfer in, it does not have an overall limit on the number of transfer credits it accepts. Students must, though, earn at PCC at least 15 credits toward an associate degree and at least six credits toward a certificate.

Transfer policies are disclosed to students through the College Catalog, the Transfer Student Instructions webpage, and for the minimum credits that must be earned at PCC, on the Graduation Requirements webpage. Additionally, SPG-3111/AA: Transcript Evaluation Standards, is available to students and the general public. This Standard Practice Guide outlines the procedures for implementing the corresponding Board Policy, BP-3111: Transfer Students and Credit,and provides more details about the College's transcript evaluation process. The SPG, along with other resources and training materials for transcript evaluators, are included in the Transcript Evaluation Manual, which is used for training new evaluators, and as a reference for veteran evaluators.

In addition to information about how PCC accepts credits in transfer from other schools, information about articulation agreements for students who want to transfer from Pima to a four-year college or university is also provided. A list all of institutions with which PCC has articulation agreements is available on the College's "Transfer Partnerships with Universities" webpage. The webpage includes information about agreements with Arizona's three state universities, which are also part of the Arizona statewide transfer system, 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, links to each institution's articulation agreements, and additional information.

Practices for 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 in person, they must verify their identity by presenting a picture ID with their application. Student ID is verified at the time of in-person registration, at the initial assessment, during establishment of Arizona residency, and certain steps in the financial aid eligibility process. As part of the application process, all PCC students are issued an identification number that they must use to access student-specific information online, prior to activating their MyPima student portal/creating a username, and to purchase a student I.D. card. This identification number is also required to establish their MyPima account, Pima's student portal system, and to access their online courses. Students taking online courses must first log in to their MyPima accounts to access the courses using their secure login ID and passcode. 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. Students who are not local and are in need of proctoring services, are informed via an automatically generated email upon registration, that additional fees may be required to ensure student identity verification.

Title IV and Related Responsibilities

General Program Responsibilities

Pima Community College administers Title IV funding through the guidelines set forth by the Department of Education. The Financial Aid Department oversees the verification and compliance regulations in administering Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Leveraging Education Aid Partnership Grants (LEAP), Direct Stafford Loans, FPLUS Loans and Federal Work Study funding. Sixty-five percent of first-time, full-time (FTFT) students receive some form of federal financial aid at the college.

The College participated in a Program Review with the Department of Education June 23-27, 2014 regarding its administration of Title IV programs and reporting requirements, such as those required due to the Clery Act. Although a draft report has not yet been provided by the Program Review team, the College has identified a number of areas in which improvements will be made to ensure compliance, including the reporting of student changes in enrollment status' in a timely manner, providing exit loan counseling, creating a comprehensive Drug and Alcohol use prevention program for students and staff, and improving our safety and security (Clery Act) reporting.

Financial Responsibility Requirements

In relation to the recent Title IV Program Review, PCC's Finance Department analyzed the role it plays in regards to financial responsibility in the administration of these program funds. The College also delivers its annual audited financial reports to the Department of Education by means of the EZ Audit system and the Federal Audit Clearinghouse.

PCC reports the College's composite ratios and annual financial audit report to the Higher Learning Commission via the HLC's Annual Institution Data Update. Figure 11.1 shows the College's Composite Financial Index (CFI) for fiscal years 2003-2013. The CFI measures the part of an institution related to financial well-being. During this period, the College's financial strength is within the threshold minimum of three and the threshold maximum of 10.

PCC Composite Financial Index (CFI)
FY 2003-2013

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
CFI Threshold Maximum	10	10	10	10	10	10	10	10	10	10	10
PCC CFI	3.90	4.30	3.10	3.00	3.50	4.30	5.70	5.90	6.50	4.97	4.67
CFI Threshold Minimum	3	3	3	3	3	3	3	3	3	3	3

Figure 11.1: The College's composite financial index from FY 2003 to 2013

As described further in Assumed Practices D.5. and Criterion 2.A., 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 for fiscal year 2013. These audit reports and others are posted on the College's website. The financial audit reports affirm that the financial statements present fairly, in all material respects, the respective financial position of the business-type activities of PCC, the respective changes in financial position, and, where applicable, cash flows in accordance with U.S. generally accepted accounting principles. The Office of the Auditor General for the State of Arizona has made these unqualified opinions about PCC's finances each fiscal year from 1984 to the most recently completed audit of fiscal year 2013 and the opinions become part of the College's Comprehensive Annual Financial Reports (CAFR) that is completed each fiscal year.

Annual 'single audit' or A-133 reports are also available on the College's website and the latest FY 2013 Single Audit Reporting Package, the report prepared by the State of Arizona Office of the Auditor General regarding Federal Awards states:

- 'Opinion on Each Major Federal Program' - "In our opinion, Pima County Community College District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013."

- 'Other Matters' - "The results of our auditing procedures disclosed instances of noncompliance that are required to be reported in accordance with OMB Circular A-133 and that are described in the accompanying Schedule of Findings and Questioned Costs as item 2013-101. Our opinion on each major federal program is not modified with respect to these matters."

- 'Report on Internal Control over Compliance' - "...we identified a deficiency in internal control over compliance that we consider to be a material weakness." Finding 2013-101:

- Criteria: 34 Code of Federal Regulations (CFR) §685.309(b) requires institutions to notify the National Student Loan Data System (NSLDS) within 30 days of a change in student status, or include the change in status in a response to a Student Status Confirmation Report (SSCR) within 60 days.

- Condition and context: For five of 40 sample items tested, auditors determined that the incorrect student status was reported to NSLDS. In addition, for 10 of 40 sample items tested, auditors determined that the change in student status was neither reported to NSLDS within 30 days nor was the change included in a response to an SSCR within 60 days.

- Effect: The District did not comply with the enrollment reporting requirement included within the special tests and provisions compliance requirement.

- Cause: The District did not have adequate policies and procedures in place to ensure student statuses were always accurate and that changes were reported within 30 days or included in a response to an SSCR within 60 days.

- Recommendation: The District should implement policies and procedures to ensure that the enrollment status reported to the NSLDS system is accurate and complete and that status changes are submitted to the NSLDS within 30 days or included in a response to an SSCR within 60 days.

- The College prepared and submitted a corrective action plan with the Director of Financial Aid listed as the contact person and an anticipated completion date of 12/31/14.

- Additionally, a summary of the status of related prior audit findings was prepared by the College and is also a part of the corrective action plan. All prior audit findings have been fully corrected except:

  - Finding Number: 11-03 and 12-102

    - Program: Student Financial Aid Cluster

    - Status: Partially Corrected

  - Finding Number: 12-107

    - Program: Affordable Care Act (ACA) Health Profession Opportunity Grants

    - Status: Partially Corrected

      - The College believes that the corrective action plan for this finding has been completed by the 6/30/14 due date.

As demonstrated above, when findings have been identified during these audits, PCC has prepared corrective action plans and has made improvements to resolve the issues. These corrective action plans become part of the audit reports and are also available to the public on the College's website.

Default Rates

Pima Community College makes a continuous effort to ensure students do not take on excessive amounts of debt. A number of intervention strategies have been incorporated over the past few years, which will hopefully be reflected in lower default rates in the future. To begin with, when students indicate PCC as a college to receive their FAFSA information, a Welcome Letter is sent

to students that encourages them to meet with an advisor who can provide guidance based on their individual needs.

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 11.2 compares the College's three-year default rates with other Arizona community colleges. The College's default rate is higher than most of the comparison colleges in Table 11.2 and the institution has made a number of changes to address this. Since the 2011/2012 school year, students have been required to attend a mandatory Financial Aid Orientation in which they learn current federal financial aid regulations and instructions on how to manage their loans. Starting with the 2013/2014 school year, Financial Aid Orientations began introducing students to SALT, an electronic tool to help students manage their finances and student loans. Students requesting a student loan must complete the Budgeting Tool of SALT and receive an 80 percent on the module assessment, before being disbursed loan funds. Also in 2013/2014, the Base/initial awarding of loans to students was decreased. Students are awarded a set amount, depending on whether they are independent or dependent student, and then must request additional loan funds if they would like them. This is a reversal of how we used to award, which was to award all that students were eligible for, and then notify them of their right to decrease their award or return funds. Equally as important, the College website contains detailed information on topics related to loan management and default prevention for students to gain greater knowledge on paying for school responsibly.

Table 11.2: Three-year default rates for the College and other Arizona community colleges

Institution	Default Rates 2009	Default Rates 2010	Default Rates 2011
007266 - Pima County Community College	23.4%	23%	20.7%
001077 - Mesa Community College	14.1%	14.7%	14%
021775 - Rio Salado College	16.8%	11.2%	18.7%
001076 - Glendale Community College	14.2%	11%	13.9%
008304 - Scottsdale Community College	14%	9.5%	11.8%
008303 - GateWay Community College	11%	7.8%	13.2%
01186401 - Mojave Community College	25.3%	24.9%	24.9%
031563 - Estrella Mountain Community College	14.7%	13.8%	11.8%
031004 - Coconino County Community College	17.2%	14.9%	13.2%
030722 - Chandler-Gilbert Community College	9.3%	10%	16.7%
026236 - Paradise Valley Community College	10.5%	14.1%	14.9%
021466 - South Mountain Community College	12.5%	12.7%	19.8%

Campus Crime Information, Athletic Participation and Financial Aid, And Related Disclosures

Campus Crime Information

Pima Community College's Department of Public Safety publishes The Disclosure of Campus Security Policy and Campus Crime Statistics Annual Report which is made available for public viewing on the College Police Reports and Statistics website. The report is prepared in accordance with the Jeanne Clery Act which requires higher education 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.

Information about Campus Safety and Security is also provided to:

- Potential students on the 'Apply' webpage;
- Current students on the 'Public Safety' webpage;
- Potential job-seekers on the 'Information for Job Applicants' webpage; and
- The Public on the 'Consumer Information' webpage.

There are notices regarding Campus Safety in each PCC College Catalog from the 2007-2008 College catalog through 2014-2015. College catalogs from 2010-11 through 2014-15 are part of the Resource Room.

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, under athletic-related reporting.

