



230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
312.263.0456 | 800.621.7440  
Fax: 312.263.7462 | hlcommission.org

June 1, 2023

Dr. Lee Lambert  
Chancellor  
Pima County Community College District  
4905C E. Broadway Blvd.  
Tucson, AZ 85709-1005

Dear Chancellor Lambert:

Attached is a copy of the Multi-location Visit Report completed following the Higher Learning Commission (HLC) visit to Pima County Community College District (the institution). As detailed in the report, the pattern of operations at the locations visited needs attention. The Institutional Actions Council (IAC), one of the HLC's decision-making bodies, will act on the reviewer's recommendation at an upcoming meeting. As allowed for by policy, the institution can submit a written institutional response. The IAC will consider the institutional response and may agree with or revise the reviewer's recommendations.

Please complete and return the enclosed institutional response form, along with any additional written response, no later than two weeks from the date of this letter. Instructions on how to return the institutional response are on the form. The institution's response becomes part of the official record of the evaluation and is included in the materials sent to the IAC.

Within the Multi-location Visit Report, you will find brief comments on instructional oversight, academic services, student services, facilities, marketing and recruitment, and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

If you have any questions or comments regarding the Multi-location Visit or the attached report, please contact [accreditation@hlcommission.org](mailto:accreditation@hlcommission.org).

Sincerely,  
Higher Learning Commission

cc: Wendy Weeks, Accreditation Liaison Officer  
Linnea Stenson, HLC Staff Liaison



## Multi-Location Visit Peer Review Report

**Institution:** Pima County Community College District

**Additional Locations Visited:**

Location Name	Location Address (street, city, state and ZIP code)	Date Reviewed
El Rio Community Health Center	1230 South Cherrybell Stravenue, Tucson AZ 85713	2/16/2023
Golder Ranch Fire District Training Facility	3855 E Golder Ranch Drive, Tucson AZ 85739	2/16/2023

**Peer Reviewer**

Name: Irene Kovala, Ed.D

Institution: Maricopa County Community Colleges - Glendale

Title: President (Retired)

*Instructions*

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution’s strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report as a PDF file at [hlcommission.org/upload](http://hlcommission.org/upload). Select “Final Reports” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. The report is due within 30 days after the last additional location is visited.

**Overview Statement**

Provide information about current additional locations and the institution’s general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

The two sites of Pima Community College are distinctly different and provide needed programs to the students at each site. At El Rio, a program in Medical Assistant is in its second cohort and with 11 students is nearly at capacity. Located in a state-of-the-art facility, the program offers modern classrooms and lab space for the students to learn and prepare for work in the field.

The program at Golder Ranch is a state-of-the-art training facility co-located on the site with a fire station. Offering fire, first responder and EMS training, the program, its faculty, the facilities and equipment mirror industry standards for fire science programs across the country. In addition to initial certification and training in these programs, the opportunity for continuing education for current fire fighting professionals is offered on this site and accommodates the somewhat challenging schedules of the district fire stations. The program and its facilities are a model for first responder training and ongoing public safety professional development.

## **Institutional Planning**

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What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

In the case of El Rio, the request to add additional Medical Assistants came directly from the El Rio community, a collection of clinics and on-site medical services that identified the burgeoning need in this area. Of the many laudable characteristics, all the students currently enrolled are working in and familiar with the health care industry as they serve as receptionists in clinics or perform other health related functions. By responding to the needs of this community, Pima has recognized the immediacy of the Medical Assistant program need and responded.

At Golder Ranch, the program is part of a network of offerings through Pima both at the campuses in Tucson as well as other off campus locations such as Golder. All of these programs meet Pima, State of Arizona and in the case of Golder, national standards that allow for a “stair step” approach to continue to add additional skills and certifications. This coordination ensures that the programs meet and keep high quality and demonstrate the “just in time” programming that the constantly changing first responder occupation field requires.

## Facilities

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What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

At both El Rio and Golder Ranch, the facilities are modern, include the current technology and equipment and provide currency in the field with dedicated faculty and staff to ensure 21<sup>st</sup> century standards are met. At El Rio, the current facility is three years old, has classrooms and labs that are of high quality and also serves as a community clinic where patients and medical staff interact alongside student instruction. For the clinical site provision of the program, students are placed in clinics and hospitals who willingly provide the “hands on” instructional portion of the program.

