

## Assurance Argument (FINAL DRAFT\_05.06.2024)

### SURVEY - Assurance Argument

Please fill out one survey per criterion feedback; you may fill out multiple surveys.

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#### Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

##### 1.A

Pima Community College (PCC), approved as a community college in 1966 by the State of Arizona as per §15-1402, has codified its purpose through its mission statement and supporting documents. PCC has overcome changes in leadership, the loss of state revenues, and other challenges by remaining true to its mission and purpose. Planning is critical and PCC has demonstrated through its Strategic Planning documents the importance of inviting multiple perspectives from its external and internal stakeholders.

#### Mission Review Process

PCC's first step in its most recent full strategic planning process was to conduct a comprehensive review of its mission starting in Fall 2019. The review was carried out by the [Strategic Planning Team](#) (SPT), a cross-College group co-chaired by PCC's Chief Strategy Officer and a faculty member. [BP 1.16](#) identifies the mission framework as a key component of the College's institutional effectiveness program, and [AP 1.16.01](#) states that the SPT is responsible for the review of the mission. The membership of the SPT, which highlights the internal stakeholder groups involved in the process, is defined by [AP 1.16.02](#).

The comprehensive mission review process began with a preliminary [2019 session with all administrators](#), included a review of the existing mission framework and proceeded with a multistep review that included a review of mission statements from other organizations, a discussion on the components of the mission framework, and sessions fine-tuning draft statements (process, example meeting notes).

The process included inclusive [open sessions](#) across College sites to gather early input ([open forum results](#)) and was a focus of the Spring 2020 Futures Conference (Criterion 1.B; [materials, results](#)). The pandemic impacted the review and finalizing the statements was delayed as planned meetings of the SPT in spring 2020 were canceled in the early months as PCC shifted to a fully virtual operation. Meetings resumed in an online format in August 2020. The [2021 Futures Conference](#), which again included a focus on the mission of the College, proceeded virtually, streaming via YouTube and leveraging interactive slides to gather input. Lastly, as the statements were finalized and a survey was conducted to gather [internal and external input](#).

Through the process, PCC highlights two improvements with employee and community satisfaction. First, PCC asks employees how satisfied they are with the statement “This institution involves its employees in planning for the future” through the College Employee Satisfaction Survey. In 2013, the mean satisfaction of all employees for this statement was 2.62. By 2022 that had increased to 3.17, a statistically significant increase over 2019, and a result not statistically significantly different from the comparison colleges ([Report](#) p. 8 chart).

Community and Governing Board input has been a priority in the process. Community could provide input through the Futures Conference mentioned previously, and PCC took additional steps to engage community members following concerns about the mission of the College (from when PCC was placed on probation approximately 10 years ago). This included meeting members of the Pima Open Admissions Coalition (POAC) and email communications as the statements were finalized ([example 1](#), [example 2](#)). Their feedback was incorporated into the statements. A notable addition based on community input was the addition of “affordable” to the College’s purpose statement and a clear focus on ensuring the mission statement included “open-access.” Highlighting the progress made by PCC in this area, community members [thanked the College](#) for being open to community input and engaging in strong outreach about the statements.

The Governing Board was also actively engaged in the mission review. They participated in a Study Session on the mission early in the process ([agenda](#), [materials](#)). Draft statements were also presented to the Governing Board for input and feedback in February 2021, prior to them going to the Board for approval ([agenda](#), [materials](#)). The Board also provided an avenue for additional community input, with members of the Board bringing forward draft statement ideas from the community at public meetings. For example, at the [February 2021 Governing Board Study Session](#) (p. 41) the Governing Board provided feedback on draft mission statements, including sharing an example mission statement from the community.

[PCC's current mission](#) was approved unanimously by the Governing Board in May 2021 ([agenda item](#), [approval](#) (p. 4, Action (consent) 4.14), one month before the Strategic Plan was adopted. The development of the Strategic Plan, discussed in Criterion 5C, was conducted by the same team as the review of the mission, per [AP 1.16.01](#), ensuring that the revised mission strongly informed the planning process, despite formal adoption only occurring one month before the Plan was approved.

## Commitment as an Open-Admissions Institution

Within the mission statement, PCC expresses a commitment to every learner with a focus on the diverse community of Pima County. Further, it reaffirms its role as an open-admissions institution providing comprehensive and flexible learning opportunities.

The [Strategic Plan](#) outlines the priorities through which PCC works to progress on its vision and mission and fulfill its purpose. It also outlines a series of institutional key performance indicators (p. 16) that further elaborate on the College’s commitments, including learner access, progress and completion/transfer, which are monitored and routinely reported upon. This includes updates to the senior leadership team, Strategic Cabinet, e.g. [November 2021 meeting](#) and public-facing [longitudinal success report](#). In addition, through the Strategic Plan, PCC committed to two ambitious institutional targets: [Institutional Goal: Achieve60](#) which, aligned with the statewide [Achieve60 AZ Action Plan](#), reinforces the College’s commitment to

completion and diversity for the community we serve. These targets also align with and support the vision of the College. By raising educational attainment within the community, PCC can progress on its vision to “be a catalyst for personal transformation, economic growth, and cultural prosperity that enriches our diverse community.” The College reports on its progress against the institutional targets within Strategic Plan reporting ([Update on Achieve60](#) pp. 3-7).

Notably, the statements approved in 2021 include a purpose statement “Transforming lives through affordable education.” The College’s commitment to affordable education informs priorities such as the budget process (Criterion 5.B), the decision to offer free student success courses (Criterion 5.C) and the [2021-2025 Strategic Plan](#) priority to expand the use of Open Educational Resources (OER; Criterion 1.C, 5.C) and reduced cost educational materials. The purpose statement was new to the mission framework in 2021, formalizing the underlying purpose of the College and highlighting the College’s commitment to change the lives of our learners through access to affordable education. The College works to ensure it is affordable in several ways, including comparisons with [tuition elsewhere in Arizona](#). The cost of attendance is also analyzed through the Arizona Outcomes ([2023 Strategic Vision Outcomes Report - PCC](#), p. 9), which indicated that attendance at PCC is 5% of Pima County’s median household income, lower than the national comparison (14%). Additional ways PCC’s processes reflect our purpose are found in 1.B.

PCC’s mission highlights the institution’s commitment to be an open-admissions institution providing affordable, comprehensive educational opportunities that support learner success and meet the diverse needs of its students and community.

Per [fall 2023 reports](#), PCC’s student body is 49.6% Hispanic or Latino, 56.5% female and 58.1% aged 18-24. The College is proud to be designated as a [Hispanic Serving Institution](#) (p. 4) and is an active member of the Hispanic Association of Colleges and Universities. The purpose of the College includes a focus on affordability. 19.5% of students are first generation (of those who completed the FAFSA) and 29.8% are Pell eligible. 82.8% of credit learners are Pima County residents, consistent with the mission to be an open-admissions institution serving Pima County. [Dual Enrollment](#) has grown at the College in recent years, with headcount increasing 7.4% from 2022-2023 to 2023-2024 (year-to-date, current as of February 2024).

Demonstrating PCC’s commitment to our diverse community, one of the College’s institutional targets commits the College to doubling completer counts of three minority race/ethnicity groups ([Institutional Goal: Achieve60](#)). The target references U.S. Census Bureau data showing that the proportion of Pima County residents who hold an associate degree or higher varies significantly by race/ethnicity, from over 50% for White or Asian residents to below 25% for Hispanic or Latino or American Indian or Alaska Native residents.

With the Davis-Monthan Air Force Base located in Tucson, the College also has a focus on military students and operates an [Education Center at the base](#). Approximately 2.8% of [fall 2023 students](#) receive veteran’s benefits (p. 3). The [College is designated](#) as a Military Friendly School (2023-2024 Gold) and Military Friendly Top 10 Spouse School (2023-2024) (p. 4).

Several statements from the [College Employee Satisfaction Survey](#) yield insight into PCC’s priorities regarding this subcomponent. Take for example the statement “This institution treats students as its top priority,” which aligns with the mission fulfillment framework. In 2013, the mean employee satisfaction was 3.30. By 2022, this has increased to 3.66, a statistically significant increase from the prior administration in 2019 not statistically different from

comparison colleges. Similar results are seen for the statement “This institution does a good job of meeting the needs of students” ([chart](#)).

The College reports out on its mission and related priorities through numerous channels, including Mission Moments at monthly Governing Board meetings ([example from March 2023](#)), [data reports that include the institutional metrics](#) (pp. 4-7), update reports on the Strategic Plan ([Update on Achieve60](#)) and annual reports to the community ([example from 2021](#)). Further highlighting the College’s commitment to diversity, two sessions that were open to all employees were presented on Equity in Data Analytics (November 2022 - [introduction](#), [slides](#)) and An Exploration of PCC Data from the Perspective of Learner Equity (February 2023 - [introduction](#), [slides](#)). The mission is carried out through the academic programs at the College, partnered with student support services.

## Mission-driven Programs

Pima Community College serves the [community of Pima County](#). It provides comprehensive and flexible lifelong learning opportunities to meet the needs of its diverse community as well as specialized services to support in-need populations, per the mission statement.

PCC offers a comprehensive range of academic offerings to meet the diverse educational needs of Pima County, including [credit programs across multiple areas](#) ([program headcount](#), [completion data](#)), [adult education](#) including [IBEST Programs](#), [dual enrollment](#) ([trend data](#) current as of February 2024), and workforce offerings. Recently, PCC has introduced [PimaFastTrack](#), which provides accelerated routes for learners to earn an industry-recognized skill. The institution has [multiple transfer partnerships](#) in place with universities in Arizona and elsewhere. Through PCC offerings, students can complete [High School Equivalency](#), [credit certificates and degrees](#), an [Arizona General Education Curriculum certificate](#) (aligning with lower-division general education requirements for the state universities), industry certifications or new marketable skills achievements. Students can also earn credit via [credit for prior learning](#). The College has [multiple campuses and sites](#), ensuring there is access to education for everyone in Pima County who seeks to gain an education.

The College also provides a full suite of student support services, listed in Criterion 3.D. Pima Community College is an open admissions college; thus, anyone who wants to take classes and has the [ability to benefit](#) may. The institution uses placement testing and multiple measures processes to match students with their own best starting point (Criterion 3.D).

In addition to the general academic and support services at the College, PCC seeks to address the specific needs of Pima County residents. For example:

- Over 35% of [Pima County residents identify as Hispanic](#) (p. 1). [PCC's student body is over 45% Hispanic or Latino](#) (p. 2) and the College is designated as a Hispanic Serving Institution. One example of a PCC initiative to support the success of our Hispanic population is a partnership with [Excelencia in Education](#) (p. 6).
- The community that the College serves has a [higher proportion of Veterans](#) (p. 6) than the whole of Arizona. PCC has a [Veterans Center](#) and approximately [2.8% of PCC students](#) (p.3) [\[Need link\]](#) receive military or veteran benefits. The College is also a [Military Friendly School](#) (p. 4).
- The [poverty rate is higher in Pima County](#) (p. 8) than the Arizona average and median household income is lower (p. 7), leading to the College’s focus on affordability as

highlighted in the [mission](#). Efforts to support access to an affordable education are summarized in 1.A and elsewhere. In addition, the College's [ARC Resource Centers](#) provide food, hygiene items and school supplies to students, approximately 75 percent of whom are from Communities of Color. [Data](#) indicate that students visiting the College's ARCs enjoy an Academic Success Rate 20 percentage points higher than that of the general College population. PCC has a robust Financial Aid program ([handbook](#)) and just under [30% of students are Pell eligible](#) (p. 3). [\[Need link\]](#)

- Pima County's [population pyramid](#) (p. 4), demonstrates that we have a higher number of residents aged 55-74 compared with people aged 40-54. To support access to education of this older population, PCC offers a lower tuition rate for individuals aged 55 and above ([information](#), utilization) as part of its commitment to lifelong learning.
- In addition to regular services, when there is an emerging need the College implements new services. For example, during the COVID-19 pandemic, recognizing that [computer and internet access is not available for all](#) (p. 3), likely impacting low-income households the most, PCC leveraged [HEERF funds](#) (p. 3) to purchase laptops, tablet devices and hotspots for distribution to students along with miscellaneous software and additional technology to support student learning in a virtual or hybrid modality (see, for example, [summary report on technology lending program impacts](#), [impact of device loans on success](#)). The College also made [free Wi-Fi](#) available in parking lots to support access to education.

PCC's mission and related statements highlight its commitment to provide affordable access to comprehensive and flexible learning opportunities for the diverse community of Pima County. The College has a stated purpose and mission that is commendable, and it proudly and publicly displays these statements at meetings and events.

For example, in 2023, the [Interim Chancellor](#) and Interim Provost referenced the College's Mission, Strategic Plan and [Institutional Goals](#) at All College Day, PCC's annual employee kickoff to the new academic year. In addition, the College has shared [detailed information](#) regarding persistence and retention, key factors in attaining the Strategic Plan's Institutional Goals, with the College's External Relations and Enrollment Advisory Committee composed of [external community stakeholders](#).

PCC's purpose, vision, mission and behaviors are stated publicly in places including its [website](#) (as required by [AP 1.16.01](#), p. 2), at monthly public Governing Board meetings in short Mission Moments (examples: [Advanced Manufacturing Building ribbon cutting](#), June 2023, post-degree teacher certification program [agenda](#), [presentation](#), April 2023), within PCC's [Strategic Plan](#) (pp. 8-9), [on posters in work areas](#), and within the [academic catalog](#). The mission also forms the basis of other key statements at the College, including the description of [co-curricular learning](#) and PCC's [diversity statement](#) (p. 1). Demonstrating the clear communication about the mission, from the [College Employee Satisfaction Survey](#), the mean satisfaction for the statement "The mission, purpose, and values of this institution are well understood by most employees" increased from 3.11 in 2013 to 3.57 in 2022 ([chart](#)).

## 1.B

PCC, as a not-for-profit institution, serves no superordinate entity. Rather, PCC is committed to serving its community in order to provide opportunities to all who desire advanced educational attainment beyond a high school degree. Within the College's mission fulfillment framework, a



commitment to meeting the needs of the community is highlighted in multiple places, as part of PCC's vision and mission statements:

1. Vision: "As a premier community college, Pima Community College (PCC) will be a catalyst for personal transformation, economic growth, and cultural prosperity that enriches our diverse community."
2. Mission: "As an open-admissions community college within the diverse setting of Pima County, PCC provides comprehensive and flexible life-long learning opportunities to promote learner success and to empower every learner, every day, for every goal."

In December 2022, the College [adopted a decision-tracking template](#) (p. 3) that includes the requirement that decisions clearly relate to the mission of the College, to ensure all major decisions align with the needs of the community ([Decision Tracking Form](#)).

## Financial Awareness and Responsibility

Through the [2021-2025 Strategic Plan](#), the Governing Board approved a long-term institutional goal, Achieve 60 Pima County ([Institutional Goal: Achieve 60](#)), that seeks to raise the educational attainment level in Pima County by the year 2030. The four-year strategic plan was designed around this long-term goal. All of the initiatives within the [Strategic Plan](#) focus on PCC learners and improving College efficiency with the end goal to improve educational attainment in the community PCC serves.

Through the annual budget development process detailed in Criterion 5, capital request process, and strategic initiatives funding financial decisions focus on the needs of PCC's learners and the essential operations required to run the College with no funding or distribution of funds associated with superordinate entities. To support the development of Centers of Excellence in sectors that are in-demand for Pima County business and industry, PCC secured \$65M in Revenue Bonds, Series 2019. As of April 24, 2023 ([Study Session on major capital projects](#)), approximately \$58.0M has been spent across Centers in Automotive Technology, Advanced Manufacturing and other areas.

[Data indicate](#) that Tucson's 2021 poverty rate is 15.1%, placing Tucson 10th out of 12 western Metropolitan Statistical Areas. Recognizing the financial challenges facing many Tucson residents, PCC seeks to provide an affordable education as included in our purpose statement despite the elimination of all state funding for the College in 2015 by the Arizona Legislature. As part of the budgeting process, PCC routinely [compares property tax rates and tuition and fee costs per credit](#) with other community colleges statewide, to ensure that our offerings are both reasonable and affordable. [Data](#) in the [2022 Strategic Vision Outcomes Report](#) [[Need link](#)] indicates that PCC is an affordable option compared with the state's universities. A [listing of PCC tuition offers](#), including a tuition cap at 15 credits per semester, is posted online.

Additionally, after PCC learners shared with the Governing Board that textbook costs were challenging for them, PCC engaged in an initiative through the Strategic Plan to expand the use of [Open Educational Resources and reduced cost books](#) that has, as of August 2023, saved students just over [\\$11M since 2017](#).

PCC also has an active grants program and targets grants that directly benefit the community we serve. Examples of new grants include:

1. In 2023, Pima was [awarded a grant from the U.S. Department of Education](#) including \$1,437,685.00 over five years for the TRiO Upward Bound Math and Science (UBMS) Program, which is to be based at PCC's Desert Vista Campus. The program will focus on low-income, first-generation high school students interested in a science, technology, engineering, or math (STEM) degree.
2. In 2022, it was announced that Pima Community College will receive \$400,000 over the next two years as part of [Strada Education Network's Employer and Community College Partnership Challenge](#) (p. 4) to support innovative employer partnerships that connect learners to in-demand employment opportunities and strengthen regional economies. During the initial phase of this initiative, Pima will work with American Medical Response, Competitive Engineering Inc., and Leonardo Electronics U.S. Inc. to create new on-ramps to high quality education and build clear pathways to high-skilled jobs.
3. In addition to new grants, progress is well under way on existing grants that align with the community. This includes an ongoing [Title V grant in Hospitality](#).

In addition, PCC takes steps to help the community know how propositions could affect their education. For example, the College provided resources to help current and prospective students affected by the passage of [Proposition 308](#), which allows qualifying non-citizen Arizona high school graduates to receive in-state tuition at Arizona's community colleges. Information about Proposition 308, including answers to [Prop 308 Frequently Asked Questions](#) and a [Chancellor's Message](#), were posted to the College's [Proposition 308 - Welcome Students and the Community Web page](#).

Further, as a publicly funded community college, PCC is cognizant of its duty to taxpayers to be fiscally responsible stewards of valuable tax dollars. As stated in its mission, the College's function is to provide comprehensive educational opportunities that support student success. Since the College has no investors, and is not under a parent organization, there are no financial disbursements to any outside entity.

As a [state-authorized Arizona community college since 1966](#), the College follows all Arizona Revised Statutes, including those within [Title 15, Chapter 12, "Community Colleges"](#), which includes articles on the establishment of community college districts, finance, boards and processes for the issuance of bonds. The educational role of the College is defined by the statute and, in the Annual Report to the Governor (e.g. [2020-2021](#), [2021-2022](#)), PCC provides information on progress, courses of study, instructional staff employed, student numbers, receipts and expenditures, and tuition and fees (credit and non-credit), as well as highlighting the educational role of the College.

## Community through Service

PCC plays an important role in improving the life of the many diverse communities it serves in Pima County. At the grass-roots level, hundreds of employees volunteer their time at community activities and the College hosts numerous community events at its campuses and facilities. At another level, the College involves members of the community as it makes comprehensive plans for a future in which all learners can achieve economic equity.

PCC Employees are active participants in the Southern Arizona community Building on previous research to gauge employee interest such as the [2016 Volunteer Recruitment Survey](#), [\[Need link\]](#) the College has created robust resources for Pima employees

and the community to take part in College activities. The [Events Calendar](#) is a comprehensive online listing of College-sponsored recruitment/registration, arts/cultural and other activities. The [Community Engagement Dashboard](#) contains ways for employees to sign up for community events. The College estimates and records the numbers of events and attendees through a [post-event survey](#) of College participants. In February 2023, there were 6,706 attendees in 34 College-sponsored events.

In addition, PCC's annual United Way Campaign raises funds to be used to support programs and services in Tucson and Southern Arizona. [In 2022](#), 16 PCC employees donated a total of \$8,621 to the charity.

## Executive Leadership is active nationally and regionally

The Executive Leadership Team, consisting of the Chancellor, Provost and C-level administrators, is actively affiliated with organizations at [national, state and local events](#).