Student Right to Know

Student Right to Know information is available on the College's website at the following links and the consumer information website provides access to the required disclosures:

- Graduation/Completion and Transfer Rates
- Cost of Attendance
  - In-state Resident Tuition
  - Non-Resident tuition schedule
  - Differential tuition
  - Additional Fees
  - Net Price Calculator
  - Tuition calculation worksheet
- Refund and Return of Title IV Policies
  - Financial Aid
  - Institutional
- Current Academic Programs
- Faculty
- Department Directory

- HLC Accreditation
- Applicable Accrediting Agencies
- Description of Facilities for Disabled Students
- West Campus Map (example)
- Assistive Technology for Disabled Students
- Statement of Parents' Rights as Related to Student Educational Records (FERPA)
  - Student Information Release Form
- Student Right to Know
- Satisfactory Academic Progress and Attendance Policies
- Student Rights and Responsibilities
- Drug Free School
- Retention Rates
- Student Complaint Process
- Student Code of Conduct
- Voter Registration
- Public Safety

Satisfactory Academic Progress and Attendance Policies

Pima Community College's Satisfactory Academic Progress policy is available on the College website. There are three conditions of Satisfactory Academic Progress that students must satisfy in order to continue to receive federal or state financial aid.

- Hours Completed: You must complete at least 67 percent of the course hours for which you were enrolled each semester. Transfer courses are included in this calculation and this percentage is cumulative for your attendance at Pima Community College.
- Your Grades: You must maintain a minimum cumulative grade point average each semester of enrollment. The exact GPA you must maintain depends upon how many credits you have attempted.
- Degree Completion Time Frame: You must complete your degree within 150 percent of the number of credit hours stated for your degree program.

Per federal regulations, upon passing a course a student may only receive financial aid for that course one more time regardless of the grade received during the repeat semester.

- If a student earns a grade of F or W, the course can be repeated with the use of financial aid until the time the student successfully passes the course. After the first successful passing of the course, the student can repeat the course one more time to try for a better grade before financial aid stops paying.
- Passing grades are A, B, C, and D.
- If a student receives an I (Incomplete) grade for a course, financial aid will not pay for the student to take the course again until the course has been completed with a letter grade.

- Repeated courses, audits, and withdrawals will be added into the total attempted credits for the purpose of Satisfactory Academic Progress calculation.

Contractual Relationships

Pima Community College does not have any contractual relationships for instruction of credit classes with third party entities related to Title IV.

Consortial Relationships

Pima Community College has one consortial relationship with Franklin University.

Other Compliance Matters, Not Related to Title IV

In March 2014, Pima Community College received notice from the State of Arizona's Department of Veterans' Services of a 60-day suspension of the College's ability to certify new Veterans Benefit Recipients (VBR). This was a result of a December 2013 and January 2014 audit by the Department of Veterans Affairs (VA) that found the College not to be in compliance with a number of regulations. In May 2014, the VA Auditors returned to the College and reviewed the new processes and procedures in place for reviewing VBR files, as well as reviewing the files that had already been corrected using the new procedures. The suspension was subsequently lifted and the College is once again permitted to certify new VBR files starting in the summer 2014 semester. The College is continuing to review files from summer 2010-fall 2013 upon mandate by the VA in anticipation of the next audit cycle starting October 1, 2014.

Required Information for Students and the Public

Pima Community College provides its students and public with accurate information about its calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies in its catalogs, student handbooks, and on its website.

Current course catalogs and student handbooks can be viewed at:

- College Catalog 2014-2015
- Student Handbook

Sections of the website that include required disclosure information are as follows:

- Accreditation Information
- Academic Calendar
- Grading Policy
- Admissions
- Academic Program Requirements
    - Degrees and Awards (pg. 70)
    - Degrees and Programs
    - Limited Enrollment Programs
    - Selective Admissions Programs

- ▪ Transfer Guide
- Tuition and Fees
- Refund and Return of Title IV Policies
  - ▪ Financial Aid Return of Funds Policy
  - ▪ Institutional
- Consumer Information

Advertising and Recruitment Materials and Other Public Information

Pima Community College strives to provide accurate, timely, and appropriately detailed information to current and prospective students and the public about the College's accreditation status with its accrediting agency, the Higher Learning Commission and other agencies, as well as about Pima's programs, locations and policies. In order to ensure consistency, online, print, broadcast, email and direct mail recruitment materials are created through a centralized process by the Marketing department. The Marketing department works closely with employees from relevant departments to ensure accuracy of content before materials are made available to the public. All Pima Community College marketing and recruitment materials include the College's website address so the public can receive timely information on program offerings, program locations, accreditation and policies. Table 11.3 summarizes the information each publication provides.

Table 11.3: Summary of the types of information included in the College's publications

	Accreditation	Programs	Locations	Policies
Catalog	X	X	X	X
Schedule of Classes	X	X	X	X
Career Focus		X	X	X
Student Handbook			X	X
Report to the Community	X	X	X	X
Website	X	X	X	X
Quick Facts Card		X		X
Program Brochures		X	X	X
Program Brochure Accreditation Status Insert	X			X
Program Fliers		X	X	X
Student Services Brochures		X	X	X
Student Services Fliers		X	X	X
Scholarship flier/Federal Work Study Brochure		X	X	X
Activity Folder		X	X	X
Miscellaneous Brochures		X	X	X
Event fliers		X	X	X
Event Postcards		X	X	X
Enrollment Postcard			X	X
Academic Bookmarks			X	X

	Accreditation	Programs	Locations	Policies
Annual Calendar				
Fall/Spring Sports Schedule Posters				X
Athletics Team Media Guides			X	X
Ads (Print/radio/TV)		X	X	
Digital Signage	X	X	X	X
PCC Addresses Probation Webpage	X			X
PCC Now	X	X	X	X
Media Center Webpage	X	X	X	X
Foundation E-Letter	X	X		
Social Media (Facebook, YouTube, Twitter, Chancellor's Blog)	X	X	X	X
PCC TV Cable Channels		X	X	

Marketing and other College departments are responsible for ensuring the information released to the public is accurate and appropriate. The College uses a variety of workflow checks and balances to manage the regulatory areas of misrepresentation and to maintain a high standard of regulatory accuracy.

To provide the public with the best-possible information about its activities, PCC's Marketing Office relies heavily upon College subject matter experts when composing press releases or marketing materials. Each campus has its own Marketing Coordinator who serves as the contact point between the campus and the Assistant Vice Chancellor of Marketing. When a request for marketing originates at one of the campuses, the Marketing Coordinator forwards the request to the Assistant Vice Chancellor, who reviews the request and may suggest revision, before returning it to the Marketing Coordinator. Before disseminating the information to the public, the Marketing 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

Pima Community College collects student outcome data through the Banner system and, for student learning outcomes, through TracDat. The College completes all of the reports required by the Integrated Postsecondary Education Data System, posts the required disclosures to the public website, and collects course enrollment and success metrics. Banner data enables the College 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. The College participates in several national benchmarking studies and posts the results to the public website for use by the college community. This includes the Community College Survey of

Student Engagement and the Voluntary Framework of Accountability. Student outcome data are used in Program Review (see detailed discussion in 4.A.1), including:

- Data Dashboard (Program Review Report for <discipline> containing: student profile and enrollment; faculty-to-student ratios; instructional modalities; FTSE

- Enrollment, FTSE & Section Count Report for Fall and Spring Courses

- Grade Distribution Report

- Degrees and Awards per Program Area

- TracDat – Unit Assessment Report – Four Column (SLOs by discipline)

Publicly available reports on student enrollment and success were utilized during the planning process, and are available for use by the College community for other applications, as needed. In addition, assessment data are used by faculty to support continuous improvement. Approximately 65 percent of the programs at the College have now successfully completed a full cycle of assessment as defined under the new procedures. An additional 20 percent have complete the assessment, implemented changes and are are preparing for the reassessment of the curriculum changes. This is discussed in detail in 4.B.3. Co-curricular assessments have been defined and will be assessed in the 2014-2015 academic year, as described in 4.B.2.

Standing with State and Other Accrediting Agencies

Many states require state authorization for higher education activities that may occur in that state. Pima Community College 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 basic system for ensuring, documenting and making information readily available to the students and public that we are not violating other state regulations with distance education of students. Students that have addresses in states the College cannot serve are contacted by our Student Development staff when they register for a distance education course to confirm their residency. 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 State Authorization website. Efforts are being made to improve the system, including additional systems to monitoring compliance with out-of-state faculty hires.

The College has a number of accredited programs that are approved through external accrediting agencies, see Table 11.4. In one case, the College is addressing concerns raised by one of the accrediting agencies. In early fall 2013, the College received a Notice of Deficiency regarding the Nursing Program. The College submitted a plan on how it intended to address and correct the deficiencies on Aug. 29, 2013. The College's detailed response will be submitted to the agency in early August, with review by the accrediting agency scheduled for August 2014.