At Golder Ranch, the facility includes an active fire house, administrative building, classroom and lab space including a fire tower. By admission of the staff, there is a need to add more “usable” space and the current plan would convert the administrative building to something more suitable for actual instruction. Most, if not all, of the faculty are working firefighters and are afforded office space when they are at the site to have private consultation with the students. The large “pad” adjacent to the facility allows for “drills” and simulations to replicate actual situations first responders will encounter in the field. The equipment provided is constantly changing to reflect the dynamics of firefighting and EMS in actual settings.

## Instructional Oversight

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What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

The curricular construct for the Medical Assistant program at El Rio is modeled after and mirrors the curriculum outline as set by Pima and required for certification by the state of Arizona. Course and program objectives match those set through the instructional process of Pima. Highly qualified faculty conduct the instruction and most faculty are currently employed in the health field in related professional

occupations. Oversight of the program falls first to a part time administrator (51% administrative and 49% teaching faculty member) who regularly is onsite to troubleshoot, observe, respond to faculty and student concerns and serves as an advocate for emerging needs of the program with the Pima Administration. Above her is a Dean who oversees all of the Biomedical programs at the College. With the El Rio program offered in the evenings, the faculty and director are available to students to act as advisors, tutors and mentors as needed.

At Golder Ranch, the organizational structure includes the onsite Chief whose responsibility is Division Training Officer. Under his auspices the program, schedule of courses and continuing education, new cohort introduction to the program, equipment acquisition and advocacy for the needs of the program occurs. The link to Pima comes in the form of the Director who has the responsibility for both student services and academic programming (for all fire science programs across the college) and academic content, quality and consistency. Above this individual is the Dean who oversees all Occupational programs, including the off campus sites. This structure serves the program at Golder well, provides for a consistent link to Pima and ensures that the quality of the program is intact.

## **Institutional Staffing and Faculty Support**

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What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### **Comments:**

Faculty at each of the El Rio and Golder Ranch locations are highly qualified with the appropriate academic credentials as well as currency by continuing to work in the field. This combination provides for a dynamic approach to instruction that responds to the changing needs of each of the industries. In El Rio's case, the part time director is consistently on site almost to the point that this reviewer asked the question if she should be full time administrative rather than split her time with instruction. The Dean of the Biomedical programs of Pima is well versed in the program and identifies need and quality improvements, in conjunction with faculty and staff, that might provide additional improvements.

The Golder Ranch site equally has qualified staff who along with their academic credentials are working first responders and bring that instant credibility to the program. In addition, the fairly recent addition of a retired fire fighter who has knowledge of the Pima programs and has a nation-wide network of firefighting curricular content has allowed the Golder Ranch program to ensure that the graduates are certified nation wide and provides mobility should the graduating student seek relocation. New faculty that are added are vetted through a process of interview, previous job skill and teaching demonstration to underscore the continued insistence of quality faculty who also are practitioners.

## **Student Support**

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What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library

materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

The hands on approach by faculty and staff at both El Rio and Golder Ranch is a testament to the commitment Pima has to ensuring that the students in these locations are successful. As noted earlier, the part time administrator at El Rio has a constant and ever present relationship with the faculty and the students at the site. The Director said she gives out her cell phone number so that students may call on her when needed. Access to other needed services is conducted through Pima's online portal and students often navigate to get needed information including registration processes and deadlines.

At Golder Ranch, again the faculty and staff have multiple interactions "on-site" with the students on a daily or weekly basis. The out of classroom support is laudable as the student engages in the fast paced program offered at Golder. The staff act as advisors to the students to outline the "stair step" approach this training takes as continual additional courses/training are offered to allow the firefighters to continue to be current in the field but also advance to higher rank. Noted at Golder was the presence by Pima of a devoted program advisor who is seen as the consummate resource for students and staff who may need to understand the complexities of higher education. She is well versed in Pima's requirements but also in the standards and certification processes of the state of Arizona. This is a huge plus for the program and a model for other Pima programs.