Additionally, peer-to-peer connections often result in initiatives whose goal is to improve student success. Initial informal conversations between PCC's Interim Chancellor, then Provost, and her counterpart at Northern Arizona University in Flagstaff, Arizona, have resulted in the establishment of the [NAU-PCC Educational Attainment Collaborative](#), which is designed to ensure seamless academic pathways between the two institutions and to enhance student support.

## PCC promotes education through community events

Since 2015, Northwest Campus, in partnership with the Southern Arizona Research, Science and Engineering Foundation and major area employers such as Raytheon and IBM, has hosted the Arizona STEM Adventure. The purpose of the hybrid event is to increase elementary and middle-school students' awareness and interest in Science, Technology, Engineering and Mathematics -- the STEM disciplines -- through child-friendly demonstrations and hands-on exhibits. [In 2022](#), 675 students from Southern Arizona took part in the in-person portion, with another 1,192 participating virtually. Approximately 68 percent of the students participating were from low-income Title I schools.

Pima's West Campus has been the site of the League of Latin American Citizens (LULAC) annual Youth Conference for 28 of the past 30 years. In 2019, [668 students from more than 25 area schools](#) participated in the [conference](#), which promotes the importance of learning and leadership to middle school and high school students. The College is planning to be the site of the 2024 conference.

Since 2015, PCC has hosted Career and Technical Education National Letter of Intent Signing Day, when high school students and new PCC students sign a pledge to pursue a CTE education. In each of the past three years, [between 350 and 500 students](#) have participated.

## PCC supports civic life

The College has been an ongoing supporter of [Voices on the Economy](#) (VOTE), a project spearheaded by a Pima faculty member. VOTE is dedicated to fostering intelligent debate around critical national economic issues. That support took physical form in 2023 with the [dedication of the VOTE Center](#) on the College's West Campus and the announcement of a new partnership with Pima and Northern Arizona University.



The College typically charges fees for use of its physical spaces. However, Section 5.3 of the College's Administrative Procedure on [Use of College Facilities](#) waives those fees for elected officials holding community forums, such as Pima County Supervisor Rex Allen's event at the College's [Northwest Campus in April 2023](#).

Every year, PCC sends an [email](#) urging students to exercise one of American democracy's central rights – the right to vote. The email's call to action is to click on Pima's voter information page, which contains a link to the state's online voter registration service. In 2023, [122 students](#) clicked the link to Pima's voter information page to learn how they can participate in democracy.

In 2021, the College signed an [Intergovernmental Agreement](#) to support the City of Tucson's Thrive in the 05 initiative with funding and a full-time staff person. Thrive in the 05 seeks to revitalize long-underserved neighborhoods in the 85705 ZIP code. The College regularly [publishes a newsletter](#) featuring events and resources for area businesses and residents.

One of those resources is the College's [Small Business Development Center](#), which helps entrepreneurs establish, grow and sustain their businesses. The SBDC [served 510 clients](#) [Need link] in its most recent fiscal year and held training events for nearly 500 attendees. Additionally, the College supports major stand-alone Thrive in the 05 initiatives, such as through a [Letter of Support](#) [Need link] for the Drachman Gateway initiative, which would establish a community hub in the area.

## PCC consults with its community as it plans comprehensively

PCC has held an annual [Futures Conference](#) since 2014, inviting students and community members to sit down with PCC employees to discuss and plan approaches to important issues of mutual interest, including discussing the mission, strategic priorities. To date, [more than 615 community members and 40 students](#) [Need link] have taken part in these meetings, which are built around facilitated, small-group discussions (2023 lists of [183 in-person](#) and [87 virtual](#) participants).

In 2022, Adult Basic Education for College and Career (ABECC) organized in-person and virtual forums to consult with ABECC students and neighborhoods adjacent to its Learning Centers on how to best utilize the centers' physical space and to gather insights on other needs and expectations ([agenda](#)). The forums reinforced the validity of ABECC projects and initiatives, such as maintaining both virtual and in-person instruction at all its Learning Centers and investing in a Student Experience and Enrollment team to better provide learners with information about and access to the supports they need throughout their time in ABECC.

## PCC engages with business to train students for good jobs

PCC's Mission includes a commitment to "[o]pen up to change and endeavor to serve our learners and the community by soliciting, valuing and using their input." In the world of Career and Technical Education (CTE) and Workforce Development, that translates to collaborating with area employers, economic development practitioners and community groups to provide relevant learning experiences for students seeking direct employment. Thus, Workforce Development advises or partners with nearly 700 businesses ([see Final Summary tab](#)), Community Based Organizations and workforce practitioners varying in size from fewer than 10 to over 500 employees. Additionally, Business and Industry Advisory Committees collaborate with each of the College's more than 30 CTE disciplines. For example, the [minutes](#) of the Spring 2023 Welding Advisory Committee meeting indicate robust discussions regarding staffing and

skills needs, recommended certifications, barriers to employment and other relevant topics. All committees are governed by a [handbook](#) that delineates committee goals, membership requirements and other areas of operation.

Strong relationships with employers also help the College optimize execution of the College's [Educational Master Plan \(EMP\)](#). A key element of the EMP is the establishment of [Centers of Excellence](#) (p. 116), [[create PDF of page 116](#)] learning hubs that provide high-tech training to students and incumbent workers. Each Center of Excellence has been built around events that gather insights from employers, educators and students. In early 2023, the College launched its newest Center of Excellence, in Science & Engineering, with a forum that included discussions and small-group work involving more than 100 virtual or [in-person participants](#), including representatives from the state's three public universities and members of the area business community. [Preliminary insights](#) gained from the session include the need for apprenticeships to build the STEM pipeline. The insights will be evaluated and possibly incorporated into emerging plans for the nascent center.

## Pima fosters healthier communities

Each year, Pima campuses are sites for the City of Tucson's [Household Hazardous Waste Campaign](#), during which community members can safely dispose of substances that should be kept out of the ecosystem. The College's East Campus is home to a Marana Health Care community healthcare clinic. In addition, the College's [Dental Hygiene Clinic](#) at West Campus welcomes community members who seek low-cost preventative healthcare provided by Pima Dental Hygiene students, supervised by faculty and staff.

## 1.C

Criterion 4 showcases additional co-curricular activities at Pima Community College, and of note co-curricular programs approach this work collaboratively with various areas within the College to support student success and completion. The [First Year Experience](#) Program, for example, hosts virtual-live and in-person events to partner with instructional faculty to highlight various academic programs in a series called "Popcorn with a Program". They also partner with Counselors, Advisors and Career Services and Employer Engagement to host a series called "Career Cafe", to assist students with resume development, interview preparation, and career researching strategies. These events are promoted to students through our student engagement platform, [PimaEngage](#).

The Student Life Department hosts a variety of programming that include academic and other partnerships to support co-curricular programming. For example, our [Student Leadership Institute](#) offers a variety of programs to build leadership capacity for academic and career success.

## Diversity and Equity are Mission-fulfillment Behaviors

[BP 2.01](#) commits PCC to a future in which its student body and workforce, including faculty, staff, and administrators, reflect the diversity of the Pima County community and in which people of all backgrounds feel welcome and engaged by the College. Flowing from the Board Policy and within PCC's mission fulfillment framework, the College identifies seven behaviors

that every employee is encouraged to embrace. The behaviors were new to the framework in 2021 and were included to identify those behaviors that exemplified the spirit of the College, with the ultimate goal to foster a compassionate and productive educational environment for our community. Recognizing that social justice and equity is an essential consideration, the behavior “commit to equity and social justice” was included within the behaviors.

The mission and its commitments directly informed the 2021-2025 Strategic Plan, including addressing the hardships that many students face when it comes to:

1. Financial barriers: This is reflected in the Strategic Plan priorities to “Further the adoption of Open Educational Resources (OER) and reduced cost educational materials college-wide and ensure these lower cost options are clearly identified” and a year four priority to reimagine the student payment structure, “Reinvent the learner payment structure, to include assessing flat-rates by program. Adopt different approaches in different areas as needed.”
2. Barriers to access: Simplify processes and remove barriers, with a priority to “Rebuild learner-facing and community-facing processes with a focus on standardization, simplification, access and removing the barriers that limit learner progress.”

As mentioned, the annual Futures Conference plays a key role in PCC’s planning process. Based on themes identified during the development of the 2021-2025 Strategic Plan (p. 12), at the 2023 event attendees provided input on topics that included the future PCC learner, which leveraged projection data for Pima County, and the future of social justice ([agenda](#), [discussion questions](#), [data sheet](#), [notes](#)). Through this event, the community PCC serves, and critical considerations related to social justice were directly woven into the conversation with attendees, embedding inclusion and equity into our planning process.

Additionally, one goal in year one of the Strategic Plan was to develop a new Diversity, Equity and Inclusion Plan. The draft was developed through an inclusive process led by the College’s Chief Diversity Officer. While a [draft was prepared](#), the planning work highlighted a need to define what social justice means to the College and assess practices that may lead to transformational change in the access, progress and outcomes of diverse learners. The draft lacked a focus on data and an assessment of the current state, which was recognized as a weakness if the College was to truly commit to inclusive and equitable treatment of diverse populations. The [Executive Leadership Team approved](#) a transition to a modified planning process, housed within the College’s integrated planning system (Criterion 5) that will be data-informed and leverage benchmarking to identify practices at other institutions. The work will be completed by the Social Justice Team, advisory to the Strategic Planning Team. Both teams include stakeholders from across the College and ensure diverse perspectives are heard. The new centralized DEI planning will result in DEI strategies being incorporated directly into the College Strategic Plan and not separate from other College priorities.

The Achieve 60 institutional targets from the 2021-2025 Strategic Plan are an example of PCC’s concerted effort to increase its retention, persistence and completion rates for populations that are predominantly underserved: American Indian or Hawaiian Native, Black or African American, and Hispanic or Latino ([Institutional Goal: Achieve60](#)) [[Need to link](#)]. The [May 2023 Update on Achieve60](#) calls attention to the many college-wide initiatives and program-level activities that provide evidence of PCC’s commitment to enacting its Strategic Plan and, more importantly, in supporting the community it serves. This work is reflected both in the Strategic

Plan progress report and the associated unit plans discussed in full in Criterion 5.C. Examples of the unit plans include:

1. [Advising and Counseling unit plan](#): Action 2 - “Advising and Counseling public facing information improvements,” aligned with the Strategic Plan (p. 26) [Need to link] priority to “Rebuild learner-facing and community-facing processes with a focus on standardization, simplification, access and removing the barriers that limit learner progress.”
2. [Athletics unit plan](#): Action 1 - “Increase Aztec athletics enrollment, persistence, retention, and completion among student athletes,” aligned with the two institutional targets (outlined in [Institutional Goal: Achieve 60](#)).
3. [College Readiness and Student Success unit plan](#): Includes an action to “increase part time student persistence/retention”, which supports the two institutional targets.

Further, in 2019, the College formed the [Immigrant and Refugee Student Resource Center](#) with the mission to partner with the College and community to gather resources to bridge the information gap and empower immigrant and refugee students to achieve their educational dreams. The Center provides information, offers workshops and partners with external community organizations to support undocumented learners and other immigrant and refugee students.

Pima Community College continues its efforts to recruit and hire from a diverse application pool that reflects the demographics of Pima County. This includes now listing all job openings for Faculty, Staff, and Administration in [Excelencia in Education](#).

PCC participated in the Community College Survey of Student Engagement race/ethnicity surveys in spring of 2022. For the [faculty question](#) (p. 2) “During the current academic year, this college has taken appropriate actions regarding incidents of racism,” 83.1% agreed while 16.9% disagreed. These results will be assessed as part of the social justice work to identify strategies to improve.

Within the employee body, PCC has [diversified the workforce](#) somewhat in recent years, for example, decreasing percentages of White, non-Hispanic faculty and non-administrative staff. While the race-ethnicity profile at PCC does not yet fully align with the community, progress has been made and the following strategies are used to support a hiring process that is inclusive of diverse populations. See Criterion 3.C. for more information.

## Actions Build a Climate of Respect

PCC’s commitment to its mission-fulfillment behavior, “commit to equity and social justice,” includes numerous activities to foster a climate of respect among students, faculty, staff, and administrators. This includes activities that intentionally address the role of the College in a multicultural society. For example, in August 2023, the leadership retreat included a [DEI workshop](#) for College leaders, with the same session offered as part of a program of [employee learning sessions](#) at the fall 2023 All College Day. Throughout the year, the College recognizes key populations, hosts events or speakers, shares resources or offers training (e.g. [The Walk of the Immigrants](#) during Hispanic Heritage Month in 2022, [Native American Heritage Month](#) resource sharing, training on [how to create affirming and positive spaces for LGBTQ+ inclusion](#)). The College also engages with other organizations and sponsors their events (e.g. [Trans Day](#) in 2022), as well as producing newsletters to raise awareness of DEI topics (example

from [winter 2022](#)). In addition, [numerous events](#) are scheduled through the DEI Office and the [Immigrant and Refugee Student Resource Center](#).

Additionally, the Teaching and Learning Center (TLC; Criterion 3.C) offers regular opportunities to engage with global learning, anti-racist and culturally responsive pedagogies, and inclusive, equitable curriculum design frameworks. Since Fall 2020, the TLC has provided roughly 40 individual learning opportunities each year ([2021/2022](#); [2022/2023](#)) that average close to 20 participants at each session. Each year since offered, approximately 70 PCC faculty (e.g. [Fall 2022](#)) have earned at least one level of the two-year old Anti-Racist, Inclusive, & Equitable Pedagogies [Certificate](#). In Fall 2022, the TLC launched a Global Learning Certificate to support the development of an international perspective and awareness of global diversity. The TLC also maintains PCC's [Equitable, Inclusive Teaching & Learning](#) instructional webpage.

Through the [College Employee Satisfaction Survey](#), the College can monitor employee satisfaction with statements related to diversity. For example, the statement "Pima Community College fosters an environment that is inclusive of diverse identities" has been included in the survey as a custom statement since 2013. The mean score for all employees was 3.54 in 2013, increasing to 3.76 in 2022 (chart) [[Need chart link](#)]. The College also participated in the Community College Survey of Student Engagement in 2022, including the new race/ethnicity survey ([employee responses](#), [student responses](#)). While PCC does not have access to trend data as these surveys were new in 2022, the data provide insights into the atmosphere at the College for people of diverse backgrounds and these data will be analyzed as part of the 2023-2024 social justice initiative introduced in 1.C.2. For example, the [student survey](#) includes the question "During the current academic year at this college, how often have you participated in activities or discussions out of class that encouraged you to examine your understanding of issues of race/ethnicity?" 27.2% of responses said often or very often, while 34.6% responded never. The social justice team will analyze the results of the survey to identify ways to improve.

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## Criterion 2: Integrity: Ethical and Responsible Conduct

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

### 2.A.

Pima Community College (PCC) adopts Board Policies (BPs) and Administrative Procedures (APs) through a formal process that involves extensive stakeholder input, and Standard Operating Procedures (SOPs) through less formal processes that maintain appropriate stakeholder input. [BP 1.01](#), the *Prime Policy*, applies to the development, revision and deletion of non-personnel policies and administrative procedures. PCC's expectation of fair and ethical behavior is embodied in Article X, *Code of Conduct*, of the [Governing Board's Bylaws](#), [BP 1.10 Conflict of Interest](#), [BP 1.06 Governance](#), and [BP 2.18](#) regarding *College compliance and ethics*. Employee Handbook Sections address [Code of Conduct for Employees](#) and [Faculty Code of Ethics](#).

PCC regularly surveys its employees to gauge satisfaction with the work environment. The latest survey was deployed in 2022. PCC's [College Employee Satisfaction](#) evaluates fair and



ethical interaction with faculty and staff. An annual risk-assessment also helps monitor PCC's success and identify areas that may need addressing.

## Mission Adoption

As discussed in Criterion 1.A., there is a clear process by which PCC develops and updates its mission statements. [BP 1.16](#), *Institutional Effectiveness*, and [AP 1.16.01](#), *Mission Evaluation*, establish the process for evaluating and updating PCC's [Purpose, Vision, Mission, and Behaviors](#) which is developed by Administration through an open and collaborative process. Consistent with Criterion 1.A, the Governing Board adopted the [Mission Fulfillment Framework](#) at its 05/12/2021 regular meeting following a [presentation](#) and discussion at its 02/15/2021 Study Session.

Regular Governing Board meetings include a 'Pima's Mission Moment' presentation ([example from 9/13/2023 meeting](#)). Board presentations and study sessions support Board oversight and public transparency. The Governing Board's annual meeting [planning schedule](#) ensures that PCC and Governing Board review, deliberate, and act consistent with its legal and fiduciary responsibilities.

## Financial Integrity

PCC updated its [commitment](#) to maintaining an institutional culture of ethical conduct, accountability, and compliance on 09/13/2023. The Employee Handbook section on [Whistleblowing](#) and [BP 2.18](#) include an affirmative duty to report suspected fraud or abuse which can be done and can do so confidentially. Retaliation is prohibited. The Chief Compliance Officer has an independent reporting responsibility. The [Finance and Audit Committee](#) ("the Committee") includes two Governing Board members and five to eight5-8 community representatives appointed by the Governing Board. The [Internal Auditor](#) and Chief Compliance Officer ([BP 2.18](#)) have independent, regular reporting relations with the Committee and have the option of meeting with the Committee without a Management presence. The Committee [Charter](#) requires at least four meetings annually, but the Committee usually meets every other month, publicly and in accordance with Open Meeting law, posts meeting notices and materials, including a Zoom webinar link for its agendas, and streams the meetings for public viewing via a Zoom link on each agenda. Agendas and minutes are posted on the Committee's [Agendas & Minutes](#) webpage.

As stewards of public funds, PCC is committed to transparency of information; as almost all financial policies and transactions are subject to public scrutiny, much is posted publicly through PCC's [Finance](#), [College Budget](#), and [Financial Reports](#) webpages and incorporated links. The Governing Board has adopted policies on [Financial Controls and Institutional Budget](#), [External or Independent Audits](#), [Enterprise Risk Management](#), [Interfund Loans](#), [Approval of "In House" Capital Improvement Projects](#), [College Travel](#), [Financial Stability](#), and [Tuition and Fees Waivers for Employees and Dependents](#). Administrative procedures and SOPs provide processes and controls, and the College posts financial transactions on the [State of Arizona's OpenBooks portal](#).

Arizona's model includes property tax as a significant community college revenue source. The Finance webpage aggregates information on property taxes; community college metrics, financial indicators, and financial ratios; revenue bonds; and bond ratings; and links to State resources. It also links to PCC Financial Reports, College Budget, and Finance and Audit

Committee pages. [BP 4.07 Financial Stability](#) identifies appropriate reserve fund balance targets and requires a plan to restore reserves to the minimum threshold within three years as part of the operating budget if reserves fall below the threshold. Arizona law restricts most public funds to conservative and lower-risk lower risk investments. Each Finance and Audit Committee and regular Governing Board regular meeting includes a financial report, and with the College's contracted investment manager demonstrating meets quarterly with the Finance and Audit Committee to provide an update on portfolio performance and to demonstrate compliance with the investment guidelines policy at Finance and Audit Committee meetings. Changes in investment procedures require review and approval by the Finance and Audit Committee and report to the Governing Board. BP 4.07 requires a plan to restore reserves to the minimum threshold within three years as part of the operating budget if reserves fall below the threshold.

PCC posts its most recent Annual Comprehensive Financial Reports on its website, the most recent three being [FY23](#), [FY-22](#), and [FY-21](#) and FY-20. The Arizona Auditor General audits PCC annually and its reports are available on PCC's Financial Reports website and on the Arizona Auditor General's [Financial and Federal Compliance Audits website](#) (p. 2). Some of the audits identified recommendations for improvement, indicated in each year's highlights: [FY-17](#), [FY-18](#), [FY-19](#), [FY-20](#), [FY-21](#), and [FY-22](#). Most recently, the FY-21 audit found that all deficiencies or recommendations from prior years were fully addressed; the FY-22 audit identified deficiencies in HEERF reporting and the [corrective action plan](#) has been fully implemented.