Table 11.4: Summary of accredited programs

Program	Program Description	Accrediting Agency
Automotive Technology AAS	From steering and suspension to engines and electrical systems, understand car repair inside and out. Master the basics and prepare or entry-level positions,or choose additional advanced courses.	National Automotive Technicians Education Foundation (NATEF)
Automotive Mechanics Certificate	From diagnosis and repair to tune-ups and troubleshooting, cover the basics of auto mechanics.	National Automotive Technicians Education Foundation (NATEF)

Program	Program Description	Accrediting Agency
Aviation Technology AAS	Gain skills and knowledge in repairing and maintaining aircraft.	Federal Aviation Administration
Dental Hygiene AAS	Learn dental hygiene and dental health education.	American Dental Association
Dental Assisting Education Certificate	Learn to assist dentists and other dental professionals in patient care.	American Dental Association
Dental Laboratory Technology AAS	Learn the skills to construct and repair dentures, partial dentures, crowns, bridges and other dental appliances.	American Dental Association
Complete Dentures Technologist Certificate	This accelerated program teaches skills for specialized work in a dental laboratory. It also prepares you to earn certificates in other dental laboratory specialties.	American Dental Association
Dental Ceramics Technologist Certificate	This accelerated program teaches skills for specialized work in a dental laboratory. It also helps you earn certificates in other dental laboratory specialties.	American Dental Association
Fixed Bridgework Technologist Certificate	This accelerated program teaches skills for specialized work in a dental laboratory. It also helps you earn certificates in other dental laboratory specialties.	American Dental Association
Partial Dentures Technologist Certificate	This accelerated program teaches skills for specialized work in a dental laboratory. It also helps you earn certificates in other dental laboratory specialties.	American Dental Association
Early Childhood Studies AAS	Learn to excel at caring for and educating young children through this flexible, high-quality program.	National Association for the Education of Young Children
ESL Post-Degree Endorsement	Prepare for Arizona's English as a Second Language (ESL) endorsement with field-intensive, standards-based courses. Classes emphasize technology, diversity and current ESL theory.	Arizona Department of Education
Middle School Post-Degree Endorsement	Prepare for Arizona's middle school endorsement with field-intensive, standards-based courses. Classes emphasize technology, diversity and current middle-school theory.	Arizona Department of Education
Structured English Immersion (SEI) Post-Degree Endorsement	Prepare for Arizona's Structured English Immersion (SEI) endorsement with field-intensive, standards-based courses. Classes emphasize technology, diversity and current SEI theory.	Office of English Language Acquisition Services (OELAS)
Medical Assistant Certificate	Master the skills needed to work in a medical office while preparing to take exams for licensure. Students can specialize in medical coding and billing, in patient care, or can become qualified to work in both areas by completing both certificate concentrations.	Commission on Accreditation of Allied Health Education Programs
Medical Laboratory Technician AAS	Prepare for a career in medical laboratory technology through classroom study and supervised clinical experience. Learn about blood, analysis of body fluids, bacteriology, parasitology, clinical chemistry and other aspects of medical laboratory technology.	National Accrediting Agency for Clinical Laboratory Sciences
Nursing AAS	Get comprehensive education and practical experience in nursing, and prepare to become licensed as a registered nurse.	Accreditation Commission for Education in Nursing, Inc. Arizona State Board of Nursing
Practical Nurse Certificate (option within the Nursing AAS program)	Learn advanced skills in patient care and prepare to take exams for licensure.	Arizona State Board of Nursing
Nursing Assistant Certificate (CTD)	The Nursing Assistant program requires a special program application through the Center for Training and Development.	Arizona State Board of Nursing
Practical Nurse Certificate (CTD)	Get comprehensive training and practical experience in nursing while preparing to become a licensed practical nurse.	Arizona State Board of Nursing
RN Refresher Certificate (CTD)	The RN Refresher program requires a special program application through the Center for Training and Development.	Arizona State Board of Nursing
Paralegal AAS	Learn to investigate legal cases, draft legal documents and perform legal research under the supervision of an attorney. Program includes a paralegal internship.	American Bar Association
Pharmacy Technology AAS	Learn to work in a pharmacy, including medication dispensing, business administration and supervisory skills. This program includes training within laboratory and clinical settings.	American Society of Health-System Pharmacists
Pharmacy Technology Certificate	Learn to work as a pharmacy technician assisting a pharmacist. This program includes training within laboratory and clinical settings.	American Society of Health-System Pharmacists
Emergency Medical Technology (EMT) Certificate	Learn pre-hospital emergency medical care, including physical assessment, medical techniques and ambulance operations.	Arizona Department of Health Services

Program	Program Description	Accrediting Agency
Emergency Medical Technology - Paramedic AAS	The Paramedic Associate of Applied Science program increases the knowledge and skill of the I-EMT and the EMT-B in advanced life support including endotracheal intubation, cardiac arrhythmia recognition and intervention. The program also includes drug therapy, invasive procedures, advanced airway management, and I.V. therapy.	Commission on Accreditation of Allied Health Education Programs
Law Enforcement Academy Certificate	Learn the skills needed to begin a career in law enforcement while preparing for the licensure exam. Completion of the program exceeds the minimum P.O.S.T requirements for entry-level employment as an Arizona peace officer.	Arizona Peace Officer Standards & Training Board (AZPOST)
Radiologic Technology AAS	Learn diagnostic medical imaging, equipment operation, radiographic procedures,patient care, and radiation safety and protection.	Joint Review Committee on Education in Radiologic Technology (JRCERT) Arizona Medical Radiologic Technology Board of Examiners (MRTBE)
Respiratory Care AAS	Develop skills through classroom and clinical experience to become a respiratory therapist.	National Board for Respiratory Care (NBRC) Commission on Accreditation for Respiratory Care
Surgical Technology Certificate (CTD)	The Surgical Technologist program requires a special program application through the Center for Training and Development.	Commission on Accreditation of Allied Health Education Programs
Therapeutic Massage AAS	Learn techniques to alleviate chronic pain, reduce stress, strengthen the immune system, and promote healing through therapeutic massage while earning an associate degree. Program includes clinical practice in a professional atmosphere and prepares students for the national therapeutic massage and bodywork exam and state licensure.	National Certification Board for Therapeutic Massage & Bodywork (NCBTMP) State of Arizona Board of Massage Therapy
Therapeutic Massage Certificate	Learn techniques to alleviate chronic pain, reduce stress, strengthen the immune system, and promote healing through therapeutic massage. Program includes clinical practice in a professional atmosphere and prepares students for the national therapeutic massage and bodywork exam and state licensure.	National Certification Board for Therapeutic Massage & Bodywork (NCBTMP) State of Arizona Board of Massage Therapy
Veterinary Technician AAS	Learn to provide veterinary care to animals, including nutrition, nursing, anesthesiology, radiography and clinical laboratory procedures. Gain practical experience in clinic settings.	American Veterinary Medical Association

Public Notification of Opportunity to Comment

In an effort to ensure that the Higher Learning Commission received a broad cross-section of third-party comment, PCC's Office of Public Information and Federal Government Relations 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 the College's Facebook and Twitter sites, on the public webpage, in the employee e-newsletter, in emails to employees and students, in the Alumni e-newsletter, on digital signage at the campuses, and other areas. The May 1, 2014 news release stated:

Community invited to offer insights directly to HLC May 1-August 1

Tucson, AZ — Pima Community College is seeking comments from the public about PCC in preparation for its evaluation by the Higher Learning Commission (HLC), PCC's accrediting organization.

From May 1 to August 1, members of the community, as well as students and PCC employees, are invited to submit comments directly to the HLC regarding PCC in one of two ways:

- In writing, by addressing comments to:
  Public Comment on Pima Community College
  The Higher Learning Commission
  230 South LaSalle Street, Suite 7-500
  Chicago, IL 60604-1411

- Electronically, through the Commission's website at: http://www.ncahlc.org/HLC-Institutions/third-party-comment.html.

At the direction of the HLC, the College is conducting an Institutional Self-Study, a comprehensive review of PCC policies, procedures and goals. On May 12, a draft of the Self-Study Report, the document describing the findings of the Self-Study in detail, was posted on the Pima Addresses Probation webpage for the public to review through June 1.

PCC will host a visit on September 15-17 with a team representing the HLC, which on April 6, 2013 placed PCC on probation. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation. While on probation, PCC remains fully accredited.

PCC then sent follow-up messages on July 1, 2014 reminding interested parties that they had a month to provide comments to the HLC. The period for third-party comment ended on Aug. 1, 2014.

Multi-Campus Report

Multi-Campus Report

Overview Statement

Founded in 1969, Pima Community College (PCC) is one of the largest multi-campus community college districts in the United States. It offers degrees and certificates in more than 100 transfer and occupational programs on six conveniently located campuses throughout the city of Tucson in Pima County, see Figure 12.1. PCC provides flexible course options, affordable tuition and a wide array of support services at all of its campuses. Pima Community College'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. These service areas have different demographics, industries, and educational needs.
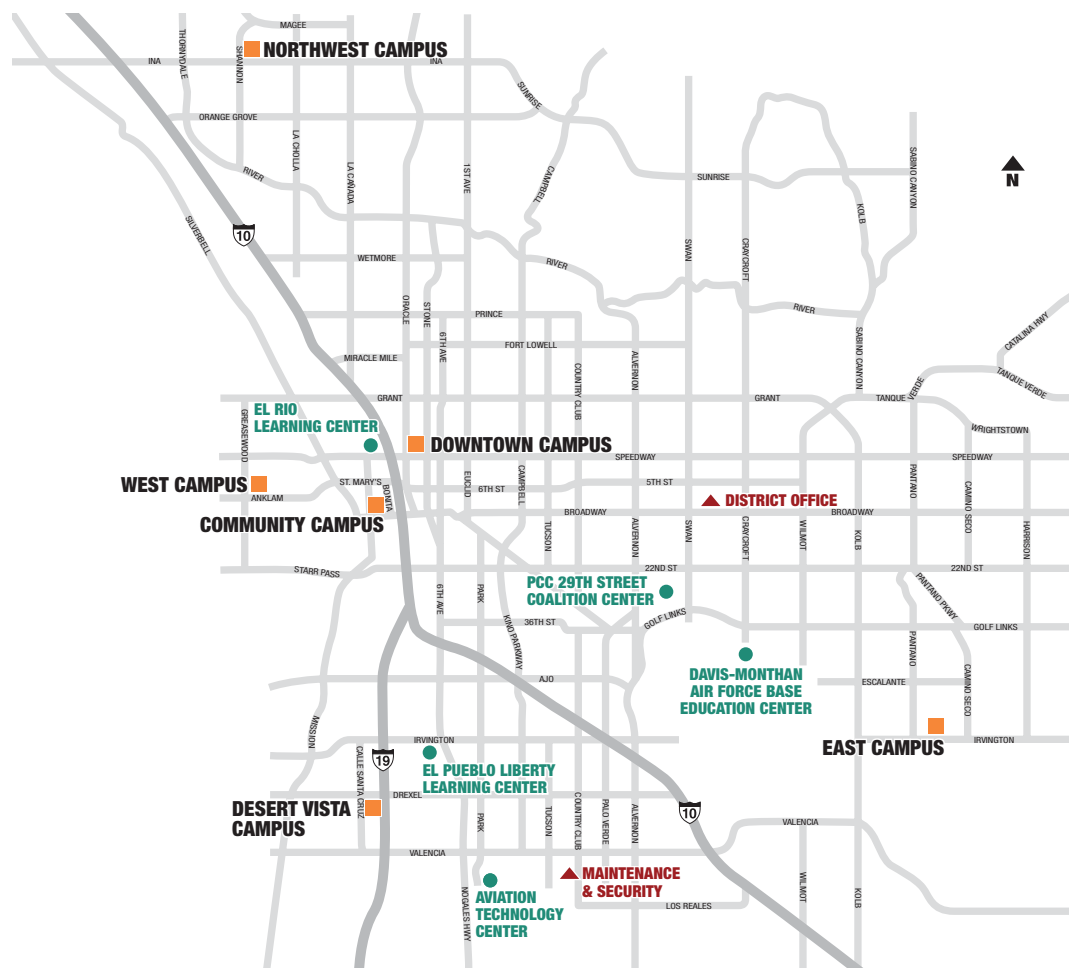
Figure 12.1: College locations