## Evaluation and Assessment

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What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

The Golder Ranch site has mechanisms in place through standardized and state-authorized professional curriculum to ensure that students are meeting the quality of the program that Pima expects. For example, while most fire fighters entering the program already have their EMS certification, for those who don't, a mandatory 3 month extension to the program is offered to allow for the needed EMS certification as an entering professional requirement. The constant adherence, oversight and observation/improvements to the program is noted and reflects the high standards of the industry.

At El Rio, the faculty pay close attention to the progress of the students providing intervention and/or repeat of concepts should the students struggle to master a needed idea or step in a process. This is true of both the academic content as well as the laboratory experience. However, there is little to no

evidence that student outcomes assessment, evaluation of student outcomes and interventions where the learning was not sufficient takes place. The Dean of the program articulated this deficiency and in her role as a part of the college's Assessment Committee is trying to find solutions to incorporate needed student learning outcomes assessment activities. In the face of no ongoing assessment interventions, this oversight is simply not up to Pima or HLC standards and needs attention of the part of Pima, El Rio and in the Medical Assistant program.

## Continuous Improvement

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What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

**Judgment of reviewer.** Check appropriate box:

Adequate                       Attention Needed

### Comments:

At Golder Ranch, the intent on continuous quality improvement is palpable. The attention to an often dynamic environment first responders face necessitates a constant evaluation, adjustment and "check in" as to the success of students and curriculum offerings in the program. In the case of EMS and fire, the state standards are rigorous and straightforward and require each program to adhere to them. It is clear that Pima and the Golder Ranch site take these protocols seriously and are constantly assessing how the program remains viable and current.

At El Rio, there is no doubt that the curriculum is constantly monitored to ensure that graduates are equipped to enter the field upon certification. The oversight by the director, the faculty and the dean denotes a genuine commitment to keeping the program aligned with current standards. However, as noted above, without ongoing student outcomes assessment it is imprecise to assert that the program is continuously improving. Quizzes and exams do not take the place of bona fide assessment and this omission is serious.

## Marketing and Recruiting Information

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What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer.** Check appropriate box:

Adequate                       Attention Needed

### Comments:

In the case of both the program at El Rio and Golder Ranch recruitment and information dissemination to actively attract and recruit new classes of students is simply not an issue. The communities surrounding



the programs are a natural “feeder” signaling emerging needs and the expectation of high quality medical and public safety programs. The “network” of each profession (individuals working in a related health or public safety field) provides a captured audience for the next cohorts of students. It is also true that the communities, including the fire stations and medical hospitals and clinics are excellent sources of marketing to potential new students. The actual curriculum of the programs can accurately be found both on the website and catalog.

## Summary Recommendation

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Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution’s operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution’s operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution’s operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

### Summary of Findings:

The programs of Medical Assistant at El Rio and Public Safety (firefighter, EMS) at Golder Ranch offer needed essential programs for their communities and the greater Tucson area. The facilities at each location are outstanding and provide for needed classroom, laboratory and faculty consultation space that reflects high quality instruction and outcomes. The faculty are qualified and many, if not all, are working professionals in their field bringing credibility to the program and from whom the students are learning.

At Golder Ranch, the attention to both the current curriculum and the needed continuing education is reflective of the strong desire to be the “best” first responder program. It is clear from the faculty and staff that the commitment to continually modifying the program to reflect changing public safety protocols is outstanding.

The El Rio program faculty and staff are dedicated to the program and students and their enthusiasm and empathy for the challenges the students face is noteworthy. However, as noted above, there is a significant lack of assessing student outcomes to ensure that the program objectives are being mastered and incorporated in the student learning as intended.

Overall, these programs are on track to produce professionals in their respective fields proudly acknowledging the Pima certification.