The expectation of integrity and ethics on the behalf of all employees and contractors or consultants was elevated from SOPs to Board Policy per BP 2.18. BP 1.25, *Personnel Governance and Policy for College Employees*, establishes the framework for development of personnel policies and practices. Representative groups work through the [All Employee Representative Council](#) (AERC) regarding changes that affect employee related policy, terms, and conditions of employment. The [Employee Handbook](#) includes provisions regarding employee rights and responsibilities, accountability, and processes to resolve complaints and grievances. All employees are subject to Arizona's Conflict of Interest [laws](#) and [AP 1.25.05](#)

[AP 2.02.01](#) and [AP 2.02.02](#) address the competitive selection process for administrators and staff, and for faculty, respectively. Both processes provide for Selection Advisory Committees of subject matter experts or participants from closely related disciplines. The Chancellor may also approve direct selections. New employee orientation is required as part of onboarding new hires. [Professional development](#) opportunities, both internal and external, along with College Directed (required) training encourage personal growth and reinforce required training and compliance. The Employee Handbook includes PCC's policy regarding [Ethical Standards and Conflict of Interest](#), a prohibition on [Discrimination, Harassment, and Retaliation](#), and [Whistleblowing Procedures and Retaliation Prevention](#). Reports may be made confidentially.

Students and employees have multiple resolution and appeal processes available to them and many, if not most, disagreements or misunderstandings are resolved either informally or directly through established processes. The [Office of Dispute Resolution](#) (ODR) was established to provide:

1. An informational resource (safety net) for complaints, grievances, and concerns when anyone is unsure on a process.
2. An optional single point for receiving any complaint or grievance and routing it to the appropriate process for assessment and resolution, including the ability to report confidentially ([students](#); [employees and others](#)).

3. An independent investigative resource that must investigate certain types of complaints and is available to investigate other types of complaints referred to ODR from other processes.
4. A resource to monitor resolution of complaints forwarded through ODR; and
5. A resource for assessment of complaint and grievance trends.

All complaints made through ODR are logged and tracked.

As part of PCC's continuous improvement efforts, the ODR team worked with HR and the All Employee Representative Council (AERC) to better clarify the complaint process in 2023 and a short [informational video](#) was included in the Fall 2023 'required training' refresher for all employees. ODR includes additional information in their response to those contacting them for the first time. The [complaint process document](#) is linked on the ODR and [student complaint](#) webpages and in the employee handbook complaint policy. A generic [flowchart](#) of the complaint resolution process has been developed.

PCC moved from a Title IX co-Coordinator model to a single Coordinator model in early 2023 to improve its current program and prepare for upcoming regulation changes. A main [Title IX webpage](#) was added and linked to student and employee information pages and added to the bottom panel of links on PCC's public facing web pages.

PCC is an open access institution and prioritizes attracting and supporting students who might not otherwise believe that college or career training is a viable option. [Adult Basic Education](#), [IBEST](#), pre-100 level and Student Success courses, free tutoring, and about 2,000 student loaner laptops help ensure students are prepared for the rigors of college work. [AP 3.01](#) defines minimum qualifications for faculty teaching credit bearing courses. [Full-time faculty](#) and [adjunct faculty](#) qualifications are available on the public catalog and continuing professional development is encouraged and supported. The Faculty's [Code of Ethics](#) and [General Responsibilities](#), and PCC's [Student Code of Conduct](#) and [Academic Integrity Code](#) help maintain academic integrity. Disciplinary decisions are subject to independent review in appeal and a division of functions and roles is maintained.

PCC has a number of initiatives to ensure students can move directly from where they are to their ultimate goal. [Transfer partnerships](#) provide additional assurance that specific courses and programs transfer as anticipated.

PCC's auxiliary functions may not include the type or scope of many others, but they serve important roles to our students and community. The largest involves the contract operated Bookstore, passport services, and a lease to a state university. All auxiliary functions are accounted for with Designated Funds that include appropriate use restrictions and are identified separately on College financial reports. Duties are segregated; funds are received through Accounts Receivable, with expenditures authorized by departments, and are then reconciled, at least annually, by Financial Services.

## 2.B

PCC strives to ensure that its representations are both accurate and consistent. Websites and pages are centrally managed. Governing Board information, governance structure, and accreditation relationships, are updated as changes occur. A centralized faculty and staff directory is maintained and faculty lists that include credentials, both [full-time](#) and [adjunct](#), are updated each semester. Cost estimation ranges use actual College costs and fees, regional

costs of living ranges, and official sources, such as BLS data. Marketing also uses official sources, such as BLS, to communicate reasonable opportunities and expectations based upon a degree or credential. [include information on out-of-state licensing once we have identified a process] The College ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development

## Research

PCC, as a community college, is not a research-based institution. Exemplified in Criterion 3.B, PCC supports scholarly research as a necessary component in a student's educational pursuit.

Human Subjects Research undergoes a review process that is designed to ensure that research carried out at the College meets all requirements and regulations specified in the Code of Federal Regulations Part 46: Protection of Human Subjects. [Approved Research Applications from 2022-2023](#).

## Community Engagement

- [External Relations Committee](#) outreach which includes marketing PCC to prospective students, overall brand awareness of PCC and its programs; outreach to new and traditional media, community engagement, outreach to federal, state and locally elected officials on behalf of PCC, organizing internal and external special events on behalf of PCC.
- For more than four decades, the Pima Foundation has been instrumental in securing and overseeing philanthropic contributions, significantly broadening access to education at Pima Community College. From 2022-2023 the PCC Foundation awarded \$347K to PCC students through the foundation.
- Pima Community College Athletics takes pride in their role in advancing students to 4-year colleges and universities, boasting a graduation rate exceeding 50%. With a commendable GPA of 3.14 for over 350 student athletes, who carry a minimum of 15 credit hours per semester, the athletes are mandated to dedicate 8 hours to study hall and 20 hours to community service. Engaging in various community outreaches, the teams collaborate with local schools, emphasizing the importance of teamwork and applying sports lessons to everyday life. Their involvement extends to Boys and Girls Clubs, where annual volunteering occurs, and numerous activities aimed at enhancing the community, such as reading to elementary students, participating in soccer clinics, refereeing youth soccer games, and organizing fundraisers. Notably, Pima student athletes have also made significant contributions through tree planting, building homes with Habitat for Humanity, working in food banks, and organizing a winter clothing drive that has assisted over 300 underprivileged elementary school children.
- Pima Community College's Nursing Program supports Tucson by supplying a skilled healthcare workforce, addressing community health needs, engaging in community initiatives, fostering partnerships, contributing to the local economy, and promoting cultural competence among future healthcare professionals.
- The Honors Program at Pima Community College provides students with an enriched and challenging academic experience. By offering advanced coursework, research opportunities, and a more rigorous curriculum, the program elevates the overall educational landscape in Tucson, attracting students who seek a more academically stimulating environment.
- The TRiO SSS (Student Support Services) STEM program is funded by a five-year federal grant to service 120 students who are pursuing a major in: Science, Technology,

Engineering, or Mathematics (STEM) or Health professions (nursing, pharmacy, pre-med, physician assistant, etc.)

## Experiential Learning

- The Center of Excellence in Applied Technology, a hub of innovation housing the Automotive Technology and Innovation Center, along with the state-of-the-art Advanced Manufacturing Building. This facility encompasses cutting-edge programs like Automated Industrial Technology (AIT), Computer-Aided Design (CAD), Machining (MAC), and Welding (WLD), showcasing our commitment to excellence in applied technology.
- PCC's Building & Construction Technology (BCT) programs are set to undergo a remarkable expansion, growing from 2,000 sq. ft. to an expansive 20,000 sq. ft., providing students with an enhanced learning environment and ample space for hands-on experiences.
- At Pima, we prioritize workforce development with specialized programs such as Vet Tech, Nursing, and Performing Arts. The passage of Proposition 481 marks a pivotal moment for PCC, opening avenues for strategic public-private partnerships and the introduction of innovative educational pathways like Pima FastTrack.
- This progressive approach positions Pima to offer unparalleled resources, ensuring our Centers of Excellence are equipped with the latest technology and tools.

## Economic Development

- Pima Community College is committed to advancing economic development in Southern Arizona. In close partnership with business, government and community leaders and stakeholders, PCC developed Centers of Excellence to provide high-tech training and reskilling of both new and incumbent workers and contribute to the overall economic vitality of Pima County and the surrounding region.

## 2.C.

ARS § 15-1444 External Relations Committee defines the Governing Board' general powers and duties as an autonomous governing board, with additional administrative powers and duties defined in [ARS §15-1445](#). It is the Board's responsibility to ensure that PCC operates in an ethical and responsible manner, as evidenced in [BP 1.06](#), *Governance*. Governing Board members are publicly elected by geographical district with varying backgrounds and experiences. It is critical that appropriate and timely training is provided to new and existing Board members to inform them of their legal and fiduciary responsibilities. The [Board member webpage](#) includes terms of office and biographical information..

Article XI of the Governing Board's [Bylaws](#) (p. 21) describes orientation for new Members that occurs within the first 60 days of election or appointment to office:

1. General overview of PCC, its programs, services and operations.
2. Role, responsibilities, and function of the Board and its members, including, but not limited to, familiarity with Board Bylaws and Policies.
3. Principles of Board decision making.
4. Board/Chancellor relations.
5. Ethical standards.
6. Response to complaints.



7. Board appointments.
8. Overview of auditing bodies and Board committees.
9. Laws that apply to the conduct of the business of PCC, such as the Open Meeting Law, public records laws, confidentiality, FERPA, and laws that prohibit discrimination.

PCC developed and presented a series of orientation and training sessions that included Board and Board Member responsibilities, laws, policies and practices, and overviews of areas of PCC that directly relate to or support PCC's most important objectives on [01/17/2023](#), [01/30/2023](#), [02/03/2023](#), and [02/13/2023](#). These live sessions provided the opportunity for interactive discussion and immediate clarification and feedback.

The Governing Board's regular monthly meetings include presentations from various areas of PCC and representative groups, and a call to the public. Monthly study sessions allow deeper discussion of topics, plans, and issues, informing the Governing Board in its oversight role and looking to the Governing Board for direction. Two Governing Board members serve on the Finance and Audit Committee, which receive more detailed information and provide insight and recommendations to the Governing Board. Board retreats provide additional opportunities for training, introspection and evaluations, and more in-depth planning. Governing Board members participate with industry associations and take advantage of external professional development and training opportunities.

## Arizona's Open Meetings Law and Governing Board Operations

Arizona's Open Meetings Law places limitations on communication and decision making among Members outside of public meetings consistent with a published agenda, while also conveying the ability to meet and discuss and provide direction (but not act) in Executive Session for specific topics authorized in Statute. The Arizona Attorney General's Agency Handbook, [Section 7.5](#), provides guidance on how to avoid Open Meeting Law violations in communications between the Governing Board and others, whether constituency groups or Executive Leadership. Great care must be taken to avoid splintered or serial discussions that include a quorum of the Governing Board. For that reason, communication with Governing Board members outside of properly noticed meetings tends to be coordinated through the Chancellor's Office.

While Arizona law permits agendas to be posted and amended at least 24 hours before a meeting, with an exception for emergencies, Governing Board Bylaws, Article VI, Sections 10 requires that agendas and supporting materials be posted and sent to Members not less than 5 calendar days before meetings unless the Chair approves a shorter period. Members acknowledge receipt of the materials and commit to a review, with the goal of asking for additional information before the meeting when practicable. All members have the opportunity to [request items](#) (p. 7) from the Consent Agenda be heard individually, and to add topics to future agenda items. The Governing Board Chair and Vice-Chair meet with the Chancellor the week before meetings to better facilitate communication, and then again, a couple of days before the meeting to ensure, to the extent practicable, that Board member questions are answered before the meeting or can be answered during the presentation.

The Governing Board provides input into strategic, visioning plans as part of the Integrated Planning process, asks hard questions as part of its governance and oversight role, and makes specific decisions that are both ministerial and discretionary. The very nature of Open Meetings Laws bars public body decisions made in private and, from time to time, results in public

disagreement, persuasion efforts, and negotiation discussion among Governing Board members and with College leadership. The Governing Board develops and adopts [its priorities](#), and has direct input into and adopts the [Chancellor's Goals and College Priorities](#), and conducts an [annual self-assessment](#).

## Community Engagement and Advisory Processes

Governing Board members and many Administrators are actively engaged in different segments of the community and organizations. PCC provides opportunities for community input through forums and town halls on many of its visioning plans. Teams coordinate with industry, educational, and community stakeholders and use that information to develop recommendations. Employee representative groups and shared governance teams provide input. Article III of the Bylaws provides for non-voting Board Representatives selected by various employee and student groups who are provided time for presentations as part of every regular Governing Board meeting agenda.

The Governing Board is creating broad, well informed, and diverse advisory committees to evaluate options for future use of [Drachman properties](#) that may have historic value on the Downtown campus, and for a [Chancellor Search Advisory Committee](#).

Every regular Governing Board meeting includes a Call to the Audience early in the agenda to permit public comment on issues within the jurisdiction of PCC. ([Example](#), item 1.5) Meeting agendas involving public hearings, such as tax levy and budget adoption, include specific Call to the Public agenda items immediately following the presentation. (E.g., [06/14/2023 agenda](#), Items 2.1 - 2.4). Regular meetings and study sessions remain hybrid, permitting remote participation.

## Governance and Ethical Standards

Arizona does not have a Community College 'system' or oversight Board or Commission. PCC is an independent [political subdivision](#) of the State of Arizona. Governing Board members are [elected](#) (or appointed to fill a vacancy) by geographical district and bring together diverse interests, backgrounds, and constituencies. The Governing Board adopted Bylaws that prescribe how the Board will function and work together as a Body in the best interest of PCC and the community it serves; [Article X](#) prescribes a code of ethics, and its opening section sets the standard:

### Section 1. General

Elected or appointed members of the Board represent the citizens of Pima County.

1. The Board commits itself to the very highest degree of legal and ethical conduct.
2. Board members must demonstrate unconflicted loyalty to the interests of the entire community of Pima County. This accountability supersedes any conflicting loyalty such as that to family members, PCCs employees, advocacy or interest groups, membership on other boards or staffs, or any personal interests as a consumer of PCC's services.
3. Board members are elected to serve on a nonpartisan basis when serving as a steward on behalf of PCC.

# Delegation and Oversight Framework

Arizona law includes both delegable and non-delegable duties of Governing Boards related to their [General Powers and Duties](#) and [Administrative Powers and Duties](#). Governing Boards must appoint a Chancellor or President and may delegate all duties not specifically reserved to the Governing Board. Section 1 of the Governing Board's Bylaws establish its oversight and delegation framework in the following paragraphs:

1. Select a model of governance that will meet the needs of PCC and the community it serves.
2. Establish limitations of, and delegation of authority to, the Chancellor of PCC. The Chancellor shall serve as the Chief Executive Officer of PCC.
3. Systematically and regularly monitor, oversee, and annually evaluate the Chancellor's job performance to determine the extent to which priorities, goals and outcomes are being achieved according to Board expectations in its Board Policies, and whether operational activities fall within parameters established by Chancellor Limitations Policies.
4. Comply with Board fiduciary and oversight roles and responsibilities, but respect and comply with Board policies that delegate to the Chancellor day-to-day operational and management responsibilities of PCC, as Board focus and role is accountability not micromanagement.
5. Participate productively as a team with fellow Board members, Chancellor, and Administration, adhering to reciprocal shared governance principles and behaviors of trust, communication, consultation, contribution, cooperation, civility, transparency, inclusiveness, honesty, integrity, and respect.

[BP 1.05](#) establishes the Chancellor as its one direct employee, delegates powers and duties, generally describes limitations to the Chancellor's authority, and provides for monitoring of the Chancellor's performance. [AP 1.05.03](#), delegates the areas of Instruction, Academics, and Academic Quality Improvement to the Provost and EVC for Academic Services. [AP 1.05.01](#) defines PCC's [standing committees](#), task forces, and [governance bodies](#), one of which is the [Faculty Senate](#).

## 2.D

Pima Community College believes that the freedom to teach, learn, and express oneself freely are essential components of higher education. In [BP 1.17](#), PCC established a Policy that affirms these principles to ensure the fullest degree of intellectual freedom and free expression.

In 2021, PCC adopted [BP 3.02](#), acknowledging that academic freedom is essential to the free search for truth and knowledge, and fundamental to the protection of the rights of students and faculty. This commitment is further reflected in the [Employee Handbook](#) and Administrative Procedures which ensure that faculty have the right to freedom of inquiry, discussion, research, and publication. Faculty are free to instruct in their own pedagogical style, and the incorporation of innovative teaching methods and use of technology are encouraged. Although each course at PCC has established curriculum and learning outcomes, faculty have the collective freedom and right to construct courses, design content, and [select course materials](#) in a way that they believe will best meet the needs of their students.

Faculty may freely express their opinions and concerns through multiple channels including their supervisory chain of command, discipline committees, representative employee groups, or directly to the Board of Governors during the open comment period at each public Board meeting. Faculty may also [submit](#) concerns anonymously through the Office of Dispute Resolution.

## 2.E

PCC supports basic and applied research in a professional manner, although PCC does not typically conduct basic or applied research. PCC has established a Policy that requires all research projects involving human subjects to undergo Human Subjects Review prior to implementation. This includes both research carried out by external groups at PCC, or by College employees. The review is carried out by the Office of [Strategy, Analytics and Research](#) (STAR), who have developed a [Human Subjects User's Guide](#) and [Human Subjects Review Process Guide](#) in alignment with PCC's Administrative Procedures on [Research Application Review](#).

To foster research integrity, PCC provides students guidance in the careful and ethical use of information sources, about academic integrity, cheating, and plagiarism, and academic ethics violations in the [Academic Integrity Code](#) through district-wide resources, integration within the general education curriculum, and institutional engagement with copyright and current issues.

## Resources

PCC has developed several resources and practices that provide students guidance in the ethics of research and the use of information resources. The college's [course syllabus template](#) (Criterion 3.A.) includes resources for students on the proper use of copyrighted materials and policies on academic integrity, cheating, and plagiarism. Students and faculty are also given access to Turnitin, the college's plagiarism detection tool, to check for possible or unintentional plagiarism. Faculty librarians, in cooperation with instructional faculty, foster students' development of information literacy, including the ability to locate, evaluate, and use information from diverse sources in an effective and ethical manner. Faculty librarians deliver instruction, develop tutorials and web guides on the topic and offer research consultations to students in person and virtually. For example, the Library's Guide on Citing Sources, includes guidance on plagiarism, copyright, citation styles and more and is consistently one of the most accessed resources on the Library's website. The Library Annual Reports ([2020/2021](#), [2021/2022](#), [2022/2023](#)) detail yearly statistics on the attendance at the library's instructional session and interactions with online reference guides and materials. The development and delivery of these efforts is guided by AP 3.35 General Education, [Acceptable Use of Information Technology Resources](#), [Copyright Practice and Compliance](#), and [Student Codes](#), particularly the [Academic Integrity Code](#).

In addition, PCC establishes academic integrity through strict standards for [copyright compliance](#) that is readily available on PCC's website. In addition, PCC provides a copyright fair use [checklist](#) for faculty and for students to determine compliance with the PCC copyright practice and compliance administrative procedure. More recently, the Provost has commissioned an [AI Task Force](#); this charge includes a strategic plan for AI with, among other objectives, recommending AI-related updates to the Student Code and Employee Handbooks.

## General Education

Academic Integrity is reinforced by the General Education Committee as per [AP 3.35](#) General Education, and is captured in one of PCC's five [General Education Learning Outcomes](#) (GELOs), "Locate, evaluate, and use information from diverse sources in an effective and ethical manner" (Criterion 4.B). To support academic integrity, PCC district resources are easy to find, understand and are particularly accessible. PCC's [library](#) offers tutorials on scholarly practices for conducting scholarly [research](#) and [citation](#).

## Enforcement & Oversight

The Academic Dean of Students for each unit in conjunction with the corresponding Department Head oversees academic integrity infractions, thereby improving consistency of appropriate sanctions. The primary goal of all processes undertaken in accordance with this Code and any Integrity Code Sanctions issued to Students shall be educational and corrective, focused on fostering a greater understanding of and appreciation for one's academic responsibilities to PCC and to one's own education. [Academic Integrity Code](#) proceedings shall only be conducted as disciplinary matters when Major Academic Violations are at issue. Infractions are tracked and documentation is memorialized in a program called Symplicity.