The Community Campus specializes in Continuing Education and Workforce/Business training, serves as the center of the College's distance education programs, and oversees the off-campus sites for the Adult Education program, the 29th Street Coalition Center and Davis Monthan AFB Education Center. Northern Arizona University has administrative offices and classrooms on the

campus as well. The College recognized an opportunity to consolidate programs that had resided in separate leased facilities when the Tucson Unified School District (TUSD) solicited bids for use of vacated elementary schools. Working closely with a local community group and TUSD, the College renovated and occupied the space now known as the PCC 29th Street Coalition Center. This space is currently used by the Adult Education and Public Safety and Emergency Services Institute (PSESI) programs. The consolidation of these leases in FY 2012 saved over $100,000 per year to the College.

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). Built on an ancient Hohokam archaeological site, the campus has particularly appropriate cultural ties to its surrounding communities, including Native American and Hispanic/Latino communities. The Center for Training and Development (CTD), non-credit, open entry/open exit certificate programs for direct employment, is located at the campus. The campus is part of a Pathways to Healthcare network and administers the Health Professions Opportunity Grant (HPOG) to provide health care training to low-income students. The campus houses a recreation and fitness complex in partnership with the City of Tucson Parks and Recreation Department.

The Downtown Campus is close to both the University of Arizona and downtown Tucson and, consequently, serves a large number of UA students and participates in area revitalization projects. Occupational programs include Building Construction Technology, Automotive Technology, and Welding, as well as innovative business programs such as Fashion Merchandising. Advisory groups work closely with these programs to assure quality, relevant education. The Alternative Learning Center, Biology Learning Lab, Instructional Activities Center and Language Lab use current technology and techniques aimed at student success. The Sciences and Technology building has provided much needed additional space for both the sciences and occupational programs.

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 houses a health clinic that is open to the public as well as to 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 specific occupational programs. 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. In summer of 2014, classes were offered in the new 49,000 square foot building that houses Science, Technology, Engineering and Math (STEM)-related classrooms and labs, as well as general use classrooms and additional faculty space. This new facility was funded from fund balance reserves.

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. In fiscal year 2012-13, a $2 million remodel of the West Campus Fitness Sports Science Annex and Gym was completed.

History, Planning, and Oversight

History

In 1966, when the population of Pima County was less than 350,000, the citizens of Pima County voted to form a junior college district with a five-member Board of Governors and named the new institution Pima College. With help from committees composed of citizens, the board developed educational goals, created a financial plan, selected a president, and chose a campus site. The next year the citizens of Pima County elected a board to replace the appointed officials. The voters also approved a $5.9 million bond issue for the College. In 1969, construction on the first campus began on a 267-acre site in the foothills of the Tucson Mountains west of the city.

The College's first classes met in the fall of 1969 at Tucson Medical Center, Villa Maria, and in the town of Marana. The student headcount for fall 1970 was 3,543. By January 1971, students were attending classes at what is today's West Campus. In 1982, the Board renamed the institution Pima Community College. The College expanded with the Downtown Campus (1974), Community Campus (1975), East Campus (1981), Desert Vista Campus (1993), and the Northwest Campus (2003). These last three campuses originated earlier as learning centers.

Planning

Strategic planning at PCC is an inclusive process that involves administrators, faculty, staff, community members and students. As described in 5.C.3, a new strategic planning process is being used at the College. The district-wide Strategic Plan was developed based on input from the College's first Futures Conference, held in 2014, at which approximately 200 community members provided input to the College on their needs. This collaborative discussion, combined with input from employees from across all campuses, distilled the trends into the six initiatives that comprise the high-level framework of the district-wide priorities. The 2014-2017 Strategic Plan went into effect on July 1, 2014.

As part of the planning process, the College's campuses and work-units are developing individual plans that align with the district-wide strategic directions. The associated campus and work-unit plans, discussed in 5.C.3, provide additional planning that is directly aligned with these strategic directions in a process that links planning to all aspects of the College and enables each campus to develop plans that meet the specific needs of their students.

PCC has recently adopted a new Position Allocation Process for 2014-2015 to inform hiring in 2015-2016, which is consistent across all campuses. The process spans six steps and coordinates input from the Office of Planning and Institutional Research (PIR), campus and district administrators, CDACs, and Human Resources. The process is inclusive of all campuses. To determine adjunct faculty staffing needs, the College employs a resource allocation model (RAM) in order to equitably distribute resources between the campuses based on increases and decreases in enrollment. Specifically, an adjunct faculty model allocates 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. In addition, campuses are responsible for their unit allocation of discretionary budget funds and they are also responsible for setting their enrollment targets. Planning for operational instructional supplies is conducted at the campuses through the budget process.

Another example of planning that is consistent across the campuses relates to information technology. Information Technology (IT) supports all enterprise systems at the six campuses and other College locations. IT has a total of 81 staff organized in cohesive units based on their specialized roles and responsibilities. The IT leadership team assures appropriate collaboration, cross-training and staff development. In 2012, IT staff from each of the six campuses were assigned to District Office IT for two years. As the new campus/district team began its work, the original plan, which included eight general goals, was transformed into nearly 70 distinct goals, of which 51 were completed in the first year and the rest completed in the second year. Technology standards and lifecycle refresh schedules have been established for all computers, tablets, printers, projectors, Interactive Boards, networking and wireless equipment which ensure technology is updated in a timely manner based on the fiscal year the equipment was purchased. These standards are in place, district-wide.

PCC's campuses are funded through a district-wide budget development process in which the College leverages a range of information during budget and strategic planning to ensure that sufficient resources are available to support the College's planning and priorities in the near and long terms. This process begins by establishing the budget's major parameters, including projections of major current revenues, enrollment, cost estimates based on preliminary needs assessments, strategic priorities, and economic realities including major expenses. These parameters along with the planning and management activities of the College form the basis for recommending how resources are allocated to the campuses and other College units. Campuses and District office units may submit requests for supplemental funding for new or expanded programs or service. Although the budget is generally thought of as a fiscal plan, the budget also ensures that adequate human resource, information technology, facility, and other College needs are properly funded and supported by the College as a whole.

The College also uses a capital budget process to identify equipment replacement and facility projects greater than $5,000 that meet the needs and serve the mission of the College. Funding for the capital projects is subsequently allocated based upon the needs and priorities identified. Additionally, IT reviews all capital requests to ensure the adequacy of technological resources. Capital projects encompass many types of improvements from replacing chairs for a math emporium to a new science building. Student and curriculum needs may be incorporated into any of these project categories. The capital budget/project plan is submitted annually to the Board of Governors for approval.

Oversight

PCC is governed by a publicly-elected, five-member Board of Governors. The five members of the Board represent different electoral districts within Pima County and are elected to six-year terms. Operations and processes are consistent across all campuses, with a centralized administrative structure at the College's District Office overseeing shared processes, and campus administrators at the six campuses who are responsible for campus operations.

As the College's Chief Executive Officer, the Chancellor, serves as the primary link between the College's Board of Governors and the College's day-to-day operations, and as the primary

spokesperson for the College to students, employees, government authorities and the public. He is charged with designing, implementing and evaluating the institution's organizational structure and with providing the Board information that is timely and thorough so that it may effectively discharge its duties. PCC's current Chancellor, Lee Lambert, began his employment in July of 2013.

Once every two weeks, the Chancellor, Campus Presidents and senior district administrators meet as the Chancellor's Cabinet. The Cabinet serves as the chief College-wide administrative advisory committee to the Chancellor. It reviews college operations, strategic directions, and resource allocation, as well as college policy and procedures. Each campus also has a President's Cabinet composed of senior campus administrators and key staff. The President's Cabinets serve as an advisory committee at the campus level, just as the Chancellor's Cabinet does at the district level.

Facilities and Technology

Pima Community College has the physical infrastructure sufficient to support its operations, across all locations. The College utilizes nearly 1.7 million gross square feet of space on over 532 acres for instruction and operations. Table 9.4 in 5.A.1 provides the square footage of space for each campus. In Student and Faculty Resources and Support later in this chapter, the facilities at each campus are listed, including bookstores, computer labs and libraries.

Travel between the campuses is straightforward. Free parking is available at all locations and public buses serve every campus. Additionally, the College operates the Aztec Shuttle which connects PCC's Downtown Campus, West Campus and Desert Vista Campus, and the University of Arizona, which is also located in Tucson. The Aztec Shuttle provides a morning and late afternoon trip between the locations, Monday to Thursday, at no cost to students, faculty or staff. Public buses and the Aztec Shuttle have accessibility options including wheelchair-lifts.

Course requirements of the various programs, as well as the diverse communities at each location, have been considered in the development of the structures. The physical structures are maintained within a preventive maintenance plan, reviewed for upgrades and assessed for capital improvement on an annual basis. The annual capital planning process occurs in conjunction with the annual budgeting process to ensure sufficient resources for both. These maintenance and planning processes are consistent across all campuses.

The technology infrastructure at each campus and site is appropriate to support instruction and meet the needs of the students, faculty, and staff. Classrooms and labs are equipped with teaching apparatus, smart boards, and computers.

Human Resources

All PCC faculty are certified using district-wide certification standards that are applied consistently across all locations. 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 criteria for faculty certification are based on the type of courses that will be taught, which fall into three different categories: Academic (Transfer), Developmental, and Occupational. PCC allows limited exemptions to these standards for adjunct faculty who have not completed the requisite number

of graduate credit hours but who are nonetheless nationally or regionally recognized experts in their fields.