## Notification Program for Additional Locations Approval Form

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Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.	<input type="checkbox"/> Yes <input type="checkbox"/> No
HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has demonstrated success in overseeing at least three locations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.	<input type="checkbox"/> Yes <input type="checkbox"/> No



## Multi-Location Visit Peer Review Report

**Institution:** Pima County Community College District

**Additional Locations Visited:**

Location Name	Location Address ( <i>street, city, state and ZIP code</i> )	Date Reviewed
Arizona Department of Corrections, Rehabilitation and Reentry	6911 N BDI Blvd, Douglas AZ 85607	2/14/2023
Sahuarita High School	350 W. Sahuarita Road, Sahuarita AZ 85629	2/15/2023
Rio Rico High School	590 Camino Lito Galindo, Rio Rico AZ 85648	2/15/2023

**Peer Reviewer**

Name: Irene H. Kovala

Institution: Maricopa Community Colleges, Glendale Community College Title: President (Retired)

*Instructions*

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**Overview Statement**

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

The three sites visited for the purposes of this report have three very different foci and different student clientele. In the case of the Arizona Department of Corrections, Pima has only recently acquired this location (fall 2022) since its primary affiliation was with Cochise Community College. The student inmates at this site are eager to engage in learning in order to acquire a skill that will allow them gainful employment once released. The current offering is automotive technology and students have time both in the classroom and the lab/shop where they work on automotive engines. The facilities are bare bones and lack the currency of both access to technology (driven by the Dept of Corrections mandate that inmates may not have access to the internet) and current automotive engines that reflect the 21<sup>st</sup> century vehicles on the road. None the less, the instructor does his best to conduct instruction such that it gives the students basic skills in the occupation.

At Sahuarita High School, the college offers a culinary certificate as well as general education courses that meet Pima's gen ed requirements. The culinary facilities are modern, equipment up-to-date and the instructors engaged in both safety and industry creative culinary standards. The faculty in the general education core are eager to mirror the curriculum set by Pima and the students echo the rigor and challenge of the courses. In the cases of both culinary and the general education faculty, all meet minimum qualifications as set by the Higher Learning Commission.

At Rio Rico High School, the only program offered is a certificate in culinary science, offering the first in the series of courses leading to a culinary certificate. At this location the facility is adequate; however, the classroom for course instruction, while close to the lab/kitchen, is outdated and needs attention to achieve collegiate level classroom standards. The faculty member is new to the program having come from industry, but embraces the teaching/learning dynamic and is learning classroom management as well as the Rio Rico protocols. In all, the program has great intention with the facilities provided and prides itself on students who emerge with a certificate in hand.

## **Institutional Planning**

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What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

At all three of these sites, the faculty at the location has incorporated the outlines, mission and purpose Pima has for the programs offered there. The site faculty use or adapt campus syllabi, course objectives and outcomes, program objectives and outcomes and adopt collegiate standards as best understood. With Pima having 29 off campus sites as a part of its portfolio, it is unclear if the institution strategically adds the sites as needed, whether they respond to emerging needs of a constituency, or some other

data informed rationale that underscores the intent to extend the Pima moniker to these locations. Particularly at the Arizona Corrections site, attention should be paid to the facility and equipment needs of the automotive program (and soon to be a second program in construction technology) in order to both prepare the students for the “real world” once released and to ensure this program matches the quality and achievements of the on-campus Pima programs.

## Facilities

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What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

As note above, the facilities at the Arizona Correctional Facility are cramped, the lab facility adequate but the equipment upon which the students are expected to practice outdated and the need to incorporate technology (with correctional requirements intact) all need improvement in order to meet industry standards. The classroom facility is small and needs expansion; the shop/lab has the square footage to handle the needed equipment, but the engines and cars provided for the students are outdated; and given the fact that most 21<sup>st</sup> century cars are inextricably linked to computerized software that run them, the needed technology is vital to producing quality, “standard ready” mechanics.

At Sahuarita High School, the culinary classroom and facility are pristine with well-functioning spaces that provide for classroom efficacy and state of the art lab/kitchen equipment. It was noted on the visit, that a new ice machine was set to be delivered in the next month.

At Rio Rico High School, the kitchen/lab is adequate and meets industry standards. However, the classroom where in-class instruction is conducted is outdated and needs remodeling/expansion to meet student learning needs. The proximity of the classroom to the kitchen is laudable; however, the classroom itself does not reflect a collegiate level experience.

## Instructional Oversight

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What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

## Comments:

With the stark differences in the sites visited it is important for this report that the question of instructional oversight be separated into several distinct issues.