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## Criterion 3: Teaching & Learning Quality, Resources, & Support

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

### 3.A

The Pima Community College (PCC) Governing District Board has the authority to approve PCC's academic programs, as discussed in Criterion 1.A; [BP 3.25](#): Educational Offerings. BP 3.25 specifically mandates PCC to offer innovative programs that meet the educational needs of the community and contribute to the local economy. To meet learner goals and community needs PCC has in place a number of practices, procedures, and policies to ensure that the curriculum is current, relevant, and of high quality (Criterion 4.A). PCC offers micro credentials, certificates, and associate degrees in Applied Sciences, Arts, Business, Fine Arts, and Science as found in the [PCC Catalog](#). While some of the processes for these are universal, program-specific differences exist in ensuring currency and relevance.

Many of the College's CTE programs have advisory committees which include local employers, discipline faculty leadership, and the Dean over the program. These committees help the faculty stay current with industry trends and employment needs and provide input regarding the course and program content to ensure high quality programs. PCC faculty incorporate this information into the development and revisions of courses and programs (Criterion 4.A). Advisory committee agendas and meeting minutes, such as [Veterinary Technician](#) and [Translation & Interpretation](#), are captured and stored each semester in a central Google Folder .



Several Career and Technical Education (CTE) programs maintain specialized accreditation and are tasked with ensuring quality and currency. Programs must show evidence that they meet the criteria established by the specialized accrediting agency in order to maintain accreditation. CTE students are prepared to take and pass licensure or certification exams and other technical skills assessments as part of a rigorous, industry-based curriculum. For example, the Surgical Technology Program is accredited by The Commission on Allied Health Education Programs (CAAHEP) through the Accreditation Review Committee on Surgical Technology and Surgical Assisting (ARC-STSA), a CAAHEP committee on accreditation. The program was awarded continuing accreditation on May 20, 2016. The next comprehensive review, including an on-site review, must be scheduled no later than 2026. Verification of current accreditation status can be found on the [CAAHEP website](#).

PCC students exceeded the Arizona Perkins V State Determined Level of Performance for certification (5.5%) by 9.69%, meaning that in reporting year 2021-2022 that 55.19% of all PCC CTE concentrators attained a recognized postsecondary certificate, degree, or credential during participation in a CTE program or within one year of program completion (CTE Data Portal 2022). The CTE Data Portal is used to identify potential opportunity gaps for special populations so that we can use Perkins funds to address those gaps by reviewing current Perkins goals, identify new needs, and create grants goals for the next year.

Arizona Revised Statute §15-1824 requires *college districts and universities to cooperate in operating a statewide articulation and transfer system, including the process for transfer of lower division general education credits and curriculum requirements for approved majors...* Multiple individuals and academic teams work to ensure that the transfer courses and programs are preparing students for success at a university. Arizona's statewide system is the [AZ Transfer System](#). There are a number of components to this system, but the one most relevant to this criterion is the Articulation Task Forces ([ATFs](#)), over 40 discipline specific groups composed primarily of discipline faculty from the three state universities and the Arizona community and tribal colleges. These groups meet at least once per year to discuss curriculum, ensure transferability and applicability of community college courses to the universities, and foster collaborative relationships between the faculties of the community colleges and the universities.

The [Course Equivalency Guide](#), another important part of AZTransfer, identifies how community college courses transfer to Arizona universities; current articulation agreements are on the [Pima Transfer Partnership webpage](#). Since articulation with state schools is controlled through AZTransfer, PCC does not have institutional agreements with individual colleges. Instead, PCC has some programmatic agreements that appear on program pages such as on the [ADN/BSN Concurrent Program](#).

Based on [data](#) from the 2018-2019 new transfer student cohort who transferred to any of the three state universities to take 300 or 400 level courses, the average success rate of Pima students was only 1-2 percentage points less than the average rate of all university students. The success rate varied greatly based on the discipline, and in around half of the disciplines in the study the average success rate of Pima students was actually better than that of all students.

PCC regularly evaluates certificate and degree programs for currency, quality, and viability through external specialized accreditation reviews and a four-year internal program review process (Criterion 4.A). A systematic timeline, comprehensive procedure, and redesigned self-evaluation packet ensures alignment of program design with institutional goals. Comprehensive approval procedures for curricular changes for programs ensure alignment of program design

with institutional goals. Some programs may be required to go through this process more frequently because of program specialized accreditation or external regulatory agencies (e.g., Nursing and Education).

PCC also provides clear steps for students to change their Program of Study (PoS). The Program of Study [webpage](#) provides information for students to consider regarding the potential financial effects of changing the PoS, the suggestion to meet with an advisor first, and ultimately access to a fillable PDF to complete the process. The College provides detailed information to students based on the Course Program of Study (CPOS) [process](#). The Office of Financial Aid and Scholarships reviews a student's course registration to their Degree Audit (MyDegreePlan) to determine the student's enrollment status to be used for Federal Student Aid. Students receive an emailed [template](#) if they are enrolled in coursework that is not considered to be part of their program of study (e.g., below-100 level coursework).

## Systematized Educational Goals

PCC offers credit programs for direct employment and transfer. In CTE disciplines, certificates and the Associates of Applied Science are designed to lead to employment in an area related to the program.

The catalog distinguishes between the learning goals that will be achieved based on a student's future education and/or career goals. [Credit hour requirements](#) for each type of degree can be found in the 2024-2025 PCC Catalog. Additionally, the Programs of Study section of the 2024-2025 Catalog presents the [course requirements](#) and narrative, including learning goals for each offered degree.

The College Catalog outlines program outcomes, recommended plans of study for each program area, and credit hour requirements and purpose for each certificate and degree. Certificates have common learning outcomes in common with the AAS or associate degree so that as the student progresses student's attainment level progresses. The common standard syllabi for all courses include course objectives and student learning outcomes, which are linked to institution-wide general education goals (Criterion 3.B) or program outcomes, which are defined at the program level.

Student success and program excellence evolves from purposeful curricular design and practice. As such, Pima CC has implemented the CTE Curriculum Architecture as a unifying form and coherent structure for curriculum design in Career & Technical Education/Workforce programs. Elements of the CTE Curriculum Architecture include:

1. Program Area design and program parameters that maximize student success in terms of access, success, retention, and completion.
2. Clarity of the scope and sequence of programs is provided for students, advisors, and other stakeholders.
3. Parameters for certificate definition (e.g., credit hour ranges for each level of award) and stack-ability.
4. A simplified and seamless architecture built on stackable credentials.
5. Expedite student entry into the labor market in high-skill/high-wage fields for their own gainful employment and meet the needs of area employers via more predictable/stable, demand-driven pipelines.

Transfer programs are designed to match, as closely as possible, the first two years of a bachelor's degree in specific areas of study. Degrees offered are the Associate of Arts, Associate of Fine Arts, Associate of Business, and Associate of Science. The specific course requirements for each program are identified in the College catalog (e.g., [CyberSecurity](#); [Digital Arts](#)). All current clock hour programs have been inactivated, but for prior programs and any future clock hour programs, the course and program learning outcomes are documented, assessed, and tracked in an identical manner to credit programs.

In addition to the broad goals of either employment or transfer, each program has specific learning outcomes. And as demonstrated in the above links, these specific program learning outcomes (PLOs) are listed in the catalog on each program page. For program areas which have multiple awards (e.g., one or more certificates and a degree) the PLOs are differentiated between the different awards.

## Modality & Location

PCC offers courses in a variety of delivery methods, locations, and lengths of time in order to meet the needs of the students. As such, PCC has a number of mechanisms in place to ensure consistency in courses and programs regardless of where or how the courses are offered.

Curriculum is centralized at PCC rather than being a function of a campus or division. All courses and programs, regardless of modality, go through a review and approval by a number of constituents including the discipline faculty, the College Curriculum Council ([CCC](#)), the Office of Curriculum Quality Improvement, and the Provost. Each course has common Course Learning Outcomes (CLOs) and course outlines, along with the course description. This information can be found in the course catalog (e.g., [WRT101](#)). This content form establishes the district-wide standard for each course used in every section whether it is offered face-to-face, online, through dual enrollment, at an off-site location, etc.

To further ensure consistency across the College, PCC uses standardized syllabus templates housed in Banner (e.g., [HIS147](#)). A work group made up of faculty and academic services staff meets annually to provide feedback to the Provost on how to improve the syllabus templates. All faculty are required to use these established syllabi templates. At a minimum, the templates have the same format and include the approved course title, course description and CLOs, and standard policy language. Typically, the Department Head, but sometimes the Discipline Coordinators review each course syllabi to check for consistency. Divisions provide the syllabi to staff at the Faculty Services and Resource Centers who maintain the copies in a syllabus archive, which is currently a set of Google folders. PCC has purchased a new 3-party tool, Simple Syllabus. [Simple Syllabus](#) will integrate with D2L, where each course is already required to post syllabi. Ideally, once implemented and trained, this should improve consistency and monitoring among syllabi, allowing us to push out global changes easily, as well as replace the archive. The tool will be implemented in the Fall of 2023.

PCC offers many courses online through PimaOnline. The Center for Learning Technology, (CLT) housed within PimaOnline, maintains a standard process for online course development as outlined in the [CLT Operations Manual](#) whose processes PimaOnline Department Heads (PODHs), subject matter experts (SMEs), instructional designers (IDs), and others within the CLT follow to develop "Master courses" based on CLOs and course outlines. All adjunct faculty and the majority of full-time faculty use these Master courses for their instruction, and the Master courses are also used as a foundation upon which more experienced online faculty build individualized courses. Consistency is checked through a final course review process using the

[CLT Final Course Review Rubric](#), documented by course maps included in all online Master courses, and in Excel course matrices housed internally within the CLT.

Master course revisions occur every three to five years, depending on various circumstances. Whenever there is a modification to a course description, CLO, or course outline, the PimaOnline Department Head (PODH) overseeing the course submits a CLT project request. Upon review and approval, the associated SME or SMEs will be assigned to an instructional designer to implement the changes in Master courses for the appropriate effective term.

Pima has been a member of the national and statewide consortium of Quality Matters to identify best practices in distance education programs for many years. While Pima's current rubric and process are modeled on the Quality Matters system, they have been modified for internal use, and several standards have been added from the Peralta Equity Rubric.

Course Quality Review (QR) is PCC's year-round comprehensive review process for fully online courses. Throughout each term, PODHs conduct beginning-of-semester and mid-session course checks ([SOP Course Readiness](#)) for faculty teaching online courses and offer guidance to promote quality online instruction and to ensure alignment with Department of Education standards related to Regular and Substantive Interaction (RSI).

During the QR process for Master courses, the Director of eLearning Quality & Development coordinates with PCC staff and faculty to review (e.g., [WRT101S](#)) the content and design of online courses and to lead faculty discussions of teaching practices in online courses in an effort to promote continuous improvement of the student experience. The PODH and Director of eLearning Quality & Development Instruction work together to:

1. Select courses in each department for QR.
2. Communicate with faculty members about upcoming QRs.
3. Help recruit full-time and part-time faculty to participate in the review process.
4. Attend the faculty deep dive discussions.
5. Evaluate all QR outcomes and review with the faculty member.
6. Create an Action Plan for specific improvements.
7. Ensure course improvements are made.

For distance education classes that include a synchronous component, The Director of LMS & eLearning Quality conducts Course Readiness Checks (e.g. [Spring 2023 Hybrid](#)) [[need PDF Version](#)] of all virtual and hybrid classes each semester and spot checks (e.g., [VET291](#); [ECN201HC](#)) and shares the results with the appropriate division deans for intervention. Concerns about virtual classes in progress can be referred to the Director of eLearning Quality & Development for triage, or services can be requested through email. In addition, faculty teaching asynchronous online classes through PimaOnline are required to complete PCC's TE125, a certification course to teach in D2L ([PimaOnline DH Handbook](#) pp. 19, 26).

Dual and concurrent enrollment (DE) programs offer students the opportunity to earn college credit while still in high school. Pima Community College is committed to increasing opportunities for high school students to participate in dual and concurrent enrollment as an avenue to increase college-going and completion rates. Prior to the development of the Dual Enrollment Department in the 2019 academic year, 2,300 students participated in dual enrollment creating 372 full-time student equivalency (FTSE) for the College. In the inaugural year of the department 3,277 students participated, which increased FTSE to 600, and in 2023 there are now over [5,400](#) students generating 1,080 FTSE (p. 33).

Following the [Dual Enrollment Handbook](#), DE staff support consistency of course learning outcomes and curriculum by connecting high school teachers with college subject matter experts. Once the Dual Enrollment Department has notified the division of the course offering, Pima faculty, including Discipline Coordinators, Department Heads, and/or Lead Faculty have specific responsibilities for oversight and appropriate review and evaluation of dual enrollment classes. This non-exhaustive list indicates primary faculty responsibilities for oversight of dual enrollment classes (pp. 24-25):

1. Review and approve syllabi, class materials, laboratory facilities and textbook selection.
2. Ensure dual enrollment instructors are invited to an adjunct faculty orientation session.
3. Meet with dual enrollment instructors at the beginning of each semester to provide an orientation.
4. Facilitate training for faculty to use MyPima and D2L.
5. Discuss curriculum, instructional practice and Course Learning Outcomes (CLO's).
6. Notify dual enrollment instructors of any changes in curriculum and discuss effective instructional practices.
7. Observe the dual enrollment course during the semester and/or year.
8. Ensure dual enrollment instructors are invited to professional development activities available for Pima adjunct faculty.
9. Review high school site classroom/laboratory facilities, as needed.

College subject matter experts preview locations to ensure the environment meets minimum standards aligned with course learning outcomes ([Science Division facility review document](#)). Faculty from the college meet with the teachers before the course begins to review the curriculum, course materials, syllabus and related activities that guide the student learning. Lastly, as dual enrollment faculty are considered adjunct faculty, they are observed and evaluated using the same process (Dual Enrollment Handbook pp. 25-27).

Educational services delivered through consortial or contractual arrangements are done in accordance with [BP 3.37](#), [AP 3.37.01](#), and HLC approval, [such as the Ford Asset Program](#). The purpose for delivering educational services via contract is to meet the needs of the community and business and industry. Service may be delivered at a Pima Community College Campus, a Pima Community College approved multi-site location or at a non-HLC approved external location where any credit programs are delivered less than 50%. Contracts contain location information for service delivery. All faculty teaching credit courses via a contractual agreement meet faculty qualifications; all credit course and program learning outcomes are assessed and documented in eLumen, and Program Review includes contractual arrangements. All courses' hours and locations are scheduled and recorded in Banner. Contract performance data is monitored and tracked by the program, contract services and or grants services (for grant funded contracts).

Despite in-place procedures, HLC site visits in February and April 2023 reported several issues with additional sites. The college failed to ensure the CLO assessment process was being completed to the Peer Reviewers' satisfaction, who noted a lack of academic oversight, and unmapped courses to Program Learning Outcomes. As a result of the visit the college initiated an [Additional Site Locations Plan](#) with three phases identified by the Provost to rectify the challenges encountered at several sites. Phase I of the plan addresses the shortcomings with respect to outcomes assessment and includes support from virtual training created by the Curriculum Quality Improvement team. Phase II is focused on designing and implementing a



single college plan for Additional Sites to include a site-visitation/oversight process, schedule, and accountability log. Phase III discusses the need for a continuous improvement model and including additional sites in the semester assessment day reviews. Additionally, a new director level position was created with primary responsibility of providing a high level of professional service by advising and educating PCC Academic Departments and other additional location stakeholders on a broad range of compliance matters.

Per the HLC's [July 21, 2023 letter](#), the College includes the [Embedded Report Multi-Location](#) in this Assurance Argument to address concerns identified in the Spring 2023 Multi-Location Visit. The Embedded Report details a multi-pronged corrective action approach that encompasses both immediate short-term responses and comprehensive, long-term solutions to concerns contained in the HLC's [July 1, 2023 letter](#) to the College.

## 3.B

The College is dedicated to providing life-long learning in a diverse and changing society. PCC's mission and vision statements (Criterion 1.A), influence its educational offerings. In order to progress and eventually graduate, students are expected to demonstrate a set of abilities, or goals, for student success. Those goals take shape as General Education Learning Outcomes (GELOs), Course Learning Outcomes (CLOs), and Program Learning Outcomes (PLOs). The five outcomes contained in the GELOs, discussed in Criterion 4.B, are included in the following degrees:

The Associate of Arts, Business, Fine Arts, or Science contain the approved statewide general education block called the Arizona General Education Curriculum ([AGEC](#); detailed below) which consists of a minimum of 35 credit hours of general education in the following areas:

1. English Composition
2. Humanities and Fine Arts
3. Mathematics
4. Biological and Physical Sciences
5. 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:

1. Communication
2. Analysis and Critical Thinking
3. Humanities
4. Social Science
5. Leadership and Ethics
6. Computer and Information Literacy

The College clearly articulates the purpose and content of general education requirements in the classroom, in policy, and within the college catalog.

## General Education Framework

Currently, Pima Community College's general education requirements are presented in the course [catalog](#), on the College [website](#) and through Board Policy [BP 3.35](#). This policy defines the rationale of PCC's general education curriculum as: "all students gain an understanding and

appreciation of themselves; their own history and culture; the history and culture of the human species; the principles and impact of mathematics, science and technology; and the principles of effective communication.”

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

1. communication
2. critical and creative thinking
3. quantitative and scientific literacy and analysis
4. information literacy
5. diverse cultural, historical, and global perspectives

To achieve the College’s general education aims, transfer students must complete the Arizona General Education Curriculum (AGEC) framework. 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:

1. [AGEC A](#), which fulfills the liberal arts general education requirements.
2. [AGEC B](#), which fulfills business general education requirements.
3. [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 categories, students must take at least one course that fulfills the “I” or Intensive Writing and Critical Inquiry requirement, one that fulfills the “C” or Cultural Diversity requirement, and one that fulfills the “G” Global Awareness requirement. Some courses fulfill all I/C/G requirements. The Intensive Writing and Critical Inquiry requirement is fulfilled by courses taken after completing the first semester of English Composition. Cultural Diversity, or “C” courses emphasize ethnic, race or gender awareness, and Global Awareness courses emphasize global/international awareness or historical awareness. The [catalog](#) indicates which courses fulfill each of the general education requirements, I, C, and G. Further, every student has access to the “MyDegreePlan” planner tool, which shows what courses students have completed related to their program of study, what is needed, and which courses fulfill their I, C, G requirements. 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: Communication, Arts & Humanities, Social & Behavioral Science, Mathematics, and Science.

## General Education Learning Outcomes

The current [General Education Learning Outcomes \(GELOs\)](#) were developed in 2015 and are reviewed annually by a committee of faculty, staff, and administrators. They were built on this 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.

1. Effectively communicate information, ideas and/or arguments appropriate to the audience and purpose.

2. Identify and investigate problems and develop creative, practical, and ethical solutions by evaluating information and using appropriate methods of reasoning.
3. Use mathematical and scientific processes, procedures, data, or evidence to solve problems.
4. Locate, evaluate, and use information from diverse sources in an effective and ethical manner.
5. Demonstrate understanding of the values and influence of diverse cultural, historical, and global perspectives.

## Embedded Values

Diversity, equity, and inclusion are embedded into the mission and behaviors of Pima Community College, and this extends to the expectations of its graduates. The 2021-2025 PCC Strategic Plan prioritized the development of a Diversity, Equity and Inclusion Plan, which required access, progress, and completion strategies for PCC's diverse learners. PCC's graduates are exposed to a wide range of cultural, social, and ethnic viewpoints throughout their curricular and co-curricular activities. Transfer degrees complete Arizona General Education Certificates (AGEC), and as such are required to complete courses that focus on diversity awareness and contemporary and historical global awareness. Pima's [cultural diversity courses](#) are intended to foster students' cultural awareness, including an understanding of cultural biases and an appreciation of diverse cultures. The [global awareness courses](#) "help students recognize the need for an understanding of the values, elements and social processes of society other than those of the U.S." Further, pedagogical practices and co-curricular activities include culturally inclusive and equity-based activities that extend throughout a student's experience at Pima Community College (Criterion 1, 4). Beyond the general education requirements, students can take courses which explore diversity as electives for occupational or transfer programs, or for personal interest.