PCC staff are hired and trained using the same district-wide standards, and those standards are applied consistently across all College locations. All applicants are pre-screened for meeting minimum qualifications before being forwarded to multi-stage, qualitative evaluation processes to ensure they possess the core competencies and qualifications needed to successfully perform the jobs for which they have applied. Successful candidates for positions at PCC must also provide evidence that all educational credentials have been officially conferred, all additional licenses and certifications required of the position are current and valid, and pass a background investigation. Only after all of these conditions have been met will a candidate be considered for hire.

All new PCC employees attend a two-day orientation where they are informed of personnel policy, benefit and leave eligibility, information technology systems, the employee code of conduct and the processes for reporting complaints and grievances. The orientation is the same, regardless of the specific site the employee will work at. New full-time faculty attend a Faculty Learning Academy that covers additional topics including the use of instructional technology and the College's curriculum and program review processes. The Academy includes new faculty from all of the campuses.

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.

PCC administrators, faculty, non-exempt and exempt staff are evaluated by their supervisors on an annual basis to assess how well they are meeting job expectations and to establish their goals and professional development plans for the coming year. The evaluation for each employee type is the same across all College locations.

Regarding training, all employees have multiple opportunities to enhance their skills and knowledge through PCC's professional development program, which includes face-to-face training, online courses and books available 24/7 on the Intranet through the Employee Development portal, funding to attend conferences, as well as tuition waivers for employees who intend to further their education.

Student and Faculty Resources and Support

Student and faculty services are fully supported at each campus. Services are evaluated to ensure that the College remains responsive to the needs of its constituents. PCC serves a broad range of students and works to provide the types of support services that are likely to help those students succeed. Student services that the College provides are available to every PCC student and include: academic advising, tutoring, counseling, student success workshops, disabled student resources, libraries, and the Pima Veterans Center.

Student Resources and Support

Prospective students and the public can learn about PCC's admission requirements by consulting the Apply webpage. There, they will learn who is eligible for admission and find links to a webpage that provides step-by-step guidance on applying for admission and financial aid, taking assessments, attending orientation, registering and paying for classes, acquiring a student identification card, and purchasing textbooks. Transfer students learn about the College's transfer policies and procedures through the Transfer Student Instructions webpage. These processes are the same, regardless of the campus at which the student will be taking classes.

PCC informs students about tuition, fees, training, and incidental costs through the College catalog, the Paying for School webpage, the Schedule of Classes, and in the MyAccountManager function of MyPima. Information about PCC's financial aid policies, practices, and requirements is located on the Financial Aid tab of students' My Pima accounts and on the Financial Aid website; the College's refund policy and information about payment plans are also available through PCC's website. The tuition and fees at Pima Community College are the same, regardless of the campus at which the student will be taking classes.

Pima's policies on standards of academic progress, probation, disqualification, residency requirements, verification of lawful presence, proof of identification and academic preparation requirements are available on the College website and in the Catalog. The requirements for graduation are listed in both in the College Catalog and on the Graduation webpage. These policies and requirements are consistent across the campuses.

Student Grievance Procedures

Student grievance procedures, called student complaint procedures at the College, have been undergoing a review and revamp as a result of the Monitoring Report. The College encourages resolution of any complaint directly with the person involved. The student complainant may seek assistance from the designated Ombudsperson at each campus in the reporting of formal and informal complaints. It is the responsibility of the appropriate College employee to meet in a timely and professional manner to discuss the complaint. The College employee will consider reasonable solutions to remedy the situation consistent with College policies and procedures, as well as ensure that all parties involved are informed of the outcome of the review as appropriate. If the complaint is not resolved at the informal stage, or it is not appropriate or practical to seek resolution at the informal stage, then the formal complaint process should be followed. The formal complaint process is the same across all College locations.

To initiate a formal complaint, the complainant has three options to report the incident. They may call or email the Office of Dispute Resolution (ODR) directly, call the toll-free report hotline, or complete a complaint form online via the Ethics Point reporting mechanism. The complainant may remain anonymous; however when remaining anonymous, the ability to fully respond and bring about a resolution may be impacted.

 Upon receipt of the complaint, the Office of Dispute Resolution will review the complaint, determine if an investigation is necessary, enter the complaint in the tracking system, and – if it is determined an investigation is needed – begin the investigation process. For complaints received anonymously via the College's hotline, within five calendar days an initial response will be sent to the complainant indicated that the complaint has been received and the status of the review.

At the conclusion of the investigation, a report will be prepared detailing the outcomes, findings, and any recommendations for resolution. The report will be communicated to the complainant

and the subject of the complaint as appropriate. Other appropriate parties may be informed on a need to know basis. The report will be filed with the investigative documents in the hotline database.

To gain feedback on the investigation process and help ensure continuous improvement, complainants and respondents will be forwarded a survey at the conclusion of the investigation.

Academic Advising

Pima Community College's advisors are housed in the Student Services Centers located on every campus as well as at off-campus sites such as Davis-Monthan Education Center and the Adult Education Learning Centers. Advisors help students at every step of their PCC career starting when they apply for admission on to when they select courses to the point when they successfully complete a certificate or degree.

Tutoring

PCC provides free tutoring at each of its campuses. Students enrolled in online courses can receive tutoring 24 hours through an ongoing contract with BrainFuse. Each tutoring center employs tutors in a variety of disciplines, particularly in high-demand areas like math, reading and writing.

Student Success Workshops

PCC offers a broad range of Student Success Workshops that help students cultivate the soft skills needed to succeed in both college and the professional world. The workshops 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 workshops are taught by faculty counselors or adjunct faculty with a background in counseling.

Counseling

PCC employs a number of faculty counselors at each campus who help students plan their careers and cultivate skills needed to succeed in college. Counselors also provide support and guidance to students who are facing significant personal challenges.

Disabled Student Resources

Five of six PCC campuses house a Disabled Student Resources Center that creates accessible learning environments in a number of ways: they provide one-on-one advising to qualified students; they recruit note-takers and sign-language interpreters when needed; they supply access technologies for students and train them to use those technologies; they provide alternative format textbooks and other class materials to students with disabilities; and they train and support faculty, instructional designers, and staff to create accessible learning materials that reduce the need for special accommodations.

Auxiliary Services

Dining Services are provided for students and staff at five campuses and provide a variety of foods and drinks. Bookstores are also provided for students at five campuses in addition to having an online website.

Library Services

The five campus libraries support general education classes in the arts and sciences, as well as collections supporting courses specific to each campus. Some magazine, newspapers, DVDs, audiobooks, and popular literature are also available.

IT Help Desk

Pima Community College provides access to high-technology tools to help student reach their educational goals. These tools provide convenient access to the information students need to keep up with course work, manage course registrations, review financial aid, and more. The MyPima Helpdesk provides assistance with MyPima logins, access to Desire to Learn (D2L) and more. This service is available 24 hours a day, 7 days a week. These services are available to all students, regardless of the campus at which they are taking classes.

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 helps veterans with their educational benefits, learn about PCC services and gain access to other resources.

Other Available Services and Resources

Community Campus
- Academic Support and Tutoring
- Computer Lab
- Advisors
- Registration and enrollment advising
- Financial aid advising
- Career planning
- Veteran support
- Bookstore
- Student clubs and organizations
- Library

Desert Vista Campus

- Academic Support and Tutoring

- Computer Lab

- Advisers providing following services:

- Registration and enrollment advising

- Financial aid advising

- Career planning

- Veteran support

- Bookstore

- Student clubs and organizations

- Library

- Aviation center

- Student restaurant

- Trio programs for first generation students: upward Bound, Educational Talent Search, and Project GREAT

Downtown Campus

- Academic Support and Tutoring

- Computer Lab

- Advisors

- Registration and enrollment advising

- Financial aid advising

- Career planning

- Veteran support

- Bookstore

- Student clubs and organizations

- Library

East Campus

- Academic Support and Tutoring

- Computer Lab

- Advisors

- Registration and enrollment advising

- Financial aid advising

- Career planning

- Veteran support

- Bookstore

- Student clubs and organizations

- Library

Northwest Campus

- Academic Support and Tutoring

- Computer Lab

- Advisors

- Registration and enrollment advising

- Financial aid advising

- Career planning

- Veteran support

- Bookstore

- Student clubs and organizations

- Library

West Campus

- Academic Support and Tutoring

- Computer Lab

- Advisors

- Registration and enrollment advising

- Financial aid advising

- Career planning

- Veteran support

- Bookstore

- Student clubs and organizations

- Center for the Arts

- Library

- Stadiums, Gymnast, Sport fields

- International Student Services

- Student newspaper

Educational Programs and Instructional Oversight

PCC oversees all educational offerings and instruction at the campuses. Two entities evaluate the depth, breadth, and rigor of each course: the College Curriculum Council (CCC) and the relevant College Discipline Area Committee (CDAC).

CDACs perform a number of functions that ensure the currency and relevance of PCC's curriculum including designating faculty to serve on Articulation Task Forces, conducting program review and articulating and assessing student learning outcomes. After adoption, the relevant CDACs periodically review both the courses and programs to maintain their currency. Each course is reviewed at least every five years and, when necessary, revised to reflect developments within a discipline.

The CCC is a College-wide standing committee on which faculty make up nearly two-thirds of the membership. Like the CDAC, it is responsible for reviewing College curriculum and it also makes final recommendations regarding the curriculum to the Provost. Voting members include a faculty member from each campus. Through its broad-based membership, the CCC broadens the focused, disciplinary knowledge of the CDAC and reviews curriculum items from a College-wide perspective.

To ensure that student success and other expectations are fulfilled, PCC faculty have established mechanisms that produce common outcomes across all campuses, including creating and maintaining course objectives and outlines for each course the College offers. Course outlines are established to ensure consistency in course content and learning objectives; while individual faculty members have considerable latitude in how they choose to deliver content, clarify expectations, and assess student learning, they must be sure the course fulfills the learning objectives established in the course outline.

Regarding the performance of instructional duties, there is a consistent supervisory structure across all campuses in which Academic Deans oversee the work of full time faculty and evaluate their performance. The College has a Faculty Personnel Policy Statement that is applied consistently across the district.