For the Correctional Facility at Douglas, there is good connection both with the Wilmot State/Federal Correctional Facility as well as the College itself. The Dean that oversees the career and technical programs has an understanding of the program offered there, is committed to supporting instructional needs and is focused on maintaining the quality of the Pima programs wherever they reside. She accompanied me to the site as it is new to the Pima portfolio and wanted to examine it for herself. The other individual who oversees the identical instructional programs at Wilmot is a knowledgeable individual both with the instructional program and the Arizona Correctional Facilities protocol. The direct tie/support between Wilmot/Douglas and Pima is noted positively.

For both Sahuarita and Rio Rico, the distinct advantage Pima has in each location is the on-site supervisory capacity of a coordinator. With nearly day to day presence and availability to both students and staff, the coordinators become a lifeline and troubleshoot should the circumstances warrant. The same cannot be said for the Pima dean(s) who have direct responsibility for the high school sites. It was very clear in conversations with the deans and directors that for all of the responsibilities associated with a dean level position, (planning, compliance, outcomes assessment and evaluation, program review, facility and equipment needs, etc.) the sites at Rio and Sahuarita are certainly not primary and in fact do not receive the attention that a Pima program offered anywhere should receive. To that end, it is difficult to ascertain if the Dean has evidence, either by operational oversight or program outcome review, to understand if the high school sites maintain the quality standards as expected and outlined by the Pima curriculum.

## Institutional Staffing and Faculty Support

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What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

## Comments:

At all three locations, the faculty meet minimum qualifications as required by Pima and HLC and have access to professional development opportunities offered by the college. Further, the linkage between the off campus and on campus faculty continues to be a very important and affirming part of the success of the faculty in the off campus programs. At the two high schools, the on-campus site coordinator is a lifeline to both students and faculty and the communication provided by them is timely and essential. In the case of the Correctional Facility, the link to the Wilmot location is also a strength and is sustaining to the new program in Douglas.

## Student Support

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What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

At the Arizona Correctional Facility, direct student contact and access to the instructor is exceptional and is a distinct attribute of the program. The students receive personal attention, have their registration essentially handled for them, are provided instructional materials and generally have a positive relationship with the faculty member who is seen as the link to the Pima College program. Outside of class, if a student needs extra curriculum instruction, time to complete work assignments or is challenged by a practice in the auto lab, the instructor is willing and able to devote extra time with each student. Noteworthy is the access to employment when the site offers current employers to come on site, interview the students and in some cases make job offers on the spot as soon as the student is released.

At Sahuarita and Rio Rico High Schools, the on-site coordinator is essential in providing information, guidance, registration materials and access to updates from the college as necessary. However, at the time of this visit, it was clear at both locations, that the students do not affiliate themselves with Pima as the provider of the program(s). For example, the students did not know they have access to the “on-line” library from the college nor have they ever had the opportunity to visit the college primarily due to limited transportation options. At Sahuarita it was noted that once the student signs up for the college courses, it is up to the student to “re-arrange” their schedule (during the first week of school) to accommodate both the high school and college schedule of courses. This registration issue could/should be easily resolved by Pima.

It could improve the relationship significantly if Pima would offer an “orientation” program to the high school students outlining the benefits of being a “Pima” student and the many services offered to them. Further, if Pima could arrange a transportation method to bring the students to campus, it would solidify the relationship between the students and the College. Of the many benefits to this notion is the “pipeline” it provides to encouraging the students to continue their post high school career at Pima.

## Evaluation and Assessment

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What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

The faculty at each of the locations provides instructional review and oversight to assess progress in the program to determine if students are meeting the stated course and program objectives. Faculty cite the in-class quizzes and assignments as a primary way of assessing students in the program. However, it is not clear that the sites conduct course learning outcomes assessment outside of traditional grading and assignments. For example, while the culinary and automotive programs each have industry standards and exams (Safe Serv for Culinary) that must be passed for certification, there is little to no evidence that periodic assessment activities are conducted aside from classroom requirements. Linkage to the Pima protocols for assessment were not evident and only recently do the off site faculty "load" required assessment results into eLumen for standard data collection and analysis.

Of equal concern, is the lack of oversight by the on-campus deans regarding the effort, results and opportunity for data analysis of the efficacy of the off campus programs. In the discussions with the deans, it was clear that oversight and review of assessment results, or the lack thereof, was almost non-existent. To that end, it begs the question, how can Pima ensure that courses and programs in the off-campus sites are meeting the same standards as the on-campus programs?