The College has numerous programs and offices dedicated to diversity and global awareness including the [Immigrant and Refugee Student Resource Center \(IRSRC\)](#), [International Program](#), the [Adult Basic Education for College and Career](#) refugee and citizenship programs, and Office for Diversity, Equity, and Inclusion (DEI). The DEI office provides both diversity-related strategic planning and co-curricular programming for the college community on the topics of diversity, culture, equity, inclusion, and belonging. DEI officers regularly update the Chancellor's leadership team and Board on milestones achieved to meet the goals set forth in PCC's strategic planning documents, e.g., [March Board Presentation](#), [All College Presentation](#), [DEIP Executive Summary](#). Additionally, the Teaching and Learning Center sponsors professional and curriculum development activities to foster integration of inclusive practices and diversity and global awareness into curriculum (Criterion 1.C) and Student Life supports cultural diversity and global awareness throughout its programming (Criterion 1.C; 4.B).

## Scholarship and Creativity

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 6.05](#)).

Here are some examples of the creative work and discovery of knowledge happening at PCC:

1. Student developed and designed near space experiments in PSY295LB and original research on signal transduction in Euglena in BIO181.
2. Faculty and student primary research in finding, identifying and analyzing bird, mammal, and reptile microfossils from a site in North Dakota in collaboration with the [Pioneer Trails Regional Museum](#) in Bowman, ND.
3. BIO faculty and a PCC student co-authored peer reviewed, original research article: Am J Hum Biol. 2017 Sep 10;29(5). doi: 10.1002/ajhb.22999 in 2023
4. Presentation of student research in Biology courses at a Washington DC [national conference](#).
5. BIO faculty published a [paper](#) and organized the CUREs conference in conjunction with other institutions in order to promote the use for science education.
6. The annual [Design Challenge](#) is an opportunity for students and faculty to come together outside a classroom to brainstorm local solutions in social justice and sustainability

## Note: AGEC Changes

Looking forward, the state of Arizona adopted Policy Number [2-210 General Education](#) in February, 2021 directing the three state universities to reimagine their respective general education curricula for the 21st century via the [AZTransfer Handbook & Policy Manual](#). The work of each community college has been compounded by the trifurcation of the curricula. In the past the universities agreed to a singular general education framework (AGEC) but now provides the universities the ability to define their unique general education. Thus, the once singular pathway for community college students now takes on a more complex process. The three universities ([University of Arizona](#), [Northern Arizona University](#), and [Arizona State University](#)) have recently completed the redesign work, and Pima Community College's work to redefine general education began in 2022. The College's team that focused on the general education redesign held a [student session](#) in May 2023, with the college's faculty senate. The session provided context for the redesign, shared faculty feedback data, a timeline for implementation and provided breakouts for discussions on future work. In June 2023, the statewide AZTransfer Steering Committee voted for the following:

The AZTransfer Steering Committee is currently consolidating the existing Arizona General Education Curriculum (AGEC) structure from three AGEC pathways to one AGEC pathway. Arizona community and tribal colleges will adopt general education categories consistent with the general education programs at the Arizona public universities. The category criteria and associated credit hours will continue to be reviewed and may be refined based on stakeholder input. The redesigned AGEC will be adopted by each institution no later than the 2026-2027 catalog year.

## 3.C

Based on the [US Census Bureau](#), the demographics for PCC's faculty and staff are slightly more diverse than that of its service area in Pima County. However, the college's [student demographics](#) are more diverse than faculty and staff. The demographics of the international students may factor into the results since Nonresident alien and Race/Ethnicity Unknown are also taken into account. [BP 2.01](#) states the College's commitment to a diverse community which reflects the population of Pima County. [BP 2.02](#) charges the Chancellor and administration with establishing hiring processes as well as informing the Governing Board on hiring of all faculty and staff above the director level.

PCC incorporates Diversity, Equity, Inclusion, Social Justice, and Belonging in its mission and behaviors, and is incorporating a diversity strategic plan into the overall College strategic plan. The previous plan included a goal to improve recruitment and retention of employees from underrepresented populations by creating applicant pools that reflect the diversity of the community. The College developed a [Framework for Full-time Faculty Searches and Hiring](#) based on best equity and diversity-based practices in the industry, including:

1. Training [recruitment](#) and selection teams
2. Unconscious bias training
3. Training on biased versus unbiased questions, and
4. Writing job announcements supporting inclusive hiring practices.

These practices have also been incorporated into [staff hiring](#), standardizing training through the Office of Employee Development (OED). [Diversity, Equity and Inclusion reports](#) for staff hiring data track College progress towards reflecting the community.

In addition, the Teaching and Learning Center, OED, and Office of Diversity, Equity, and Inclusion each provide ongoing opportunities and support to create an inclusive environment and sense of belonging. Focus groups from employees, students, and the community were held to understand more about diverse needs within the community. [Additional training](#) and support around the Americans with Disabilities Act, Equal Employment, Title IX, and related areas are provided through OED. The College is developing initiatives aligned with our strategic plan to create long-term impacts around [Deaf Awareness](#), [LGBTQIA+ Climate & Pride Index](#), [Black Student resiliency](#), and for [Men of Color](#).

In addition to ensuring and expanding staffing diversity, PCC employs sufficient faculty and staff to maintain quality services. The College employs full-time and adjunct faculty to deliver a majority of PCC's courses and uses a Faculty Allocation Collaborative Team (FACT) to look at data to determine what areas need to hire full time faculty throughout the college. As reported on the Human Resources [IPEDS](#) dashboard, in 2022 Pima Community College had 239 Full time faculty and 484 Adjunct faculty.

As defined in the "[Faculty General Responsibilities](#)" section of the Employee Handbook, Full-time faculty at PCC are responsible for both classroom and non-classroom roles. Faculty and staff are given the opportunity to provide input via the [College Committee Structure](#). These are standing committees that provide input to multiple leaders within the institution, including the PCC Board.

## Curriculum Oversight

The College Curriculum Council (CCC) is charged with reviewing the curriculum, courses, and programs to recommend improvements to the Provost. Faculty have long overseen the College's general enrollment credit curriculum through Discipline Faculty Committees (DFC), ([Discipline Faculty Committee Handbook](#) pp. 3-5), and through the CCC. Other curricula include workforce response, clock-hour training, adult education, non-credit continuing education, 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. The [Curriculum Quality Improvement \(CQI\) Site](#) serves as a guide, and the CQI team at the district office facilitates the process of curriculum, assessment and program review. For further information please see:



1. Establishment of academic credentials - Criterion 3.C
2. Faculty involvement in assessing student learning - Criterion 4.B

## Expectations for Student Performance

Pima's learning goals and general education curriculum support the institution's mission, providing a foundation of broad knowledge both relevant and appropriate for students pursuing certificates and associate degrees ([BP 3.35](#), [AP 3.35.01](#)). The Academic Standards Committee provides recommendations to the Provost/Executive Vice Chancellor regarding quality of academic programs and services, including transfer and occupational programs, student support services and processes pertaining to the College. Expectations, such as mandating all instructors to use the provided syllabus templates that provides the expectations for student learning, including, but not limited to prerequisites, co-requisites, recommended coursework, number of hours spent on course work, mandatory materials, recommended or optional materials, explicitly stated course learning outcomes, course schedule, and grading policy.

## Support for Student Inquiry

Full-time faculty are [required](#) to hold at least five office hours per week for teaching a 15-hour load during a 16-week semester. Faculty members may elect, with the approval of their supervising administrator, to hold up to 20 percent of their office hours using an electronic format. Adjunct faculty are [expected](#) to make themselves available 20 minutes per week per credit hour to students.

Faculty who teach a load that includes online, hybrid, or other formats requiring extra electronic communication may elect to hold a proportional amount of additional electronic office hours, up to 80 percent, with the approval of the supervising administrators. If a faculty member chooses one of these options, then such hours may be offsite, they do not have to be designated hours, and they require response to student emails within 24 - 48 hours during the work week.

All full-time and adjunct faculty have PCC email accounts through Google Gmail and list office phone numbers (if applicable) and email addresses on their syllabi.

## Involvement in Assessment of Student Learning

All PCC faculty are involved in the assessment of student learning ([Faculty General Responsibilities](#) p. 2; Criterion 4.B). Faculty and staff participate in all levels of the assessment cycle, and discipline leaders (through release time) [oversee academic assessment activities](#) (pp. 12-15). This work includes developing student learning outcomes and creating instruments to assess outcomes at the general education, program, and course level. Additionally, as explained in Criterion 4 the Student Learning Assessment Workgroup collaborates between faculty and staff to achieve quality learning outcomes and assessments in all areas of the college.

## Academic Currency and Qualification

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

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

Faculty may be certified in Transfer, Developmental, and Workforce/Occupational classes. Every three years, DFCs review, discuss, vote, and when appropriate, submit revised FMQRs (AP 3.01.01 section 2.1). Revisions, in the format of FMQRs grid, are submitted along with discussion points through the Discipline Coordinator to the Provost. The Provost approves or denies proposed changes within 30 days. Qualifications are assessed to ensure transferability of courses and updated to meet all HLC guidelines ([BP 3.01](#)).

The HLC document Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices Guidelines for Institutions and Peer Reviewers states under Assumed Practice B that terminal credentials require faculty to have the same level as the degree. AAS degrees are considered terminal credentials. This, combined with the experience clause, is the basis for credentialing workforce faculty.

Pima Community College applied for and received [Higher Learning Commission's extension](#) as related to compliance of faculty in dual credit programs. Recognizing the challenge of locating Dual Enrollment Instructors with 18 credits in disciplinary knowledge, PCC has adopted a procedure to ensure DE instructors are meeting minimum qualifications (Criterion 4.A.4.5).

## Faculty Evaluation

The faculty evaluation process has moved to an online portal environment, [MyCareerCenter](#). Department Heads or Deans conduct faculty evaluations.

Full-time faculty are evaluated via either a [Full Cycle](#) or [Condensed Cycle](#) review. A full cycle review occurs every three years; new faculty are reviewed every two years. Faculty on a performance improvement plan are reviewed on a condensed cycle annually until the plan is no longer in place. All faculty members must submit goals each year via MyCareerCenter to be approved by their Department Head or Dean.

In a full-cycle review faculty complete a teaching and learning demonstration including a peer-to-peer classroom observation or a materials review, a consideration of student evaluations, and a self-reflection form.

In the spring, all full cycle faculty participate in a collegial conference to review goals and evaluations with a supervisor, using a [Faculty Evaluation Rubric](#) for minimum requirements regarding performance as well as teaching and service. A performance evaluation may include completed or ongoing disciplinary action(s) along with the progress/outcome of those actions. However, the [performance evaluation](#) is not a means to initiate [corrective action](#) as stated in the [Employee Handbook](#).

Part-time faculty are evaluated by Department Heads using an [Adjunct Faculty Evaluation](#) form located in MyCareerCenter. On completion the form is uploaded to a central Google folder.

# Faculty Professional Development

PCC offers processes and resources for assuring instructor currency and effectiveness in their disciplines and teaching roles. Per “Faculty General Responsibilities” (p. 1), PCC faculty “Maintain currency in practices, trends, and research related to area of specialization or assignment.” The College supports faculty professional development and life-long learning in the following ways:

## Teaching & Learning Center

The institutionally-funded Teaching & Learning Center ([TLC](#)) provides college-wide opportunities for educational and professional development. The TLC hosts workshops, lectures, learning communities, cohorts, conferences, provides mentoring, fellowships, stackable [certificates](#) of learning, and other events throughout the year. (Criterion 1.C).

## Additional Internal Opportunities

PCC sponsors a variety of ongoing conferences, workshops, and seminars for faculty to collaboratively engage with teaching and learning topics, for example,

1. The annual All Faculty Day, a faculty showcase event co-sponsored by Faculty Senate and the Provost’s Office.
2. The annual Teaching Strategies Workshop ([TSW](#)), a half-day practical & strategies-based event held before the semester begins.
3. The annual, award winning PimaOnline Educators' Conference ([POEC](#)) event focusing on eLearning practices and ed tech tools
4. PimaOnline’s Teach, Build, Lead series to help faculty prepare to teach online courses
5. Annual Data Summits (Criterion 4.B) engage PCC faculty with learning outcomes and student success data.
6. Additionally, PCC supports the discovery of knowledge by awarding mini-grants through the TLC and PimaOnline to compensate faculty for, e.g., incorporating [open pedagogy into an online master course](#), including [writing across the curriculum](#) (pp. 2-3) into individual classrooms, and through initiative-based and faculty fellow roles (e.g., in [Sustainability](#))

## Sabbaticals

Pima offers [sabbatical opportunities](#) (p. 2) to full-time faculty to help foster individual, group and institutional development. The Faculty Professional Development and Sabbatical Standing Committee oversees the Sabbatical Program and the Professional Enrichment Recognition Award. Full-time faculty are eligible to apply for a semester-long sabbatical with full pay, or a year-long sabbatical at half pay, after seven years of employment at the College.

## External Opportunities

Professional enrichment funds ([Faculty Professional Development](#) p. 7) are available to full-time faculty every year so they may stay current in their field and versed in best practices pedagogy. Each faculty member is allocated up to \$1,000 each year, with a cap of \$5,000, that covers coursework, professional materials, memberships, and training, including supplementary costs for such training (books, certifications). It also covers registration fees and travel expenses to

workshops, conferences, and seminars that faculty attend or present at. PCC maintains a [database](#) of faculty who take advantage of the funds.

[Adjunct Faculty Professional Enrichment Funds](#) are also set aside to help Adjunct Faculty maintain currency. Adjunct Faculty may apply for up to \$1000 per year from a fund maintained by the Provost Office.

## Staff Professional Development

The college encourages and provides opportunities for [Staff Professional Development](#) funding for all staff who wish to attend local, regional and national educational training opportunities. Membership in Professional Associations is both encouraged and supported. Educational assistance is also available to those who apply. PCC offers tuition waivers for employees, their spouses, and qualifying children as an additional employee benefit. The College provides education and training whenever new regulations are mandated, new policies are enacted, or new technologies are introduced or updated.

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

All [Student Services staff](#) are provided training and supported in their professional development through a model that cross-trains in financial aid, advising, records and registration, customer service, and co-curricular activity during regularly scheduled weekly training sessions. Training for Title IV, Veterans Services, Title IX, and Clery are also completed annually to assure adherence with federal compliance ([BP 2.18](#), [AP 2.18.01](#)). Title IX training reports can be run by OED. All employees are required to complete the Title IX training upon hire. A refresher Title IX training course is required every two years. ([BP 5.10](#), [AP 2.03.01](#) p. 25) In addition:

1. Tutors attend [CRLA](#) training to become certified.
2. Financial Aid Advisors provide specialized financial aid advising services and the majority hold college degrees.
3. Academic Advisors, including counselors and program advisors, are providing assigned advising to student caseloads. All Counselors hold master's degrees. Program advisors are assigned to the academic divisions and all program advisors hold a bachelor's degree or higher.
4. Co-curricular activities staff, including student life coordinators and program developers provide co-curricular programming and support to students. All Student Life Coordinators and Program Developers have a bachelor's degree or higher.

## 3.D

PCC's Student Services is available to all students in all course modalities (In Person, Virtual, Hybrid, Online) and provides a comprehensive academic and career advising service experience for students defined through the [Connect, Continue, Complete approach](#). This approach is an intentional, and holistic student support services model including proactive advising through enrollment campaigns and student outreach by assigned advising teams.

[Advising](#) and [Counseling](#), [Access and Disability Resources](#), [Student Life](#), [First Year Experience](#) programming, [Financial Aid](#), [Military and Veterans' Services](#), [Testing](#), [Library](#), [International Program](#), [English as a Second Language \(ESL\)](#), and [Learning Center/Tutoring Services](#) are available to students across times, locations, and modalities. Student services address a wide range of needs for a diverse student population. The College employs a variety of full-time advisor staff to provide enrollment, career, and program specific advising as advising students accurately is a key component of student success. Additionally, full-time faculty are responsible for advising hours which may be completed in a variety of ways, all of which are intended to increase student success through interactions outside of the classroom. Veteran's Services and Financial Aid provide specific advising services related to students seeking assistance for those services. To ensure access, a variety of options are provided:

1. [Student Service Centers](#) offer full-time, in-person and virtual, college-wide enrollment advising hours. The College also provides general student service support virtually, 24 hours, 7 days per week.
2. [Financial Aid Services](#) are located at each campus within the student service centers. Virtual options exist as well to support the student financial aid application process and/or answer disbursement questions. The Office of Financial Aid and Scholarships reviews a student's course registration to their Degree Audit (MyDegreePlan) to determine the student's enrollment status to be used for Federal Student Aid. Students receive an emailed template if they are enrolled in coursework that is not considered to be part of their program of study (this includes remedial and ESL coursework).
3. [Military and Veterans' Services](#) provide veteran-specific advisors at each campus. These advisors support veteran students with Veterans Affairs Educational Benefits and general advising support. Through the College's Davis-Monthan Air Force base center, veterans' advisors work closely with active military personnel, providing tuition assistance support and college advising. The College also maintains designated spaces for active military and veteran students. Computers, tutors, transfer support, and quiet spaces provide veterans essential student success tools for their unique support needs.
4. [Career Development Services](#) are provided in a variety of ways. Employer Engagement and Career Services provides information to search for internships or start a job, and to find workplace learning opportunities. Career counselors assist students in exploring career interests through use of career assessment tools, career research, and planning, including providing resume and interviewing support. The First Year Experience Program hosts collegewide Career Cafes each semester to virtually assist students with building and refreshing job search and career readiness skills including resume and cover letter support, interviewing strategies, and navigating Pima career resources and services. These events are advertised in our student engagement platform, [Pima Engage](#), and provided both in person and virtually, with recorded sessions available on-demand through the [Cyber Career Café playlist](#).
5. Academic Success Counselors provide academic counseling and advising, both in groups and individually. These services are available to provide support for academic and personal challenges as well as offering short term, crisis intervention along with referral to resources internally and externally.
6. [Placement Testing Services](#) are available to students in need as well as guidance regarding [Multiple Measures](#) placement for students who have graduated high school or earned a GED within 5 years from admissions to Pima.



7. Learning/Tutoring Centers offer appointment-based and drop-in tutoring services, on campus and virtual. The PCC Tutoring Website provides specific information about tutoring at each campus. In addition, NetTutor offers live tutoring on-demand, question drop-off, and writing feedback via D2L. Together over 150 subjects are offered, including live tutoring for Math, Writing, and Student Success, with options 24/7, every day of the year.
8. [Access and Disability Resources](#) are available at all campuses and ABECC centers, Aviation Technology Center, and Santa Cruz site in addition to offering virtual services.
9. Highlighted below, Library services and resources are available to students, faculty and staff in person at five campus libraries and online. Campus libraries are typically open 50 or more hours per week and online collections and services are available 24/7.

## Academic Support and Services

PCC works with students in need of targeted academic support and services through holistic approaches and intentional design. As noted in the [2019-2020 final Developmental Education report](#), PCC made a shift from a focus on developmental education to a more comprehensive model of addressing overall student college readiness and student success, and reorganized the areas of oversight for the administrator with this portfolio. Coinciding with the National Organization for Developmental Education's rebrand as NOSS, the National Organization for Student Success, PCC's Developmental Education division shifted from project-based initiatives that incorporated cross-functional implementation teams to supporting operational oversight of several learning support areas.

Additionally, learner support areas adapted in response to the global pandemic to provide support and access to students, including Placement and Testing, the Learning Centers who pooled resources for a Virtual Learning Center, and the Library who launched a live chat feature that connected students to library resources as well as serving as an early redirect to other college services. Other pandemic efforts to provide student support included identifying Success Coaches to serve courses in the last 8 weeks of the Spring 2020 semester, and adjusting PCC's early alert platform, PimaConnect, to help identify post-pandemic-return students who were missing mid semester. These efforts are documented in the following reports:

1. [2020-2021 CRSS Division Report](#)
2. [2021-2022 CRSS Division Report](#)

In sum, efforts have continued on improving onboarding processes (placement, just in time educational support), curriculum (alignment with student needs), student support experience (tutoring, advising, and academic success coaching) and the classroom environment including instructional professional development.