The College website provides information on all programs, courses and graduation requirements. In all cases, this information is the same regardless of the campus at which students are taking classes. The Campus Data summary tables in this section summarize the subjects offered at each campus, and the number of part-time and full-time faculty teaching at each location.

Campus Data

Community Campus

Inception year: 1975

Subjects offered in the fall semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Accounting	30	27	24	24
Anthropology	107	96	87	87
Art	83	75	67	67
Astronomy	90	81	73	73
Biology	387	348	313	313
Business	93	84	75	75
Chemistry	131	118	106	106
Computer Software Applications	56	50	45	45
Economics	199	179	161	161
Education	384	346	311	311
Educational Tech Training	36	32	29	29
Food Science & Nutrition	136	122	110	110
French	49	44	40	40
Geology	50	45	41	41
History	487	438	394	394
Honors Program	2	2	2	2
Human Resources Management	92	83	75	75
Humanities	76	68	62	62
Literature	23	21	19	19
Management	108	97	87	87
Mathematics	756	680	612	612
Music	73	66	59	59
Philosophy	71	64	58	58
Physics	139	125	113	113
Political Science	117	105	95	95
Psychology	248	223	201	201
Religion	59	53	48	48
ROTC - Air Force	21	19	17	17
ROTC - Navy	4	4	3	3
Science for Teachers	43	39	35	35
Social Services	20	18	16	16
Sociology	250	225	203	203
Spanish	275	248	223	223
Special Education	73	66	59	59
Speech Communication	182	164	147	147
Student Success	120	108	97	97
Theater	28	25	23	23
Truck Driver Training	7	6	6	6
Writing	683	615	553	553

Subjects offered in the College's "full academic year" semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Full year term 2013-2014	Full year term 2014-2015	Full year term 2015-2016	Full year term 2016-2017
Accounting	42	38	34	34
Administration of Justice	14	13	11	11
Automotive Technology	59	53	48	48
Building/Construction Tech	202	182	164	164
Business	105	95	85	85
Business and Management*	10	9	8	8
Business Management Systems*	19	17	15	15
Business/Finance Services*	1	1	1	1
Computer Information Systems	5	5	4	4
Computer Software Applications	71	64	58	58
Early Childhood Education	64	58	52	52
Economics	42	38	34	34
Education	15	14	12	12
Education for Workforce*	64	58	52	52
Emergency Med. Technology	84	76	68	68
Finance	36	32	29	29
Fire Science	9	8	7	7
General Technologies Math	20	18	16	16
General Technology*	77	69	62	62
Heating, Venting, Air Cond*	62	56	50	50
Information Tech - D*	21	19	17	17
Information Tech - E*	28	25	23	23
Information Tech - M*	6	5	5	5
Management	104	94	84	84
Marketing	21	19	17	17
Mathematics	34	31	28	28
Office and Admin Professions	32	29	26	26
Special Education	3	3	2	2
Technology	16	14	13	13
Truck Driver Training	62	56	50	50
Writing	15	14	12	12

The number of students is unduplicated by subject area, but the same student can be enrolled in several subject areas.

Projections: Over recent years, PCC has experienced large enrollment decreases. Early data for fall 2014 indicates that trend continuing. However, the College is putting several approaches in place to improve enrollment and more successfully retain students. The projections included here include a 10 percent decrease in fall 2014 and fall 2015, with enrollment stabilizing in fall 2016. As the work begins on efforts to increase enrollment, these projections may be inaccurate.

Administrators on Campus: 6

- Dr. Lorraine Morales, Campus President
- Dr. Robert Simpson, Vice President of Instruction (Acting)
- Irene Robles-Lopez, Vice President of Student Development
- Kate Schmidt, Dean of Online Development (Acting)
- Stanley J. Steinman, Dean of Workforce & Business Development
- Regina Suitt, Dean of Adult Education

Full-time faculty	22
Part-time faculty	160

Full-time faculty are those who teach at least one class at the site
Part-time faculty are those who teach at least one class at the site

Desert Vista Campus

Inception year: 1993

Subjects offered in the fall semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Accounting	47	42	38	38
Administration of Justice	58	52	47	47
Anthropology	19	17	15	15
Art	171	154	139	139
Astronomy	50	45	41	41
Biology	436	392	353	353
Chemistry	269	242	218	218
Child Development Associate	91	82	74	74
Computer Aided Design/Drafting	18	16	15	15
Computer Information Systems	140	126	113	113
Computer Software Applications	101	91	82	82
Culinary Arts	182	164	147	147
Early Childhood Education	483	435	391	391
Employee Wellness	27	24	22	22
English Second Language	44	40	36	36
Fitness and Wellness	189	170	153	153
Food Science & Nutrition	52	47	42	42
History	230	207	186	186
Honors Program	9	8	7	7
Humanities	72	65	58	58
Mathematics	1,585	1,427	1,284	1,284
Music	21	19	17	17
Philosophy	100	90	81	81
Physics	41	37	33	33
Psychology	228	205	185	185
Reading	451	406	365	365
Religion	30	27	24	24
Social Services	31	28	25	25
Sociology	119	107	96	96
Spanish	86	77	70	70
Student Success	338	304	274	274
Writing	1,074	967	870	870

Subjects offered in the College's "full academic year" semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Full year term 2013-2014	Full year term 2014-2015	Full year term 2015-2016	Full year term 2016-2017
Administration of Justice	23	21	19	19
Automotive Technology	13	12	11	11
Aviation Technology	146	131	118	118
Avionics Technician Training	15	14	12	12
Behavioral Health Services	44	40	36	36
Building/Construction Tech	18	16	15	15
Business	25	23	20	20
Chemistry	17	15	14	14
Culinary Arts	43	39	35	35
Early Childhood Education	24	22	19	19
General Technologies Math	55	50	45	45
Health Care	164	148	133	133
Health Education	29	26	23	23
History	26	23	21	21
Machine Tool Technology	9	8	7	7
Mathematics	83	75	67	67
Medical Assistant	181	163	147	147
Phlebotomy	28	25	23	23
Social Services	34	31	28	28
Spanish	21	19	17	17
Student Success	20	18	16	16
Writing	95	86	77	77

The number of students is unduplicated by subject area, but the same student can be enrolled in several subject areas.

Projections: Over recent years, PCC has experienced large enrollment decreases. Early data for fall 2014 indicates that trend continuing. However, the College is putting several approaches in place to improve enrollment and more successfully retain students. The projections included here include a 10 percent decrease in fall 2014 and fall 2015, with enrollment stabilizing in fall 2016. As the work begins on efforts to increase enrollment, these projections may be inaccurate.

Administrators on Campus: 4

- Vacant, Campus President
- Ted A. Roush, Vice President of Instruction
- Dr. Ann Parker, Vice President of Student Development
- Brian Stewart, Academic Dean

Full-time faculty	37
Part-time faculty	150

Full-time faculty are those who teach at least one class at the site
Part-time faculty are those who teach at least one class at the site

Downtown Campus

Inception year: 1974

Subjects offered in the fall semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Accounting	367	330	297	297
Administration of Justice	34	31	28	28
Anthropology	200	180	162	162
Arabic	29	26	23	23
Art	428	385	347	347
Art For Personal Development	28	25	23	23
Astronomy	222	200	180	180
Automotive Technology	288	259	233	233
Biology	626	563	507	507
Building/Construction Tech	352	317	285	285
Business	490	441	397	397
Chemistry	70	63	57	57
Chinese	26	23	21	21
Computer Aided Design/Drafting	276	248	224	224
Computer Information Systems	278	250	225	225
Computer Software Applications	317	285	257	257
Economics	172	155	139	139
Education	56	50	45	45
Electrical Utilities Tech	24	22	19	19
English Second Language	281	253	228	228
Fitness and Wellness	38	34	31	31
Food Science & Nutrition	12	11	10	10
French	28	25	23	23
General Technical Writing	40	36	32	32
General Technologies Math	79	71	64	64
Geography	60	54	49	49
Geology	25	23	20	20
German	26	23	21	21
Health Information Technology	379	341	307	307
History	593	534	480	480
Honors Program	37	33	30	30
Humanities	99	89	80	80
Interior Design	49	44	40	40
Korean	29	26	23	23
Landscape Technician	24	22	19	19
Literature	44	40	36	36
Machine Tool Technology	161	145	130	130
Management	180	162	146	146
Marketing	146	131	118	118
Mathematics	2,449	2,204	1,984	1,984
Music	101	91	82	82
Office and Admin Professions	53	48	43	43
Paralegal	212	191	172	172
Philosophy	252	227	204	204
Political Science	174	157	141	141
Portuguese	23	21	19	19

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Psychology	622	560	504	504
Reading	361	325	292	292
Religion	96	86	78	78
Sign Language	25	23	20	20
Social Services	5	5	4	4
Sociology	171	154	139	139
Solar Technologies	39	35	32	32
Spanish	406	365	329	329
Speech Communication	143	129	116	116
Student Success	245	221	198	198
Theater	29	26	23	23
Translation & Interpretation	50	45	41	41
Welding	144	130	117	117
Writing	1,642	1,478	1,330	1,330

Subjects offered in the College's "full academic year" semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Full year term 2013-2014	Full year term 2014-2015	Full year term 2015-2016	Full year term 2016-2017
Building/Construction Tech	19	17	15	15
Business	19	17	15	15
Machine Tool Technology	23	21	19	19
Mathematics	5	5	4	4
Reading	6	5	5	5
Writing	30	27	24	24

The number of students is unduplicated by subject area, but the same student can be enrolled in several subject areas.

Projections: Over recent years, PCC has experienced large enrollment decreases. Early data for fall 2014 indicates that trend continuing. However, the College is putting several approaches in place to improve enrollment and more successfully retain students. The projections included here include a 10 percent decrease in fall 2014 and fall 2015, with enrollment stabilizing in fall 2016. As the work begins on efforts to increase enrollment, these projections may be inaccurate.