### Continuous Improvement

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What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

As noted in the comments above, there is pride and commitment on the part of the off-site faculty and staff to offer and sustain the Pima programs at each location. The enthusiasm for the programs there and the faculty engagement cannot be understated. However, the linkage, review and quality standards as articulated by Pima's programs writ large are not consistently and methodically reviewed by the on-campus deans and directors who have major oversight responsibilities for the off campus programs. As a consequence, there is little if any evidence provided that Pima ensures the quality standards of its programs regardless of where and when they are offered.

### Marketing and Recruiting Information

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What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed



## Comments:

These programs in the off-campus locations have an incredible marketing tool: the student network. It is clear that the students themselves tout the program, its strengths and advantages to participation in collegiate level work. Simple word of mouth is a powerful megaphone for the programs. As Pima continues to add additional courses and programs, students will continue to enroll. As a side benefit, these off campus students are a rich resource for on-campus enrollment should Pima engage the students and encourage them to continue on at the college.

## Summary Recommendation

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Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

## Summary of Findings:

The programs of Pima Community College at the Arizona Correctional Facility, Sahuarita and Rio Rico High Schools are extensions of programs offered at the campuses in Tucson. With proximity and access limited to the on-campus programs, the offering of these programs at the sites is vital and provides the students the desired and logistical access to collegiate level programs.

The curriculum at each site mirrors the course and program learning objectives as prescribed by Pima and students are expected to meet the learning objectives as outlined in curriculum documents. Syllabi and curriculum expectations are identical in all locations.

The facilities and equipment at the Arizona Correctional Facility and Rio Rico High School need attention either by partnering with the local facility (school district, department of Corrections) or by Pima providing some of the needed improvements directly. While conducting instruction in these locations regardless of facility conditions is noted and laudable, the students deserve the same standards as expected by the College as a whole.

Absent from the quality oversight of the program(s) is the needed replication of student learning outcomes assessment and the review and oversight by the Deans of the programs to ensure that the off campus programs are meeting college learning standards. Without consistent assessment practices and review of the results, Pima is unable to ensure that program outcomes are met and cannot state explicitly that there is continuous quality improvement(s) occurring wherever and whenever Pima programs are present.

## Notification Program for Additional Locations Approval Form

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Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.	<input type="checkbox"/> Yes <input type="checkbox"/> No
HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has demonstrated success in overseeing at least three locations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.	<input type="checkbox"/> Yes <input type="checkbox"/> No



## Multi-Location Visit Peer Review Report

**Institution:** Pima Community College

**Additional Locations Visited:**

Location Name	Location Address <i>(street, city, state and ZIP code)</i>	Date Reviewed
Center for Transportation Training	6680 S Country Club, Tucson AZ 85709	April 5, 2023
JTED at Master Pieces	2855 W Master Pieces Dr. Tucson AZ 85741	April 5, 2023
Desert View High School	4101 E Valencia Rd, Tucson AZ 85706	April 6, 2023

**Peer Reviewer**

Name: Irene H. Kovala, Ed.D

Institution: Maricopa County Community College - Glendale Community College Title: President (Retired)

*Instructions*

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution’s strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report as a PDF file at [hlcommission.org/upload](http://hlcommission.org/upload). Select “Final Reports” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. The report is due within 30 days after the last additional location is visited.

**Overview Statement**

Provide information about current additional locations and the institution’s general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

Pima delivers needed programs of education and training at these three sites and has continued to offer programs in technical fields as well as courses in preparation for transfer at Desert View High School and the JTED site. The Truck Driving program is one of a kind in a publicly supported program and provides training that is well received by the students and allows for certification and immediate employment.

It appears that the additional locations receive little to no oversight on the part of Pima administration. The lack of academic review and observation, the almost complete non-existence of student learning outcomes assessment processes, inadequate or incomplete equipment for the programs and the disconnect the students have to acknowledging that they are “true” Pima students suggests that the additional locations are “off by themselves” and receive little attention from administration to address any ongoing or emerging concerns. From an HLC standards standpoint, this lack of consistent “touch” by the College begs the question of certifying that the additional locations meet the intention of continuous quality improvement.