## Advising

[Enrollment and Program Advisors and Counselors](#) are assigned to students based on the student's [program of study](#) and are available to meet with students at all campuses and virtually. In 2017 the [Guided Pathways](#) model began implementation. The assigned advising model also began implementation and included the components of proactive advising based upon meta majors as part of a national framework. Advisors connect with students via PimaConnect, a

case management and Early Alert system, and instructors also use [PimaConnect](#) for EarlyAlert interventions by advising and success coaching teams.

Enrollment and Program Advisors and Counselors are available at all campuses to meet with students providing a variety of advising options to service students' needs including walk-in, same day call back, virtual, [group](#), and appointment based advising services, in addition to on-demand recordings of group advising and program information sessions through our student engagement channel.

In addition [Connect U Orientation](#), required for new to higher education students, is offered in person, virtual-live, and asynchronously via Brightspace D2L. In the year 2021-2022, 953 students participated in live orientations and 1,735 students participated in on-demand, asynchronous orientation.

All enrollment and program advisors and counselors participate in the [Appreciative Advising](#) course through Florida Atlantic University in addition to regular college training to ensure competency with academic advising.

In collaboration with PCC's Strategy, Analytics and Research (StAR) department, [internal research](#) suggests students who received advising persisted at a higher rate (74.0%) than students who did not receive advising (61.1%). In the year 2021-2022, Program Advisors and Counselors provided 13,918 student appointments and Enrollment Advisors provided 11,364 in person appointments and 20,765 same-day, virtual call-back advising sessions.

## Infrastructure

PCC provides crucial [infrastructure](#) to advance teaching and learning at PCC, for our students, and for our community.

## Centers of Excellence

In close partnership with business, government and community leaders and stakeholders, PCC developed academic Centers of Excellences ([CoEs](#)) to provide high-tech training and reskilling of both new and incumbent workers and contribute to the overall economic vitality of Pima County and the surrounding region. Centers of Excellence have been identified for Applied Technology, Aviation Technology, Health Professions, Information Technology/CyberSecurity, Public Safety, Hospitality Leadership, Science and Engineering, and Arts and Humanities. Many of these Centers have dedicated learning labs and facilitate community partnerships, such as the living lab and FIT lab at the CoE in Applied Technology, Demonstration Kitchen and Amphitheater at the CoE in Hospitality Leadership, and the CoE in Health Professions highlighted above.

## Center for the Arts

The [Center for the Arts](#) is part of a group of buildings which includes the 425-seat Proscenium Theatre, the 75-plus-seat Black Box Theatre, and the 75-plus-seat Recital Hall. It also includes the [Louis Carlos Bernal Gallery](#). The Pima Arts Division utilizes these venues to produce exciting drama, comedy, recitals, performances, exhibitions and more. The Center for the Arts also [rents fully-equipped spaces and support services](#) to the community for performances, ceremonies, keynote speakers and seminars.

## The Archaeology Centre Artifact Repository

The Pima Community College [Center for Field Archaeological Field Training](#) (PCCAC) established an Arizona State Museum-approved archaeological repository in 1976 and has maintained it since that time. The repository provides students hands-on training and experience with a wide range of artifacts and curatorial procedures. The repository also allows PCC to curate the artifacts and records produced by PCC Archaeology classes and community partnerships in an affordable manner, bypassing curation costs charged by other institutions. Additionally, the repository provides research opportunities for students and the archaeological community; artifacts and records are available for study through coordination with trained Archaeology Centre laboratory personnel who provide repository access to students and professionals.

## Library

The Library serves a vital role in information literacy and information exchange PCC. The Library provides access to roughly half a million book, journal and audiovisual titles in physical and online formats. Services include reference help and instruction in all modalities, technology device checkout, group and individual study spaces, a makerspace, and programming, events and displays. During the [2021/2022 year](#) the Library provided 20 work study positions at PCC, led over 5400 students through 345 information literacy classes, and answered over 31,600 reference, technology, and general information questions. In addition, Interlibrary loan, reference services, and Ask a Librarian live chat, in addition to certain [technology](#) loans, campus space reservations, and benefits such as [Culture Passes](#) support college employees and students alike.

## Computing Resources

The College provides [Computer Commons](#) at each of the five campuses. Students may use these technological hubs to access their student portal (MyPima); check college email, utilize Microsoft Office products, print documents, and conduct research. All computer commons are equipped with PCs and printers. The PCs have a range of accessibility software, including JAWS, ZoomText, FSReader, Read & Write. Additionally, students may request loaner laptops from the library. These laptops are equipped with the necessary software resources available to students in the Computer Commons.

In addition to college-wide commons, other state of the art resources exist at the [East Campus](#). The Makerspace is a high-tech educational playground designed to build and expand upon students' creative and technology skills, including use of a 3D printer. The East Campus Cyberwarfare range, operated in partnership with the Arizona Cyberwarfare Range, is a live-fire cyberwarfare range, which gives Information Technology students the experience of seeing and managing actual threats in real time and provides a free and open environment to augment cyber security resources in Arizona.

## Scientific Laboratories

There are thirty-eight integrated lecture and laboratory spaces regularly scheduled throughout the academic year at the five campuses, along with eight spaces currently being renovated for a total of [forty-six spaces](#). The renovated spaces will be state-of-the-art integrated lecture and laboratory spaces for biology, chemistry, organic chemistry, and microbiology. Astronomy, biology, chemistry, food science & nutrition, engineering, geography, geology, and physics are scheduled throughout the current laboratory spaces.

## Additional Learning Laboratory Spaces

The Communication Academic Division is responsible for establishing [American Sign Language \(ASL\) labs](#) at various college locations. The East, West, and Northwest campus all host dedicated ASL Lab spaces. The Technology Academic Division has established an [Automotive Technology Lab](#) for students to complete weekly required additional hands-on learning assignments.

## Health Professions Laboratories

Dedicated labs and integrated lecture and laboratory spaces are regularly scheduled throughout the academic year at the West and Desert Vista campuses for all Health Professions Programs. The college is currently in the process of constructing a Center of Excellence in Health Professions (CoEHP) that will double the general Health Professions Skills Lab capacity of the division and include new, state of the art integrated lecture and lab spaces for Surgical Technology, Respiratory Care, Medical Lab Technology, Clinical Research Coordinator, Pharmacy Technology, and all nursing programs. The general Health Professions Skills Labs will be reconfigurable for various uses. Currently, the Health Professions utilize 13 high fidelity simulations manikins. Additionally, the CoEHP will include a 9 bay simulations lab with approximately 24 high fidelity manikins. The Health Professions Division currently utilizes 24 zSpace 3d laptop platforms for instruction along with an Anatomage Table. The CoEHP will expand the use of instructional technology by adding VR headsets, 2 SynDaver models, a dedicated anatomy lab and an XR black box space which can be configured for use with multiple AR and VR technologies.

## Health Professions Clinical Sites

Clinical sites are crucial in healthcare education, illustrating PCC's commitment to high-quality, experiential learning and practical application of knowledge. Acting as practical extensions of the classroom, clinical sites enable students to apply theoretical concepts in real-world settings, bridging theory and practice. They are integral to PCC's efforts to equip students for successful careers, directly influence the quality of teaching & learning experiences, the resources available, and the support provided to students as they navigate their educational journey. Moreover, the clinical component of PCC's programs offers students hands-on experiential learning opportunities, professional development, and exposure to the challenges and opportunities within their chosen fields.

Clinical sites are vital to the PCC's commitment to providing a well-rounded education that prepares students for success in their careers. These sites offer students the opportunity to:

1. **Apply Theory:** Clinical sites allow students to put theoretical concepts learned in the classroom into practice. This helps reinforce learning and enhances students' understanding of complex topics.
2. **Develop Practical Skills:** Students gain hands-on experience and develop essential practical skills necessary for their future professions. These skills may include patient care, classroom management, counseling techniques, research methodologies, and more.
3. **Learn Professional Etiquette:** Interacting with clients, patients, students, or other stakeholders in real-world settings teaches students how to conduct themselves professionally and ethically.
4. **Gain Exposure:** Clinical sites expose students to a diverse range of situations, populations, and challenges, fostering adaptability and cultural competence.

PCC collaborates with a wide array of clinical sites to ensure that students experience diverse and comprehensive learning opportunities. These sites include, but are not limited to hospitals, clinics, rehabilitation centers, and private practices where students in healthcare-related fields can gain hands-on patient care experience under the guidance of licensed and/or certified professionals. Additionally, PCC runs a fully functional Dental Clinic to provide clinical experiences for the Dental Sciences Programs. The Dental Clinic experience is overseen by licensed and practicing Dentists.

Clinical site experiences include patient bedside practice (long-term care facilities, rehabilitation facilities, hospital patient floors, etc.), Critical Care Units (ICU, Emergency Room, Operating Room, Labor and Delivery, etc.), Imaging Suites, Medical Labs, private practice, community clinics and specialty practices. The clinical site conditions are governed by affiliation agreements between PCC and the clinical institutions.

PCC maintains strong relationships with clinical sites through ongoing collaboration and monitoring. We ensure that the experiences offered align with our educational goals and standards. This includes:

1. Site Selection: Careful selection of clinical sites to ensure they align with program objectives and provide meaningful learning experiences.
2. Site Supervision: Ensuring that students are supervised by experienced professionals who provide guidance, mentorship, and regular feedback.
3. Assessment: Regular assessment of student performance at clinical sites, incorporating feedback from both students and site supervisors to enhance the learning experience.

PCC is committed to continuous improvement in the clinical education programs. Feedback from students, faculty, and clinical site supervisors is actively sought and used to refine the curricula, enhance the quality of learning experiences, and strengthen the partnerships with clinical sites.

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## Criterion 4 - Teaching & Learning: Evaluation & Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A

PCC regularly evaluates certificate and degree programs for currency, quality, and viability through external accreditation reviews and a [four-year](#) internal [program review process](#). A [systematic timeline](#), [comprehensive procedure](#), and redesigned [self-evaluation packet](#) ensure alignment of program design with institutional goals as well as encompasses evaluation of the Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs).

The Office of Curriculum Quality Improvement (CQI) compiles and distributes three academic years of information, collected and housed in eLumen, for [persistence, retention, and](#)



[completion](#), and [labor market data](#) for programs in review. Information from the program [advisory committee \(pp. 3-4\)](#) and [program specific data \(p. 1\)](#) are used to inform quality improvement initiatives identified during program review. Deans review trend data, with faculty input, to determine the vitality of programs. Decisions on marketing needs, program mergers, and possible teach-out strategies are also informed by the data, faculty experience, and community needs.

Proposals for new programs, as well as periodic program reviews, include analyses of market needs and career opportunities available for students within each program. As noted above, PCC regularly responds to data, particularly enrollment and completion figures, to address the viability of its programs. According to PCC Administrative Procedure 3.25.05, a variety of actions can occur within the process of program review: documented improvement plan, funding provided, funding withheld, inactivation or program mergers.

As a result of program review, several results have ensued:

1. Inactivations: fashion design certificate, mechanical designer/CNC programmer certificate, and Social Services, Substance Use Disorder Specialty certificate.
2. Mergers: Elimination of approximately fifteen Associate of Arts concentrations due to lack of enrollment or the specified courses not meeting the needs of students transferring to different institutions.
3. Improvement Plans: Therapeutic Massage was provided [\\$5,000 in advertising funding](#), as requested, to see if it can increase the viability of its program. If it does not, the program is slated for inactivation starting in Fall 2025.
4. Funding provided: [Truck Driving's program review](#) showed a need for a [new truck](#) and their goals were tightly tied to institutional goals.
5. New programs: [Surgical Technology - AAS](#) and [Nondestructive Testing certificate](#) were identified as needed.

PCC ties assessment to strategic planning and budgeting by identifying areas of program review that need improvement. Program review initiatives are funded through one process whether they are capital expenses or, for more expensive items, under a capital request.

CQI solicits annual [feedback](#) from stakeholders regarding their experience with Program Review for continuous quality improvement. For example, one request from the 2021-2022 survey was to include the PLO assessments with program review. This was accomplished in the 2021-2024 [program review cycle](#). This feedback provides transparency and accountability in the program review process and will be systematized by using Curriculog in the Fall 2023. This system identifies the components and teams responsible for each component and provides clear timelines, including deadline reminders, until the program review is complete. All PCC employees who may have questions about a specific program review can access Curriculog.

A recent continuous quality improvement made for program review is the incorporation of a [program recommendations team](#). Their charge is to “Examine the program review materials including input from the relevant faculty and dean” and “Assess the program in the context of current performance, local industry needs, transfer alignment, and the median earnings/demand related to employment opportunities.” The process indicated for this program review process listed above is labeled "Program Recommendations Team (PRT) reviews Program Review." A process map describing what that process looks like when Program Review reaches this step can be found here: [Program Recommendations Process Detailed Process Map](#).

During the 2022-2023 academic year, PCC did not adhere to our regular program review cycle due to miscommunication of timeline needs by CQI. In response, a new [Dashboard](#) was built into the warehouse to now be fully automated; this resulted in quick and easy access to consistent data for all programs. During this year CQI focused program review on programs that were struggling from enrollment, persistence, retention, and completion perspectives.

## Evaluation of Transfer Credit, Prior, and Experiential Learning

PCC accepts transfer credits from regionally accredited institutions of higher learning, as well as foreign transcripts that have been evaluated by an approved foreign credential evaluator. PCC also [accepts credit through assessment of prior learning](#).

PCC accepts transfer credit from articulated programs in accordance with [BP 3.21](#) and [AP 3.21](#). PCC's Registrar Office evaluates transfer credit individually and course-by-course for a student's stated Program of Study and, in some cases, will not offer credit for their entire academic history. Transfer credit is not awarded for courses completed at institutions that are not regionally accredited. When necessary, the [services of appropriate third parties](#) are used to evaluate international transcripts.

If a student wishes to transfer coursework from other institutions, the coursework must appear on official transcripts mailed or electronically delivered directly from the source institution to PCC's Registrar Office. PCC evaluates all the credit that it transcripts, including experiential learning or other forms of prior learning. The institution has procedures that assure the quality of the credit it accepts in transfer ([A.P. 3.21.01, Section 3](#)).

Current and prospective students may access information regarding the transfer credit evaluation process, including evaluation of experiential and prior learning assessment, through PCC's "Transfer to Pima" webpage and in the College Catalog. Beginning in fall 2018, the College added associated fees for experiential transfer credit.

All transfer credits applied to a student's record are evaluated by [trained staff members of the College's Registrar Office](#). The College has policies that assure the quality of the credit it accepts in transfer. These policies, in particular [AP 3.25.02](#), clearly outline the number of credits a student must complete at PCC. The Registrar then determines which credits are accepted based on the review, as discussed in 4.A.2. All students must complete at least 15 credit hours of coursework at PCC to graduate with an associate degree, and six credit hours for a certificate: no exceptions.

In addition to policies for CLEP, articulation agreements, military and experiential or prior learning assessments ([AP 3.25.01](#)) PCC awards credit for transfer courses completed at regionally accredited institutions and from public and private post-secondary colleges and universities.

General education courses appear on the statewide Arizona General Education Curriculum ([AGEC](#)). AGECE is statewide curriculum that satisfies the lower-division general education requirements for all Arizona public universities and colleges. The AGECE assures that students who transfer from one state college or university to another will receive credit for general education courses at the receiving institution.

# Expectations for Student Learning

[BP 1.6](#) and AP [AP 3.25.05](#) explicitly state the College shall have a process for the assessment of credit and noncredit programs and services and assessment of student learning outcomes.

PCC explicitly indicates in the Faculty Handbook (pp. 1-2) that all Faculty are required to participate in the assessment, analysis, implementation of curricular or programmatic change, reassessment of outcomes, and provide documented evidence of evaluation at the course, program, and general education levels including determination of specific outcomes for courses and programs appropriate to their discipline.

And as per [DFC charge](#) (p. 2), discipline faculty maintain the currency of Student Learning Outcomes, involving a process of evaluation and planning, improvement and implementation, assessment and documentation.

## Prerequisites

[Faculty](#) are responsible for determining the pre-requisites in their programs. A college-wide team, the [Discipline Faculty Committees \(DFCs\)](#) (pp. 2-3), are comprised of discipline faculty charged with determining appropriate prerequisites for new courses, review programs to address specific identified needs, and revise and vote to approve alterations to existing prerequisites.

At the course level, the college clearly labels [prerequisites on each course](#) in the College catalog. Prerequisites are enforced using the College's student information system. When necessary, the modification of course prerequisites occurs using the [course modification approval process](#) through the curriculum management system.

## Course Rigor

Detailed throughout Criterion 3.B, Pima adheres to Arizona General Education Curriculum guidelines. Faculty, through DFC work, propose additions, deletions, and modifications to curriculum in response to regular General Education Learning Outcome (GELO), PLO, and CLO review, course materials review, in response to Statewide Articulation Task Force (ATF) participation, and/or shifts in industry standards.

CQI reviews all changes to courses, and as part of that review, ensures that courses meet rigorous college standards. While course content is developed and proposed by subject matter expert faculty, CQI evaluates courses based on broader criteria and their impact. Those criteria are published in the [Course Guidelines](#) document.

As per Criterion 2.E and 3.A, the approved course title, course description and CLOs, and standard policy language appear on all PCC syllabi.

## Access to Learning Resources.

### Library Services

Library services and resources are available to students, faculty, and staff in person at five campus libraries and online. Campus libraries are typically open 50 or more hours per week and online collections and services are available 24/7 via the [Library webpage](#). Annual statistical

and narrative reports (2016-2022) detailing the collections, services, programming, and efficacy can be found [here](#). (Criterion 3.D)

## Learning Centers

Learning Centers are available to current students at each campus location, virtually, and through our partner Link-Systems (NetTutor). All Learning Support Services (tutoring) are available to all current students with active student accounts (active A-numbers). This includes all ABECC, dual enrollment, and workforce students. Active students are imported daily from Banner into our tracking systems (AccuSQL and Accudemia) to ensure correct status. The attached document identifies the available services.

1. Each campus location provides unlimited drop-in services Monday-Friday. Two campuses offer services on Saturdays. Operational hours and locations are found on [www.pima.edu/tutoring](http://www.pima.edu/tutoring); there are also widgets with links embedded in Brightspace D2L on the homepage and on each course page.
2. Virtual services are available through our Virtual Learning Center by appointment Monday-Saturday. Links to the scheduling software are available on [www.pima.edu/tutoring](http://www.pima.edu/tutoring) and through links in Brightspace D2L on the homepage and in individual course pages. Students may make use of unlimited services, though must schedule appointments one week in advance and for 75 minutes at a time.
3. Link-Systems (NetTutor) online tutoring services are available to all current students. There are direct links to Link-Systems (NetTutor) embedded within Brightspace D2L via a direct link widget both on the Brightspace D2L homepage and their individual class course pages. Link-Systems (NetTutor) services are available 24/7/365. Students are allotted ten hours each semester of tutoring through Link-Systems (NetTutor) before they must request more hours through PimaOnline in effort to encourage use of internal options.

## Information Technology

IT governs access to College-issued loaner devices via the [SOP Mobile Device Checkout](#). Access to College computers is governed by the College's identity access management system. Without a valid account, one is prohibited from logging into a College-owned device. Access to College-systems (e.g., myPima, D2L, etc.) are also governed by the College's identity access management system by way of single sign-on. All software solutions made available to students must be pre-approved by IT to ensure proper security and licensing requirements per the [SOP Software Evaluation and Approval Process](#).