Administrators on Campus: 5

- Dr. Gwendolyn Joseph, Interim Campus President
- Brigid Murphy, Vice President of Instruction
- Yira Brimage, Vice President of Student Development
- Patricia Houston, Dean of Science and Communication Arts
- Gregory Wilson, Dean of Business, Occupational, and Professional Programs

Full-time faculty	75
Part-time faculty	215

Full-time faculty are those who teach at least one class at the site
Part-time faculty are those who teach at least one class at the site

East Campus

Inception year: 1981

Subjects offered in the fall semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Accounting	368	331	298	298
Administration of Justice	542	488	439	439
Al-Marah Apprentice Program*	2	2	2	2
Anthropology	153	138	124	124
Art	449	404	364	364
Astronomy	21	19	17	17
Biology	799	719	647	647
Building/Construction Tech	12	11	10	10
Business	237	213	192	192
Chemistry	347	312	281	281
Computer Information Systems	434	391	352	352
Computer Software Applications	197	177	160	160
Early Childhood Education	60	54	49	49
Economics	148	133	120	120
Education	52	47	42	42
Emergency Med. Technology	176	158	143	143
Engineering	77	69	62	62
Fitness And Sport Science	21	19	17	17
Fitness and Wellness	182	164	147	147
Food Science & Nutrition	136	122	110	110
Geography	46	41	37	37
History	365	329	296	296
Honors Program	9	8	7	7
Humanities	110	99	89	89
Japanese	36	32	29	29
Literature	55	50	45	45
Logistics & Supply Chain Mgmt	47	42	38	38
Management	63	57	51	51
Marketing	45	41	36	36
Mathematics	2,160	1,944	1,750	1,750
Music	129	116	104	104
Pharmacy Technology	123	111	100	100
Philosophy	82	74	66	66
Physics	43	39	35	35
Political Science	32	29	26	26
Psychology	574	517	465	465
Reading	301	271	244	244
Religion	72	65	58	58
Russian	33	30	27	27
Sign Language	100	90	81	81
Sociology	297	267	241	241
Spanish	260	234	211	211
Speech Communication	60	54	49	49
Student Success	112	101	91	91
Travel/Tourism Operations	12	11	10	10
Veterinary Technology	97	87	79	79
Writing	1,304	1,174	1,056	1,056

Subjects offered in the College's "full academic year" semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Full year term 2013-2014	Full year term 2014-2015	Full year term 2015-2016	Full year term 2016-2017
Chemistry	34	31	28	28
Mathematics	12	11	10	10
Veterinary Technology	38	34	31	31

The number of students is unduplicated by subject area, but the same student can be enrolled in several subject areas.

Projections: Over recent years, PCC has experienced large enrollment decreases. Early data for fall 2014 indicates that trend continuing. However, the College is putting several approaches in place to improve enrollment and more successfully retain students. The projections included here include a 10 percent decrease in fall 2014 and fall 2015, with enrollment stabilizing in fall 2016. As the work begins on efforts to increase enrollment, these projections may be inaccurate.

Administrators on Campus: 4

- Charlotte Fugett, Campus President

- Dr. Darla Zirbes, Vice President of Instruction

- Dr. Nancee Sorenson, Vice President of Student Development

- Nina Corson, Dean of Business Science and Occupation

Full-time faculty	49
Part-time faculty	199

Full-time faculty are those who teach at least one class at the site
Part-time faculty are those who teach at least one class at the site

Northwest Campus

Inception year: 2003

Subjects offered in the fall semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Accounting	163	147	132	132
Administration of Justice	21	19	17	17
Anthropology	180	162	146	146
Art	297	267	241	241
Astronomy	46	41	37	37
Biology	820	738	664	664
Business	144	130	117	117
Chemistry	320	288	259	259
Clinical Research Coordinator	13	12	11	11
Computer Information Systems	124	112	100	100
Computer Software Applications	188	169	152	152
Culinary Arts	0	0	0	0
Dance	21	19	17	17
Early Childhood Education	31	28	25	25
Economics	67	60	54	54
Education	21	19	17	17
Fitness and Wellness	177	159	143	143
Food Science & Nutrition	84	76	68	68

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**
Geography	62	56	50	50
Geology	34	31	28	28
German	21	19	17	17
History	527	474	427	427
Honors Program	15	14	12	12
Hotel & Restaurant Management	101	91	82	82
Humanities	84	76	68	68
Japanese	34	31	28	28
Literature	12	11	10	10
Management	12	11	10	10
Mathematics	1,739	1,565	1,409	1,409
Music	125	113	101	101
Office and Admin Professions	35	32	28	28
Philosophy	76	68	62	62
Physics	98	88	79	79
Political Science	61	55	49	49
Psychology	733	660	594	594
Reading	326	293	264	264
Religion	25	23	20	20
ROTC - Army	3	3	2	2
Russian	9	8	7	7
Sign Language	84	76	68	68
Sociology	242	218	196	196
Spanish	454	409	368	368
Speech Communication	22	20	18	18
Student Success	76	68	62	62
Theater	16	14	13	13
Therapeutic Massage	33	30	27	27
Wellness Education	57	51	46	46
Writing	1,414	1,273	1,145	1,145

Subjects offered in the College's "full academic year" semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Full year term 2013-2014	**Full year term 2014-2015**	**Full year term 2015-2016**	**Full year term 2016-2017**
Automotive Technology	47	42	38	38
Biology	75	68	61	61
Building/Construction Tech	14	13	11	11
Chemistry	29	26	23	23
Computer Software Applications	30	27	24	24
Culinary Arts	25	23	20	20
Hotel & Restaurant Management	32	29	26	26

The number of students is unduplicated by subject area, but the same student can be enrolled in several subject areas.

Projections: Over recent years, PCC has experienced large enrollment decreases. Early data for fall 2014 indicates that trend continuing. However, the College is putting several approaches in place to improve enrollment and more successfully retain students. The projections included here include a 10 percent decrease in fall 2014 and fall 2015, with enrollment stabilizing in fall 2016. As the work begins on efforts to increase enrollment, these projections may be inaccurate.

Administrators on Campus: 4

- Dr. David Doré, Campus President

- John E. Gillis, Vice President of Instruction (Acting)

- Michael Tulino, Vice President of Student Development

- Vacant, Dean of Humanities, Social and Behavioral Sciences and Professions

Full-time faculty	48
Part-time faculty	153

Full-time faculty are those who teach at least one class at the site
Part-time faculty are those who teach at least one class at the site

West Campus

Inception year: 1971

Subjects offered in the fall semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Accounting	327	294	265	265
Administration of Justice	64	58	52	52
American Indian Studies	17	15	14	14
Anthropology	428	385	347	347
Arabic	24	22	19	19
Archaeology	66	59	53	53
Art	872	785	706	706
Astronomy	78	70	63	63
Biology	1,557	1,401	1,261	1,261
Business	281	253	228	228
Chemistry	968	871	784	784
Computer Information Systems	936	842	758	758
Computer Software Applications	237	213	192	192
Dance	120	108	97	97
Dental Assisting Education	31	28	25	25
Dental Hygiene	44	40	36	36
Dental Lab Technology	15	14	12	12
Digital Arts	546	491	442	442
Early Childhood Education	30	27	24	24
Economics	260	234	211	211
Engineering	296	266	240	240
English Second Language	71	64	58	58
Fashion Design & Clothing	102	92	83	83
Fitness And Sport Science	130	117	105	105
Fitness and Wellness	492	443	399	399
Food Science & Nutrition	88	79	71	71
French	58	52	47	47
Game Design	59	53	48	48
Geography	245	221	198	198
Geology	122	110	99	99
Geospatial Information Studies	10	9	8	8
German	79	71	64	64

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Health Care	101	91	82	82
History	442	398	358	358
Honors Program	10	9	8	8
Humanities	236	212	191	191
Interpreter Training	69	62	56	56
Italian	27	24	22	22
Japanese	39	35	32	32
Journalism	99	89	80	80
Literature	25	23	20	20
Management	110	99	89	89
Marketing	54	49	44	44
Mathematics	1,995	1,796	1,616	1,616
Medical Laboratory Technician	17	15	14	14
Music	546	491	442	442
Music Studio Instruction	42	38	34	34
Nursing	382	344	309	309
Nursing Assistant	28	25	23	23
Philosophy	198	178	160	160
Physics	432	389	350	350
Political Science	136	122	110	110
Psychology	802	722	650	650
Radiologic Technology	37	33	30	30
Reading	431	388	349	349
Religion	25	23	20	20
Respiratory Therapy	37	33	30	30
ROTC - Army	10	9	8	8
Sign Language	268	241	217	217
Social Services	351	316	284	284
Sociology	286	257	232	232
Spanish	414	373	335	335
Speech Communication	142	128	115	115
Student Success	118	106	96	96
Technology	39	35	32	32
Theater	211	190	171	171
Writing	1,746	1,571	1,414	1,414

Subjects offered in the College's "full academic year" semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Full year term 2013-2014	Full year term 2014-2015	Full year term 2015-2016	Full year term 2016-2017
Digital Arts	28	25	23	23
Writing	81	73	66	66

The number of students is unduplicated by subject area, but the same student can be enrolled in several subject areas.

Projections: Over recent years, PCC has experienced large enrollment decreases. Early data for fall 2014 indicates that trend continuing. However, the College is putting several approaches in place to improve enrollment and more successfully retain students. The projections included here include a 10 percent decrease in fall 2014 and fall 2015, with enrollment stabilizing in fall 2016. As the work begins on efforts to increase enrollment, these projections may be inaccurate.

Administrators on Campus: 7

- Dr. Louis Albert, Campus President

- Darla (Dee) Lammers, Vice President of Instruction

- Dr. Aubrey Conover, Vice President of Student Development

- Dr. Mary Kay Gilliland, Dean of Science, Technology, Engineering and Mathematics

- Dr. Mary Beth Ginter, Dean of Business, Computers, Languages and Social Sciences

- Brian Stewart, Dean of Nursing (Acting)

- Christina (Trina) Felty, Dean of Arts, Communications and Humanities (Acting)

Full-time faculty	119
Part-time faculty	357

Full-time faculty are those who teach at least one class at the site
Part-time faculty are those who teach at least one class at the site

DMAFB

Inception year: 1981

Subjects offered in the fall semester:

	Actual Headcount Enrollment	Projected Headcount Enrollment		
Subject Areas	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
Crime Scene Management	52	52	52	52
Fire Sciences	60	60	60	60
Emergency Medical Technician	38	38	38	38

*Additionally, 12 students enrolled in 09 term in 2008-2009, and 12 - in 09 term in 20011-2012, in EMS, EMT, and EDN.
Since 2012-2013, the Emergency Medical and Educational programs, with the corresponding courses, were transferred to 29th street center.
The number of students is unduplicated by subject area, but the same student can be enrolled in several subject areas.
Projections are made by Advanced Program Manager, Larry Bearden.
Projections for Fall 2014 are based on the current registration numbers for Fall 2014.
Projections for Fall 2015 and Fall 2015 take in account the fact that in 2015 DMAFB will merge with East campus, and East campus student services will direct students to the science and business classes at DMAFB. The exception is Physics, because physic lab can accommodate only limited number of students.