## **Institutional Planning**

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What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

The Dual Enrollment staff are the conduit to Pima for additional courses or programs as might be needed at the high school locations. Their routine communication with the administrators and faculty at each location provides an attentive recognition of needed program enhancement. The same is true of the Public Safety Director and Trainer who constantly monitor Fire Science and EMT/EMS needed program expansion and improvement.

However, no evidence was presented that a “master plan” for support of the off-campus sites nor is there any evidence of intentional growth (programmatic or students). It is difficult to ascertain if the off-campus sites are integral to Pima’s strategic plan. Of further concern is the lack of support both academic and for equipment needs on the part of the College to ensure that students are receiving the same high quality instruction as would be expected at the main campus locations. It is unclear if the Deans or Vice Presidents include the needs of off campus locations/offers in their budget preparation each year, for example. These planning efforts should be inclusive of all programs and all locations for Pima to present a comprehensive picture of all programs, regardless of where they are offered.

## Facilities

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What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

The three sites visited as a part of Pima's Multi-location visit each have a facility that meets the needs of the programs offered, either technical programs or transfer. In each case the buildings, classroom space and labs have the appropriate learning environments to conduct academic instruction and training. However, in each case, there are inadequacies in the equipment provided for the students. For example, at the JTED Master Pieces location where the Fire Science program is offered, equipment for the program is either in short supply, needs repair or does not meet the standards set by the state of Arizona and the Pima programs. The students articulated a plethora of equipment issues including hoses that need repair, inadequate and mismatched uniforms, lack of spine boards and the need for a mannequin to "practice" various skills. At the Center for Transportation Training, one of the trucks needed repair, leaving only one vehicle with which the students could practice driving techniques. And at Desert View High School, while the faculty have equipment that serves the students, Pima has surplus and newer AIT and Machine Tool equipment that could enhance the laboratory experience at the high school. These inadequacies lower the standards by which the students have "hands on" practice and need critical attention on the part of Pima administration in order to reflect industry practices.

## Instructional Oversight

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What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

At the JTED and Desert View sites, the Dual enrollment staff (both for the college and the schools) play the role of liaison to ensure that that the students are served in the best way. Since the inception of the Dual Enrollment office at Pima (four years ago) the outreach from the staff including the addition of recent transition coaches, has been a lifeline to the schools.

At the JTED site, the Director of Public Safety and Security and the Workforce Trainer are knowledgeable and available to the faculty member to offer support in ensuring that the Fire Safety program meets current standards. However, there is little to no evidence that Pima academic staff and administrators have direct and appropriate oversight of these additional locations. This was evident by the faculty at Desert View, for example, articulating that they have had little to no interaction with their Pima counterparts and many of the Pima administrators have never visited the campus. The Dean of Workforce and Continuing Education has a broad span of control and with multiple locations to monitor it simply is not possible to “be present” routinely. Finally, the lack of consistent “check in” by the Pima administration begs the question of meeting college standards and assurance of quality and in some cases accreditation expectations.

## Institutional Staffing and Faculty Support

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What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

Pima’s ability to ensure that faculty at each location meet the minimum qualifications to teach is laudable and ensures that appropriately credentialed faculty are teaching the programs. However, there was little indication that Pima staff evaluate, interact or have contact with the off campus sites such that the off site location faculty are incorporated into the Pima College staff as a whole. While professional development dollars and activities are offered, not all off-site faculty know of them nor do they fit with their schedule of classes. Pima could enhance the experience of these “adjunct” faculty by being more participatory and maintaining some outreach to acknowledge the work effort of the additional site staff.

## Student Support

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What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

As mentioned elsewhere in this report, the addition of the Dual Enrollment staff to oversee programs at the high schools has brought value added to the student experience in terms of actual processes and support. The registration process is handled exclusively by the Dual Enrollment teams and the

reconciliation of students enrolled with students attending is a complex but needed process to which the Dual staff attends. A recent addition of Transition Coaches also lends to supporting students as they explore “next steps” beyond their high school/dual enrollment. Of some concern is the manual task that the processes require that take inordinate amounts of staff time to complete. It seems appropriate that a technological solution could be sought to streamline some of the current manual work.