## Access and Disability Resources

[Access and Disability Resources \(ADR\)](#) supports Students and Community Members across College Domains by engaging with disabled Students and Community Members to effectively ensure equitable access across all College campuses, courses, and events. The Access and Disability Resources team works directly with disabled students, to ensure access to all aspects of their learning, but the team also serves faculty and staff who have questions or who need information on how to effectively implement student accommodations. We work with IT, Department Heads, and Deans as the College considers purchases of new software, learning materials, text books, and resources. ADR's Analyst for Accessible Technology works in conjunction with the College's IT department to test all web content and mobile apps in order to ensure the College meets or exceeds the newest Web Content Accessibility Guidelines

(WCAG) Version 2.1, Level AA. [AP 2.01.02](#). [Will update with new version once complete] This department engages with Faculty Members to provide training on implementing reasonable accommodations and holds informational events to ensure disability access remains top of mind across the College. Members of the College's Access and Disability Resources department reliably consult with the College's Legal team to ensure the College is compliant with Local, State, and Federal laws, and meets with High School transition teams, Veteran teams, and Vocational Rehab teams to promote information important to students who will be entering the College setting soon.

## Faculty Qualifications

The [framework for faculty hiring](#) was established in 2019-2020 with ongoing adherence established by [AP 2.02.02](#), which went through a revision process in 2023. If needed, there is a process for [off-cycle faculty approval](#).

Dual enrollment faculty are selected and hired by each individual high school and/or school district. They are required to meet minimum qualifications for both full-time and Dual Enrollment adjunct faculty that are the same and are based on course classification. Using the approved extension from the HLC, many Dual Enrollment faculty are working through written and approved plans that include taking graduate level courses in their discipline by working toward full qualifications by the September 1, 2025, deadline (Criterion 3.C).

## Minimum Certification Requirements

[The certification requirements](#) (p. 23) for all faculty will vary depending on the content area; especially, in instructional areas associated with Career and Technical Education (CTE), but generally, academic content areas require the following:

1. A Master's degree in the discipline to be taught or a Master's degree in any discipline and 18 graduate semester hours in the discipline to be taught, or
2. Meet the qualifications applicable for Career and Technical Education (CTE) courses, which vary for each area, but may include:
  - a. The same qualifications as those listed for Academic, or
  - b. A Bachelor's degree in any field of study, or
  - c. A Bachelor's degree in any field and 3 years of direct work experience in the field, or
  - d. An Associate's degree in any field and 5 years of direct work experience in the field, or
  - e. 64 semester credit hours in the field of study and 5 years of direct work experience in the field, or
  - f. An industry-recognized certification in the field of study and 5 years of direct work experience in the field, or
  - g. A valid license in the field of study and 5 years of direct work experience in the field.

## DE SLO Equivalency

PCC Academic Departments, Discipline Coordinators, and/or Department Chairs conduct site visits of proposed locations prior to course approvals. These visits include discussions with the credentialed adjunct faculty members to review course syllabi, textbooks and instructional materials. Dual enrollment faculty are required to complete [CLOs](#) identical to our main campus

courses and coincide with our [college catalog](#). After initial approval, [follow-up visits](#) are made to the site with faculty on an annual basis.

## DE Achievement Equivalency

Although dual credit courses are assessed alongside all of college courses this data has been in-disaggregative until February 2023. Therefore, we are only now able to compare the two populations of students toward greater outcomes & success understanding.

## Specialized accreditation

Programs with specialized external accreditation, certification or approvals are listed on the [College's website](#) and participate in the College's program review process, to ensure program relevance, currency, and viability. These programs pursue such designations for a variety of reasons, including state requirements, meeting the needs of students and employers, and efforts to keep programs competitive in the marketplace. Correspondence from the specialized external accreditors or certifying/approving agencies is housed in the Provost's Office, such as the linked letter from NAACLS demonstrating the institution is in [good standing](#).

## Post-graduate success

Expanded on in Criterion 5.A., PCC tracks [student progress and outcomes](#) (including graduation and transfer) using a number of methods. Our primary student success system is the [Voluntary Framework of Accountability \(VFA\)](#), which is embedded in the [mission fulfillment framework](#) and permits comparisons with a national cohort of colleges. This system provides data on students' one and two-year progress and six-year outcomes, which are monitored by the College to identify areas of weakness and opportunities for improvement. Comparison reports for PCC and other state community colleges are also analyzed (e.g., first year performance of PCC students vs all Arizona students and new transfer graduation rates for PCC students vs all Arizona students). These metrics were embedded in the [strategic planning process](#) (Criterion 5) and from [KPIs](#) [\[need link of final report\]](#) within the 2021-2025 strategic plan. In addition, PCC uses employer feedback, internal college reports, and third-party reports to determine success.

Each area of the College also monitors student outcomes along the PCC pipeline, including grade distribution (e.g., fall grade distribution), course completion rates (e.g., Fall 2022, by race/ethnicity and other socio-demographic characteristics), persistence and retention (2021 starting cohort, 2022 starting cohort), and completion (multi-year trend report, which includes credit and CTD completers and examples for specific programs) as well as the comprehensive suite of Voluntary Framework of Accountability (VFA) metrics for progress and outcomes at the two-year and six-year marks. Strategy, Analytics, and Research (StAR) have administered a Graduate Survey for many years. These alumni provide the College with information about their careers and educational status, and how well PCC prepared them to reach their intended goals. Some programs have an active Advisory Committee that provides feedback on the curriculum from an industry perspective. PCC employs many adjunct faculty who share current industry experience with students and fellow faculty.

Students provide feedback about program quality through course evaluations, which are reviewed by program faculty and their supervisors on several levels as an instrument to measure effectiveness and improve program quality. Some career and technical education programs (CTE) have developed concurrent enrollment programs (CEP) with regional



universities. This is unique to the State of Arizona and has become a model for other states across the nation. CEP programs require the alignment of curriculum and outcomes in a way that allows articulation into a higher degree program while completing an associate degree. Students who complete the CEP program receive an associate degree (from PCC) and their baccalaureate degree, or some master's degree credits, from the partner university, for returning baccalaureate students. One such a partnership in CTE programs, is for an applied science and baccalaureate degree in nursing.

PCC's advisory committees are essential for the development of high-quality programs. Such committees focus on key performance indicators, including program curriculum and instruction, employability, credential attainment, and strategic planning for programs.

Advisory Pima Community College District meetings are held at least once a year. A new Advisory Committee regimen was implemented starting in the fall of 2018 based on extensive revision of policies and procedures (i.e., new Handbook), as well as training on "Best Practices in Advisory," and greater incorporation and leadership by business and industry at meetings. Meeting minutes, agendas, training sign-in sheets, and committee membership lists are archived. Additionally, PCC recently began focusing on improving advisory committee structure, participation, and seeks standardization across the College, e.g., hiring an Automotive Education Consultant Specializing in NATEF/ ASE Accreditation that provided training and development for administrators and key personnel who participate in advisory committees.

## 4.B

PCC maintains practical, transparent processes for assessing General Education, Program, and Course Learning Outcomes under the purview of CQI and enacted through the eLumen assessment management system. PCC makes use of GELO, PLO, and CLO data collected in eLumen to improve student learning through institutionalized processes and practices implemented in 2018/2019. Multiple years of enacting these processes has generated a wealth of data toward continuous SLO and process improvement.

Toward the mutual goal of assessment compliance and culture, and in collaboration with CQI and the Teaching & Learning Center, the Student Learning and Assessment Workgroup ([SLAW](#)) assists with outcomes & assessment-related professional development and data review opportunities at the college. Fulfilling its mission and consisting of representative faculty, CQI staff, and a Dean, SLAW collaborates with CQI and other assessment-oriented committees and stakeholders to provide feedback on institutional assessment practices, the SLO review process, and coordinate college-wide assessment-related professional development opportunities.

## GELO Assessment & Impact

PCC's five GELOs are appropriate to the [College's Mission](#) and available in the [college catalog](#). GELOs are assessed indirectly through the [mapping](#) of course learning outcomes (CLOs) to eleven Association of American Colleges & Universities (AAC&U) VALUE rubrics in eLumen, using an [introduced, reinforced, and proficient scale](#). Discipline faculty are responsible for establishing and maintaining the mapping and when courses or CLOs are changed mappings must be reviewed by the discipline. Training on these responsibilities is offered by CQI through one-on-one instruction and video. Each VALUE rubric's aggregated results are faculty reviewed on a four-year cycle. If improvement plans are necessary, the rubric will be reassessed for

progress the following year. SLAW, upon review of the data and responsive to college priorities, may elect to review a rubric more frequently.

### GELO Example: [Quantitative Literacy GELO Assessment Review](#)

Math, Chemistry, Astronomy, Psychology, & Sociology faculty all participated in Quantitative Literacy GELO review ([AAC&U rubric](#)) during the 2021/2022 AiA event, providing a representative example. Though an overall improvement plan was deemed not necessary due to consistent results across data sets at or above thresholds, from the event the following discipline plans were introduced: Chemistry researching the benefits and appropriateness of a 4 category rubric for their CLOs to provide more accurate GELO data, Astronomy considering how existing assessments can better contribute toward mapping, and Math considering additional courses and skills outside calculation being considered in mapping.

### PLO Assessment & Impact

New programs must submit an [Assessment Plan](#) where PLOs are identified. PLOs are assessed indirectly through the mapping of CLOs to PLOs in eLumen. Discipline, program faculty are responsible for establishing the mapping and maintaining it. When courses, CLOs, or PLOs are changed, mapping must be reviewed and updated by the discipline; e.g., [Aviation, AAS program mapping](#) and [Early Childhood Education, AAS Program mapping](#).

The aggregate results of the PLO data are reviewed annually by the discipline. Discipline faculty leadership may choose which [cycle](#) they review as long as all semesters are reviewed once per academic year (AY) July 1 - June 31. The review forms are housed in eLumen, and training is available through videos on the CQI website and through appointments.

Disciplines that do not map or review the aggregate PLO results on a yearly basis will have future curriculum additions and modifications placed on hold until they are mapped and reviewed. Division Deans and discipline leadership will be notified by CQI at the time of the hold and the discipline must notify CQI when the discipline has been brought back into compliance.

PLOs are assessed yearly as part of the regular Program Review process. PLOs are measured throughout the curricular length of the program through mapping in eLumen conducted by discipline faculty so that when faculty enter in CLO data, they also contribute to PLO results. In addition, discipline leaders also create a minimum standard for each PLO to help focus improvement discussions and help CQI identify anomalies.

### PLO Example: [HIT PLO Assessment Review](#)

The Health Information Technology program review document provides an excellent example of the PLO review process. This review's question and response section indicates that HIT course sections are taught by the same instructor making use of standardized course materials and assessments (course 'masters') to provide consistent grading, and that PLOs consistently range in the high 80s and 90s. Discipline leaders indicate the need to address PLOs consistently in the mid to high 90s to ensure meaningfulness and will do so through meeting with all discipline faculty.

### CLO Assessment & Impact

CLOs are required to be entered for every student of every section of every course in every term through department-constructed rubrics in eLumen. eLumen course rosters are initially

loaded at the add/drop date, and class enrollments are refreshed at the withdrawal deadline. Assessments are due one week from the section end date and reminders for completion are circulated college-wide and at a division level.

The aggregate results of the CLO data are reviewed annually by the discipline. The discipline leadership may choose which cycle they review as long as all semesters are reviewed once per AY July 1 - June 31. The review forms are housed in eLumen, and training is available through videos on the CQI website and through appointments.

To encourage participation, disciplines that fall below 90% of sections completed in a term, have full time employees not entering CLO data, or do not review the results, have all future curriculum additions and modifications placed on hold until completed or following a semester of 90%+ completion. For example, Discipline X completed assessments on 8 of 10 sections in spring 2022. X will have all new curriculum modifications and additions placed on hold until 90% of spring 2022 sections are entered or the next term (Summer or Spring) is entered at 90%. Division Deans and Discipline leadership will be notified by CQI at the time of the hold and the discipline must notify CQI when the discipline has been brought back into compliance. This is outlined in the [Course Learning Outcome Entry and Review](#) standard operating procedure within the CQI office.

As a part of the continuous improvement model for the CLOs, PCC collects data to review and make recommendations for improvement. At least once per year for each program, discipline faculty leaders examine CLO data for each course broken down into specific learning outcomes and measured by discipline-developed rubrics in eLumen. Similar to the PLO improvement process, discipline leaders create a minimum standard for each CLO that the actual data will be assessed against. CLOs assessed below that minimum threshold are a focus of future discussion for improvement. Additionally, CQI identifies anomalies such as the entire CLO being 100% and follows up with relevant discipline leaders to identify issues with the learning outcomes or the process of assessing them.

### Example: [Biology CLO Assessment Review](#)

Biology discipline leadership reviewed assessment data of the BIO 157 course. The data from the previous year was assessed at 50% and the most recent results now show the course reached 69%. Additionally, BIO 202 received similar outcomes by moving from a 47.65% to a more desirable result of 56%. The department attributes this result to reviewing the data, changing the assessment, and rewriting the CLO to produce a better outcome. When reviewing this data, PCC is determining this as a positive indicator that our process is working to improve CLOs for student success.

## Academic Assessment Practices

PCC assessed CLOs in over [90% of sections since 2019](#). Almost all areas are assessing program and general education learning outcomes and have improvement plans in place, however there are areas to address, as stated below. Further, the Teaching & Learning Center hosts ongoing training and workshops related to assessment, as incentive offers a three-tiered Continuing Education Unit model Certificate, "Improving Teaching & Learning through Grading, Assessment, & Use of Data," and has hired a Equitable Assessment faculty fellow to coordinate faculty-driven assessment engagement. And as mentioned, disciplinary representatives of

SLAW meet monthly to improve assessment practices and host the annual Assessment into Action event when faculty review GELO data and determine action plans.

## SLO Improvement: Areas of Opportunity

Despite the quantity of data available and the established procedures to review it, SLO assessment challenges remain. Exemplified above, GELO achievement scores are almost always above threshold, and routinely CLO and PLO review results in 100% (or near) meeting or exceeding expectations. These results point to the need to review both outcomes and assessment practices & attitudes to generate more meaningful data. Initial [recommendations](#) were made by the SLAW team in collaboration with CQI and Discipline Deans, anticipating revisions to the General Education program at PCC will open up additional opportunities to improve.

Historically, at a site location level SLO data disaggregation has been challenging or impossible. Beginning February 2023, PCC is able to disaggregate GELO data toward a comparison of campus and additional sites and works to universalize the practice; further workarounds have been found to disaggregate data to better understand and address opportunity gaps present across student demographics.

Additionally, there is ongoing discussion about the appropriateness of disciplinary focus for assessing General Education categories versus a college-wide plan. Anticipating changes to state-wide articulation and entering into a college-wide refresh of PCC's General Education curriculum, members of SLAW, CQI, and the Deans' Student Success committee responding to the 2022/2023 Provost Goal #1: Improve Data Use in Academics are working toward:

1. Reevaluating GELOs with AGEC & General Education changes in mind
2. Including mechanisms for the evaluation of the General Education program as a whole
3. Designated calendar dates for SLO data review
4. Targeted development of and support for department leaders
5. Holistic, institutionalized examination of SLO data with other student success data and reflecting institutional priorities for learner success, retention, persistence, and completion
6. Elevating the current Student Learning Assessment Workgroup to be an official standing committee (Student Learning Assessment Committee) and establishing representative faculty authority over student learning outcomes and assessment practices at PCC

## Co-curricular Assessment Processes, Practices, & Impacts

PCC uses multiple processes for assessing [co-curricular learning](#) in relation to GELOs and alongside the PCC Strategic Plan and Achieve 60, and college-wide initiatives such as Diversity, Equity, and Inclusion and the Climate Action and Sustainability Plan (CASP), and makes use of assessment data to help determine funding to mission and strategic plan-related areas of need. Highlighted in Criterion 1.C, the institution acknowledges that these assessment practices are not centralized; each co-curricular area (e.g., Student Affairs, TRiO, Athletics) at PCC is authorized to develop meaningful assessment processes and outcomes for their program and event mission.

## Example: Student Life

In 2020-2021, efforts to focus on Student Life Co-curricular activities to support the student success were affirmed by the 2017-2021 [College Strategic Plan](#) and its related priorities to “Ensure equal access to services and support for all students, regardless of whether they enroll in credit classes, adult basic education, center for training and development and continuing education” (p. 2), the 2017-2020 [Diversity Equity and Inclusion Plan](#), Strategic Goal 6 (p.17), “Prepare students, faculty and staff to adapt and succeed in a diverse, global, multicultural and multi-ethnic society,” and the 2019-2020 [Chancellor Goals](#), “Cultivate an institutional climate focused on equity, diversity and inclusion.” With the focus on access, diversity and inclusion, the Student Life Department looked at several programs/events to highlight these initiatives. By mid-Spring semester of 2020, the Student Life Department was operating 100% virtually due to the global pandemic. All programming was offered and conducted in a virtual modality until July 2021. The following Goals, Outcomes, and Continuous Improvement Reporting for 2021-2022 is provided as an overview of selected co-curricular events delivered during this time. Additionally, through 2021-2023, each year event/program goals, outcomes, and continuous Improvement reporting is available, via the following summaries:

1. [Supplemental 2021-2022 self-report by Student Life Team](#)
2. [Supplemental 2022-2023 self-report by Student Life Team](#)

Beginning in the 2021-2022 academic year, two tools are used in Student Affairs co-curricular activities and continuous improvement. The [Co-curricular survey](#) is provided to students and other event participants via a google form, including faculty, staff, and community members, and the overview of the event [program outcomes and goals](#) is completed by the Student Life Coordinator overseeing the event/program. Events are [advertised](#) in PimaEngage and co-curricular surveys are sent via this platform as well. Prior to and during the 2020-2021 academic year, two tools were used in co-curricular activities and continuous improvement. The Co-curricular survey was given to students and other event participants, including faculty, staff, and community members and the Co-curricular assessment was completed by the program organizer during event preparation.

Student Life annually reviews all Student Life programming during its end of year retreat each May. Discussion and decisions around content are made during the annual retreat and are reflected in the following year's programs. Additionally, during event/program planning, assessment preparation and post-review occurs and reports are available. The [goals, outcomes, and continuous improvement reporting for 2022-2023](#) exemplifies this approach.

## Co-curricular Improvement in Student Learning

### Example 1: The JADE Program

The JADE Program is an exemplar of a co-curricular student leadership development program informed by DEI principles and continuous improvement. Since 2019, including the DEI department in the collaboration of planning and delivering the JADE Program, review of the modality and content of JADE has been part of a continual review process.

JADE began in 2012 as a three-day retreat at the YMCA Triangle Y ranch as an immersion approach to build peer to peer relationships while engaging in critical inquiry into intersectional content topics. The program center's themes of Justice, Advocacy, Dialogue, and



Empowerment (JADE) and is a critical component of student leadership development as the next step in Student Life's Student Leadership Development Curriculum.

In 2020-2021, [JADE](#) was redesigned to be delivered virtually to address the need to provide the program amidst a global pandemic. The Student Life Department used Zoom and Discord to conduct the program weekly from October 27- December 1st. Topics covered included the [Race, Power, Privilege e-course](#) (1-3 hours) to supplement program concepts, and several discussions occurred via a private Discord channel. Thirty-five students participated in the 2020 JADE; [Participant feedback](#) and [Pre/Post assessment](#) were reviewed to inform future programming.

In 2021-22, [JADE](#) was co-facilitated with the Student Life Department and the Diversity, Equity and Inclusion Department as an in-person, all day event. Thirty-two students participated and 16 workshops were provided. The after action [staff review](#), and [student feedback](#) included a need to expand workshop offerings around types of disabilities and college resources available for students, as well as recognizing student veterans and resources and immigrant and refugee students and resources available. JADE [pre-survey](#) and [post-survey](#) assessment data was also used for future planning.

In 2022-23, [JADE](#) was offered as an in-person, all day event, with recommendations from the previous year incorporated into workshop content. PCC's DEI office was a co-collaborator of the event. Forty-two students and facilitators participated in the event and this year an additional part of this training included programming related to the PCC Pride Index score. The students came up with recommendations for concerns expressed in the [Pride Index](#) survey. As with previous years, review of [pre-survey](#) and [post-survey](#) data will inform subsequent year programming.