One manager on site: Advanced Program Manager, Larry Bearden

Full-time faculty	3
Part-time faculty	21

Full-time faculty are those who teach at least one class at the site
Part-time faculty are those who teach at least one class at the site

29th Street Coalition Center

Inception year: 2012

Subjects offered in the fall semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Crime Scene Management	52	52	52	52
Fire Sciences	60	60	60	60
Emergency Medical Technician	38	38	38	38

Subjects offered in the College's "full academic year" semester:

Subject Areas	Actual Headcount Enrollment	Projected Headcount Enrollment		
	Full year term 2013-2014	Full year term 2014-2015	Full year term 2015-2016	Full year term 2016-2017
Emergency Medical Technician	382	382	382	382
Emergency Medical Services	140	140	140	140
Law Enforcement Academy	27	27	27	27
Non-credit: Adult Education	2,169	2,277	2,391	2,511

Projections: The site administration expects to maintain the enrollment on the present level.
Projections for credit classes are done by Shane Clark, Advanced Program Manager of 29th street Coalition Center.
Projections for Adult Education are made by Anne Petti, Adult Education Advanced Project Manager

One manager on site for Adult Education: Advanced Program Manager, Anne Petti

One manager on site for credit courses: Advanced Program Manager, Shane Clark

Faculty type	Fall 2013	Full year term 2013-2014	Unduplicated between Fall 2013 and Full year term 2013-2014
Total Full time:	0	0	0
Total Part time:	12	9	17

Full-time faculty are those who teach at least one class at the site
Part-time faculty are those who teach at least one class at the site

Evaluation and Assessment

Pima Community College demonstrates responsibility for the quality of its educational programs and services through the Program and Service Review process, which is consistent across all campuses. Program and Service Review supports continuous improvement by providing faculty with an opportunity to carry out a detailed review of their programs. The process evaluates the quality and viability of the programs and services, considers services to students, and incorporates Student Learning Outcomes in each area. This process also allows the College to allocate resources effectively, align program goals and objectives with the College Strategic Plan, and ensure compliance with accreditation criteria.

Pima Community College develops and assesses Student Learning Outcomes (SLOs) by disciplines and individual courses, and all course descriptions include established associated outcomes. This

process is consistent across all College campuses. PCC has clearly stated timelines, as well as goals and assessments for student learning. Faculty from across the campuses meet to create program/discipline level outcomes. These outcomes are broader and more comprehensive than course performance objectives, but more specifically discipline-focused than the College-wide SLOs. The outcomes represent the most important knowledge and skills that students are expected to have upon completing courses within the discipline. PCC's philosophy is based on five basic SLO questions: 1) What do we want our students to learn?, 2) How do we know that they have learned it?, 3) How do we capture that information?, 4) How do we use that information to affect decision-making?, and 5) How do we share and report that information?

As discussed in detail in 4.A.6, Planning and Institutional Research (PIR) conducts various reports and surveys evaluating the success of PCC's students. The reporting is consistent across the campuses and in many cases provides information by campus, including enrollment, demographics, and course completion. The annual Graduate Exit Survey obtains input from the College's graduates on their satisfaction with a range of services, by campus. While these data have been available for various uses, including by PCC groups doing Program Reviews and for information gathering by the general public, PIR is working to strengthen how PCC uses data to support improvement. It is scheduling a campus leadership team meeting at each of the campuses to overview available data and provide guidance on how to use the information. In collaboration with Program Services, PIR is reviewing the data made available to faculty through the Program Review process to more clearly provide meaningful data to help programs improve, as described in 4.C.3. This relates to retention, persistence and completion, and faculty within the same discipline from across the campuses will analyze the data through Program Review, starting in fall 2014. PIR is developing training on research and data analysis for all PCC employees unfamiliar with research and evaluation methods.

Continuous Improvement

PCC's SLO process is a district-wide continuous improvement model. As part of this model, CDACs assess student learning, design pedagogical interventions to improve learning, and "close the loop" by reassessing to see if those assessments produced the desired effects. As well, the College's non-academic units engage in continuous improvement.

Regarding strategic planning, the new process incorporates an annual review of the district-wide plan and associated campus and work-unit plans. As part of their plan documents, campuses are identifying the key performance indicators against which their progress will be evaluated. The evaluation process for campus plans will be led by the relevant campus president, who will report changes to Chancellor's Cabinet. Any changes in the campus plans will be evaluated to ensure the plan remains fully aligned with the College's mission and the district-wide strategic directions.

Conclusion

Conclusion

This Self-Study Report documents the efforts of Pima Community College to address the concerns raised in the Probation Sanction Letter, follow-up to the student learning outcomes monitoring report, response to the observations from the 2010 HLC site visit, and summarizes the processes and activities at the College that demonstrate its compliance with the Higher Learning Commission Criteria for Accreditation.

The institution recognizes that significant changes were needed to ensure the College meets the expectations of the HLC and of the community it serves. As described in the report, PCC has put processes in place to address the concerns raised in the Probation Sanction Letter, including:

- **Core Component 2.A**: The College has implemented processes to address each of the HLC's findings, including measures that ensure that the College follows fair bidding processes and that the Board of Governors have adequate oversight of the budget; hiring processes have been revised, and processes for handling complaints against senior administrators have been revised.

- **Core Component 5.B**: The College revised its governance policy, the Association of Community College Trustees was hired to train the Board of Governors on strategies for reviewing Board policies and procedures, Chancellor Lambert outlined his Expectations for Successful Leadership, and the College has adopted several survey instruments to assess satisfaction of employees, students and the community. Survey data will be used to assess institutional improvement.

- **Core Component 5.C**: The College has implemented a new strategic planning approach that is based on broad input from internal and external constituencies. It incorporates campus and work-unit plans, designed to support district-wide priorities.

- **Assumed Practice 4.A**: Board of Governors training has been enhanced, the College has aligned all processes and procedures related to complaints and grievances made by students, staff and the community, and it has revised the procedures for filing complaints against the chancellor.

- **Assumed Practice B.2.c**: The College Curriculum Council and members of the Provost's Office have identified ways in which the College can improve faculty oversight of curriculum in the workforce, non-credit, developmental education and community education areas, building upon the process used for faculty oversight of credit curriculum.

While addressing the concerns raised in the Probation Sanction Letter was the priority for the College, the comprehensive Self-Study process also provided the institution with the opportunity to align the College with the new Criteria for Accreditation and identify areas in which it can improve. Within each Criterion chapter in this report, the strengths identified by the institution are summarized. Highlights include the following:

- Regarding the mission, purpose and values of the College, employees are generally supportive, and find that the goals and objectives of the College are consistent with the mission and values. PCC's employees see students as the top priority.

- The College presents itself completely and clearly to its constituents through a variety of methods, including: multiple website pages, various printed documents, social media and the College Catalog.

- Through its participation in AZ Transfer and the articulation task forces with all community colleges and the three major universities in the state of Arizona, PCC's transfer curriculum remains current and readily transferable to four-year institutions.

- PCC evaluates course content through a process that includes a review by faculty who are subject-matter experts, faculty in other areas, staff and administrators.

- PCC maintains its tuition rates in the lower-mid range of community colleges in the state, and its rates remain significantly lower than those in the state university system.

In parallel with identifying the strengths at the institution, the process enabled the College to identify the areas in which improvement is needed and those areas are also summarized in each Criterion chapter. This includes:

- To ensure the mission is aligned with community needs, PCC will incorporate an assessment of the mission into the second Futures Conference to be held in spring 2015.

- The complexity of College operations creates challenges in maintaining its systems, processes, and records. The College has made progress in enhancing cross-functional system performance, but needs to be vigilant to continuously improve systems and processes through training, best practices, and other opportunities for improvement.

- Dual enrollment partnerships can be strengthened by improving dual enrollment faculty liaison training.

- To support improvement in curricular and co-curricular assessment activities, PCC is establishing an Office of Assessment. This will include continuing to build upon the changes put in place in follow-up to the HLC Student Learning Outcomes Monitoring Report, as well as strengthening assessments in Student Services areas.

- While the new planning process ensures that the Strategic Plan is aligned with the needs of internal and external constituents, the process can be enhanced by developing academic plans for each program, providing training on strategic planning, and continuing to develop a culture in which employees are fully engaged with planning.

In addition to the opportunities identified within the Criteria for Accreditation, it was determined that the College needs to implement more robust processes to oversee compliance matters at the institution. To support this effort, PCC has developed a compliance plan including oversight and regular reporting on compliance status and improvement efforts, which is summarized in the Federal Compliance chapter.

As noted by Chancellor Lambert in the opening message, publication of the Self-Study Report is a milestone but not an endpoint. A culture of continuous improvement is taking hold at PCC, where the institution recognizes the need to establish a cycle of assessment, implementation of change, and reassessment. This report summarizes many of the changes that the institution has made since it received the Probation Sanction Letter. It highlights areas in which we are strong, and focuses attention on those areas in which improvement is needed. The College is continuing to change, to ensure that we provide a solid educational experience for our students, to ensure our processes and policies are strong, and to ensure we engage meaningfully with the community that we serve. Pima Community College's Board of Governors and administration believe this report provides evidence that the College has addressed the concerns raised in the Probation Sanction Letter, and validates that the College meets the criteria for continued accreditation and reflects the College's commitment to ongoing improvement.

List of Figures and Tables

Index

Figures and Tables

Index