A theme throughout the sites is the lack of connectivity the students have with knowing and assimilating the fact that they are Pima Community College students. Many of the students admitted that they did not know they had access to Pima Services including things like the library, on-line tutoring and access to financial aid services, etc. This disconnect between the students and the College is troublesome. Not only are students missing out on valuable services, the College is not seeing the full advantage of early connections to these students particularly as it may relate to future enrollment. An orientation to the college early in the students enrollment, campus visits sponsored by Pima and an overarching marketing effort could easily rectify some of the disconnect.

## Evaluation and Assessment

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What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

### Comments:

Both the JTED program and the Center for Transportation Training are guided by Pima and State of Arizona standards with which they must abide. As a result, the certifications the students receive are of industry standard quality and the students are either able to enter the workforce or continue further education/training as a result of meeting the certification requirements. However, analysis and institutional measures of student learning outcomes are simply inadequate. While courses are “mapped” to course learning outcomes (CLO’s), there is no evidence of assessment practices, results gathered, and interventions enacted to improve student learning outcomes. The faculty at Desert View indicated that grades and their own course observations were the primary way they understood that appropriate student learning was occurring. This lack of systemic assessment practices and comparable results analyzed suggests a disparity in collecting, reviewing and intervening in student learning such that improvements could be noted and acknowledged.

## Continuous Improvement

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What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.



**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

As noted in previous sections of this report, it is difficult to determine if continuous improvement is occurring at the locations since little data is gathered and analyzed to ascertain if student learning goals have been met, program outcomes achieved or improved or alignment with Pima expectations and standards accomplished. Both the planning process as well as the evaluation of courses and programs provide no evidence that suggests Pima’s knowledge of continuous quality is occurring.

**Marketing and Recruiting Information**

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What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer.** Check appropriate box:

Adequate

Attention Needed

**Comments:**

The marketing effort at Pima attempts a holistic, institution wide approach rather than individualized focused efforts at any additional location. It is true that the best forms of marketing to date are the internal staff at each location, including the faculty, and the Dual Enrollment staff from Pima who have a more consistent and predicable presence at the sites.

A missing piece in the recruitment effort is to acknowledge and cultivate a “captive” audience of students who are already enrolled in a Pima program either through Dual enrollment or a program of offering at a site and solidify their interest and commitment in continuing their education at Pima once they have completed the off-site program of offering. As articulated by the students, they do not necessarily see that continuing at Pima is a “best” or logical choice for them. A marketing and recruitment effort that is focused on these students could bring extraordinary results for future enrollment projections.

**Summary Recommendation**

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Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution’s operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution’s operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**

- ☒ The overall pattern of this institution’s operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

#### Summary of Findings:

The offerings of Pima Community College at these additional locations afford students the opportunities to gain needed skills and education that complement their high school or work schedules which allows the student to advance in a chosen career path. However, there are several distinct themes in this report (coupled with the previous multi-location reports) that are suboptimal and require follow-up on the part of HLC. The areas of concern include lack of academic oversight of the locations, inadequate or incomplete equipment and technology, non-existent assessment of student learning outcomes, lack of planning, budgeting and inclusion of off-campus sites in those efforts, and little to no targeted marketing or recruitment strategies. It appears that the locations are like islands onto themselves and not “connected” to Pima as a whole. The lack of connectivity of the institution to the multi locations is tantamount to a type of negligence which at its core cannot be ignored.

#### Final Recommendation:

As an overall recommendation, the reviewer identified several areas of concern that warrant HLC monitoring. Due to the timing of the institution’s comprehensive evaluation in December 2024, the reviewer recommends the monitoring be embedded and the visiting team review a sampling of locations to ensure areas of concern identified are addressed. The visiting team should review:

- If the programs of offering at locations have the needed (and up to date) equipment to ensure high quality instruction and meet both Pima and HLC standards.
- If additional locations have systematically implemented assessment of student learning outcomes. Specifically the assessment of student learning should be documented, data analyzed and evidence presented that faculty in each program have implemented needed curricular, pedagogical or delivery improvements to the programs.
- Evidence of documented and consistent oversight by Pima Community College academic deans/vice presidents of the additional locations, ensuring the programs are of high quality and meet HLC standards.

### Notification Program for Additional Locations Approval Form

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The institution has demonstrated success in overseeing at least three locations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.	<input type="checkbox"/> Yes <input type="checkbox"/> No