## Co-curricular Assessment Good Practice and Substantial Participation

Pima Community College had an area of continuous opportunity as identified in the HLC 2019 report. In Spring 2023, Pima Community College established an [institutional definition](#) for co-curricular learning as a part of our first phase in taking a comprehensive and collegewide look at co-curricular learning. In Fall 2023, a Co-curricular Learning Assessment Committee was established to identify and assess the co-curricular learning occurring at the college. The Co-curricular Learning Assessment Committee attended an HLC Assessment Academy in 2023 to address a [charge](#). The Committee's first task was to create a [rubric](#) to identify co-curricular learning activities, and a [survey](#), that was shared collegewide, to identify the activities already happening at the college. In Spring 2024, the [survey responses](#) were evaluated by the Co-curricular Learning Assessment Committee and the co-curricular activities were identified as defined by the rubric. A communication was sent to all who participated in the survey, with a decision on whether or not the activity they submitted met or did not meet the criteria. The Co-curricular Learning Assessment Co-leads met with all the contact leads to provide an overview of the purpose and intent of co-curricular learning, review the rubric, identify the learning outcomes and the assessment of co-curricular learning. This group meeting will be followed by individual meetings with each contact lead to provide individual support to work on the different assessment processes, such as learning outcomes, mapping, and evaluation. The assessment of co-curricular learning activities will be captured in eLumen. Two activities have been identified to test the system (eLumen) over the Summer 2024 following an established [business process](#)



for co-curricular learning at the College. Co-curricular activities will be promoted starting the academic year 2024-2025 (Fall 2024).

## 4.C

Specific targets for student retention, persistence, and completion are outlined in PCC's [2022-2026 Strategic Enrollment Management Plan \(SEMP\)](#), [[waiting on retention piece to finalize Plan](#)] and are used in the analysis of discipline-specific enrollment, persistence, and retention.

The SEMP Council, a cross-functional group of individuals from various departments and functions within the College, analyzed data from internal reports such as the [Award Trend report](#), [Retention and Persistence report](#), and [VFA One and Two Year Progress Measures report](#) to help set institutional targets and framed priorities within the context of the statewide [Achieve60AZ](#) action plan.

The [Program Viability Awards Report](#) includes a dashboard so that data can be analyzed using various parameters and organized by discipline. Targets for persistence and retention include a one percent annual increase between 2022 and 2026. For completion, PCC has set out to increase completer counts from 3,643 in 2019-2020 to 6,000 by 2024-2025. The completion goal is also in PCC's [2021-2025 Strategic Plan](#). PCC's dedication to student persistence, retention, and completion is a testament to its mission to empower every learner, every day, for every goal.

PCC continues to review its program offerings to assess program viability regularly, SLOs, and responsiveness to student, industry, and community needs. The [program review process](#) ensures program quality, continuous improvement, and informs budget, faculty, staff, facility, and equipment decisions. In addition, by conducting [regular program reviews](#), PCC can ensure that its programs remain relevant and effective in a constantly changing education and workforce development landscape.

## Retention, Persistence, and Completion

PCC collects and distributes information on student persistence, retention, and completion in various ways. Data is distributed externally and internally with college leadership, departments, programs, faculty, staff, students, and the community. PCC's Strategy, Analytics, and Research Office (StAR) provides all official data and reports through daily college-wide emails, internal reporting platforms, and publicly available reports and dashboards.

Daily reports sent via email allow all college employees to review data related to enrollment, headcount, FTSE, and course fill rates while offering a comparison to previous terms and years. The reports include the ability to filter out specific variables such as demographics, campus location, modality, subject, course level, and more. These reports can assist college employees with planning, student success initiatives, and gauging the results of their current efforts. The reports include the following:

1. [A standard terms-based enrollment report](#)
2. [Full-year enrollment report](#)
3. [Registration trend report](#)

In addition, internal reporting platforms provide various reports to support data analysis related to persistence, retention, and completion. These reports include the following, but are not limited to:

1. [PCC Academic Year Five-Year Trend Report 2016-2022](#)
2. [PCC Full Academic Year \(09\) - Longitudinal Enrollment Report](#)
3. [PCC Retention and Persistence](#)
4. [PCC Award Trend](#)

For example, the PCC Award Trend Report provides an in-depth look at the credentials granted to students at PCC throughout past academic years, encompassing both degree and certificate awards from credit programs and completion certificates for non-credit programs.

PCC also publicly shares accessible reports and [dashboards](#) that provide persistence, retention, and completion data on its website. The reports and dashboards provide data analysis for enrollment, student success, federal reporting, transfer, demographics, labor market data, human resources, finance, and diversity, equity, and inclusion.

[Student surveys](#) are another critical instrument for PCC in collecting and analyzing persistence, retention, and completion data. The results of institutional and national surveys PCC participates in help all college employees identify the ever-changing needs of students while highlighting ways the college can improve student services, support, and academic resources for students. PCC annually administers the [Graduate Exit Surveys](#), which provides crucial insights into the student experience of those most recently graduating. Other surveys include the [PCC Student Course Drop and Withdraw Survey Report - Fall 2021](#), which is used to understand the challenges students face in their academic journey at PCC, and the [Survey of Perceived Barriers to College Attendance \(SPBCA\)](#) to determine reasons why students who indicated they would attend in the fall did not enroll.

PCC also participates in [national student surveys](#) such as the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) [[Need links](#)]. Community colleges use these surveys to gather data about their student's experiences and perceptions of their college environment. The results of these surveys are shared publicly and internally to help PCC evaluate the effectiveness of its programs, support institutional planning, enhance student support services, and demonstrate accountability to all stakeholders while better understanding the persistence, retention, and completion trends of its students.

Further information on potential causal relationships for retention, persistence, and completion is derived from Advisory Committee Minutes for programs with advisory committees, labor statistics for Pima County and Arizona, and Transfer Reports. These supplemental data create a large-picture view on areas that potentially impact retention, persistence, and completion.

PCC continues to use the [program review](#) to evaluate persistence, retention, and completion at the program level (4.A and 4.C). Data collected during program review can result in documented improvement plan, funding provided, funding withheld, inactivation or program mergers per AP 3.25.05. Additional information such as input and discussions ascertained from [Advisory Committee Meetings](#) (p. 1), [labor statistics for Pima County and Arizona](#) (dashboard), and data that depicts [student migration between programs](#) (p. 3) are discussed and addressed in program review. Other areas at PCC in which collaboration between divisions and advisory committees is outlined below:

1. Health Information Technology-industry input was that students needed more hands-on experience with electronic medical/health records before they began their internships. This initiated the search to incorporate these components into the PCC curriculum.
2. Veterinary Practice-Community outreach and networking has been established to include the Zoo Vet Conference event in 2022. Additional support to students to assist in funding for national and state exams. Modifying curriculum to meet the industry needs, for instance eliminating “kennel duty” .
3. Accounting Programs-to build more community around the accounting program, in 2022 the department created a LinkedIn page to assist students career networking. There are now 52 members within that community.

In 2017, all academic program leads also received Viability Reports: enrollment and significant evidence of the program’s ability to maintain retention, persistence, and completion for the previous three years. Enrollment reports are regularly distributed to all college employees and published on the PCC website. These emails include snapshots of data comparing the current semester to previous semesters, and additional information relating to enrollment, persistence, and retention and enables faculty and academic leadership to seek conclusions regarding enrollment, persistence, retention, and completion trends in their programs. As PCC strives to maintain student success by supporting programs of study that are viable and that increase student career opportunities, programs may be recommended for inactivation based on the average number of graduates over a three-year period and from program review. Additionally, program review may indicate that the teaching methodology and/or equipment for a program of study is outdated or that the program needs to be redesigned. In these situations, the original program would be inactivated, and a new program would be created or merged with another.

## Data-informed Decisions

### Example 1 - Achieve 60 and the Strategic Plan

Toward the Achieve60AZ initiative, PCC included [ambitious targets](#) (p. 3) in the current Strategic Plan. A decline in completers resulting from the pandemic that persists through the 2021-2022 academic year means that PCC has fallen short of its interim targets, but the institution has put into place several initiatives and strategies to increase completion, including a reprioritization of autoconfer over reverse transfer awards and the expansion of completion points from, e.g., [Pima FastTrack programs and industry credentials](#).

In addition, PCC Strategic Plan targets include doubling the completer counts of three minority race/ethnicity populations: Hispanic/Latino, American Indian and Alaska Native, and Black or African American learners by 2024-2025. Completer counts by race/ethnicity were also, unsurprisingly, impacted by the pandemic. For the most recently completed year, 2021-2022, 1,371 completers were Hispanic or Latino, 111 were Black or African American, and 61 were American Indian and Alaska Native. In all three cases, the counts are lower than the pre-pandemic year (2019-2020). While the initiatives discussed previously will also positively impact completion for the three race/ethnicity populations, they may or may not lead to the Plan targets of doubling completion for those groups. Several activities are underway to support progress towards these targets:

1. The College is working to finalize a new Diversity, Equity and Inclusion Plan. This was a year one priority in the Strategic Plan, but the work was not completed on schedule nor did the draft plan that was developed include strategies to support the access, progress, and outcomes of diverse student populations. Starting in fall 2023,

- the College will charge a Social Justice Team with defining what social justice means for PCC and identifying strategies to support the success of diverse students.
2. Benchmarking is underway using the Integrated Postsecondary Education Data System (IPEDS). Through that system, colleges that have seen significant increases in progress and completion/transfer for diverse populations can be identified and researched to identify practices that may be beneficial for PCC learners. That analysis may identify strategies to increase the completion of diverse learners.

As a mechanism to encourage enrollment and increase student access after the onset of the COVID-19 pandemic the, the Governing Board authorized PCC to offer Student Success (STU) courses at no cost for tuition and service fees for the [2020-2021 Academic Year](#). The program was refined for [2021-2022 to focus on Success Support Courses](#), which support onboarding for students and alignment with the Voluntary Framework for Accountability (VFA). Based on [persistence and retention data for fall cohorts](#), the Governing Board approved permanently offering Success Support Courses at no cost, starting with the [2022-2023 Academic Year](#). PCC utilizes the expenditure capacity provided by the passage of Prop 481, as well as revenues provided by Proposition 207, "Smart & Safe Arizona", to cover the lost revenues for these courses.

#### Example 2 - Health Information Technology

Student enrollment, retention, persistence, and completion [data](#), for the previous three years, are provided on a regular basis during the program review process. Questions specific to these data require the program to address their specific data (pp. 7-8). For example, Health Information Technology has a retention rate in the range of 48-51% for their program. The increase in retention has been attributed to faculty credentials (i.e., consistently completing continuing education while maintaining their professional certifications as coders and Health Information Technicians) and increased availability of courses to all prospective students, such as HIT being offered fully online and in different course lengths (i.e., 8-week, 14-week, 16-week). In contrast, the HIT Certificate has a retention rate in the range of 19-38%. By comparing the data of the two programs, retention in the certificate program will be addressed by hiring more adjunct faculty that are professionally certified in HIT as well as currently employed as Medical Billers and Coders. In addition, an increase in community healthcare facilities accepting PCC HIT students for internships, including virtual internships, will allow students to complete their certificate and contribute to the retention of students in both the certificate and AAS program.

#### Example 3 - Catalog Redesign

Recently PCC redesigned its academic catalog with the goal of providing the student a clear sequence of courses and transfer pathways that will lead them to attain their academic degree. Reviewing persistence and retention data and using research findings to redesign its institutional practices and structures, PCC added advising contact information, guided pathways, and course sequencing to the catalog to better serve students.

While the catalog for [2021-2022](#) and prior provided students with information about their program of study and the list of courses required to complete their degree, it still required the student to be proactive in figuring out course prerequisites and sequencing while increasing the likelihood of registration mistakes and delayed graduation.

For the [2023-2024](#) catalog, PCC provides information about the program of study and indicates (in this example) that the degree is transferable to a Bachelor of Arts degree. Following best

practices, this edition prioritizes contact information of the program advisor over contact details of the academic division. Below the advising contact section students are provided with the Program Learning Objectives and the semester pathway sections. The pathway section provides links to the pathways available for students to complete based on the university of their choice as a form of “indirect advising” that guides and supports students in their academic journey. The next section displays information of the Arizona General Education Curriculum, followed by a breakdown of the courses students are recommended to take each semester. This course sequencing provides students a clear map of the classes they need to complete each semester, reflecting course prerequisites, as well as transfer pathway courses.

#### Example 4 - Graduate Exit Survey

[The Graduate Exit Survey](#) guides PCC’s initiatives for student development at the College. Created by StAR, the survey assesses the quality of the academic environment of the College on an annual basis and the College gains feedback on student goal attainment, intent to transfer and employment opportunities. This information helps the College to identify strategies for retaining students in the future. The Non-returning Student Survey Report (p. 3) prepared by StAR, assists in the evaluation of programs and services for student retention.

## Evidence of Good Practice

The institution has strong processes in place for reporting and analyzing data on [student retention, persistence](#) and program [completion](#). These data are embedded and provided through the College’s Business Intelligence (BI) system (Criterion 5.D) for internal tracking and also provided through the college’s public facing [dashboards](#). Analysis of program review data ([Program Viability Metrics](#)) is conducted through the Office of Curriculum Quality Improvement (Criterion 4.A).

In addition to the VFA and Program Viability metrics, student access and success are studied through the following:

1. [Admissions Report](#)
2. [Enrollment trends](#)
3. [Enrollment of recent high school students by school](#) (Interactive dashboard)
4. [Program Viability Report](#)
5. [Five-year trend of awards](#)
6. [Success of PCC transfer students](#) evidence
7. [Students transferring to top ranked universities](#)
8. [Top transfer institutions](#)
9. [Course completion and success rates](#)
10. [Adult Education Transition Report](#)
11. Graduate survey: [dental hygiene](#) and [paramedic](#)
12. [Graduate exit survey](#)
13. National engagement surveys include [CCSSE](#)

#### Areas of Opportunity

Diversity, Equity, and Inclusion are central to PCC’s mission as a Hispanic Serving Institution and principles are embedded in college-wide data analysis and assessments. As such, PCC has had a [Diversity, Equity and Inclusion Plan since 2017](#). A process of updating the plan was

in place as the Pandemic hit, delaying some of the work until 2022. A [draft plan](#) was created by the College's DEI Officer who then left the institution; the acting DEI Officer and the Chief Strategy Officer began [finalizing the plan](#) and presented it to the executive leadership, Board of Governors, and various groups including the [DEI plan development team](#) (pp. 25-26). Based on the feedback from those groups and based on the national research trends in the DEI space it was determined that while the plan used various survey data, the plan did not utilize enough of the [DEI data](#) that the College now had available.

A bolder concept was developed that reflected PCC's commitment to DEI as a core part of its mission, its use of data to guide strategic direction, and one that integrated the entire institution and was not focused on just the work of a single office. In particular, DEI will be embedded in the strategic plan and not a separate plan and using the data and metrics from the entire institution, not only customized surveys, will allow for improved tracking and reporting of resources, and will support a continuous iterative improvement model along with innovative practices.

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## Criterion 5. Institutional Effectiveness, Resources and Planning

The institution'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.

### 5.A

[BP 1.06: Governance](#) defines the responsibilities of both the Governing Board and the Chancellor, provides general guidance regarding shared governance at PCC and establishes [All College Council](#) as the deliberative body that brings together representatives from each of PCC's employee classifications for the discussion of issues not directly and substantially related to wages, salaries and working conditions. [BP 1.25](#) establishes a governance body analogous to the All College Council, the [All Employee Representative Council](#) (AERC), to address issues related to wages and working conditions. In addition to the All College Council and All Employee Representative Council, PCC's governance structure also includes [Faculty Senate](#), [Staff Council](#) and [Student Senate](#). PCC faculty and staff may participate in PCC's decision making processes through membership in a number of standing [committees](#), task forces and [working groups](#).

### Policy Development

As part of its shared governance philosophy, PCC engages its internal constituents in the development of PCC policy. Through [BP 1.01](#), PCC's Governing Board defines PCC's policy framework, consisting of Board Policies, Administrative Procedures and Operations Manuals, and sets general expectations regarding how internal stakeholders will be engaged in policy development. [AP 1.01.01](#) assigns oversight of the policy review process to PCC's General Counsel responsibility, and [AP 1.01.02](#) delineates the specific process used for meeting the Governing Board's expectations around stakeholder engagement. Sponsoring units that develop policy must submit a [policy development form](#) that includes a list of identified stakeholder units, the names of reviewers/authors, and an overview of the collaborative process



used in the policy's development, revision, or deletion. After BPs and APs have been drafted, revised or recommended for deletion, they are submitted to the Chancellor's Office for review and then presented to Faculty Senate, Staff Council, Student Senate and All College Council for information and review. The policies and procedures are then posted for 21 days on the PCC website. This review period allows the public to make remarks or pose questions concerning the posted policies, after which sponsoring units review the feedback and new Board Policies and existing Board Policies whose revisions include substantive changes are presented to the Governing Board.

Decisions regarding personnel policies are governed by a separate process, as described in [BP 1.25](#) and [AP 1.25.01](#). An All Employee Representative Council (AERC) includes full-time regular classified employees (exempt), full-time regular classified employees (non-exempt), and full-time regular instructional and educational support faculty. The AERC meets two times a month with representatives from each of the employee groups (Full Time Faculty, Adjunct Faculty, Non-Exempt Staff, Exempt Staff, and Temporary employees), and Administrative Representatives and Human Resources. The AERC solicits input from employees to identify working condition issues that might be addressed by clarifying or revising personnel policy statements (PCC's employee handbooks), Administrative Procedures, or Board Policy. Once an issue has been identified, the AERC forms working groups, called resolution teams, to develop proposed solutions, which are forwarded to an appropriate decision-maker. When Human Resources or other PCC administrative units consider changing personnel policy statements, or Administrative Procedures or Board Policy related to working conditions, they consult AERC for input and suggestions regarding the proposed change. AERC resolutions are tracked via [spreadsheet](#).

## Data Adeptness

To support accountability and ensure employees have easy access to PCC data, PCC established a comprehensive business intelligence system (using the software Web Intelligence) in 2015 as an enhancement to an existing reporting platform called Pima Reports. It includes a [data warehouse](#) optimized for reporting and [interactive reports](#). The system includes the Voluntary Framework of Accountability metrics ([two-year](#) and [six-year](#)), as well as [enrollment](#), [course grades](#), [persistence](#), [retention](#) and [completion](#), and reports on noncredit students (e.g. [Adult Basic Education](#) and [Continuing Education and Noncredit](#)). Public-facing data are also prepared either in reports or PowerBI dashboards, for example: [annual trend of awards](#), [student success report](#), [semester characteristics report](#), [fast facts](#), [student enrollment by zip code](#). In the interest of continuous improvement, in the 2022-2023 year, PCC further enhanced the system by adopting SAP Analytics Cloud, funded through Strategic Initiatives. This provides a more [visual reporting](#) solution, similar to PowerBI, but embedded in the reporting system so that PCC can report on sensitive data such as grades in a more visual way.

In addition, PCC completes a range of recurring college-wide surveys to provide data to inform decisions. This includes the following:

1. [Community College Survey of Student Engagement](#) (CCSSE)
1. [Community College Faculty Survey of Student Engagement](#) (CCFSSE)
2. [Survey of Entering Student Engagement](#) (SENSE)
3. The race/ethnicity surveys associated with CCSSE and CCFSSSE ([learners](#), [faculty](#))
4. Periodic assessments of the climate associated with diversity, equity and inclusion (e.g. [2021 Hanover Survey Executive Summary](#))
5. Ruffalo Noel Levitz [College Employee Satisfaction Survey](#)

## 6. [Graduate Exit Survey](#)

At the college-wide level, two additional example initiatives to support the use of data in decision making are data sessions connected to strategic planning and the increased focus on key performance indicators to support the Interim Chancellor's Goals. In the first of these, PCC is hosting monthly data sessions for [faculty](#) and [staff/administrators](#), focusing each month on different key institutional data. The sessions serve the dual function of raising awareness of key PCC metrics while also providing a forum for discussion to gather broad input on ways PCC can improve. For example, in September 2023, the data sessions focused on completion data aligned with PCC's [Achieve 60 Pima County](#) initiative ([faculty session](#), [staff/administrator session](#)). Completer trend data, both overall and for diverse populations, were shared and attendees provided input and ideas on how PCC can improve ([faculty input](#), [staff/administrator input](#)). The ideas that are generated will be used to inform the 2023-2024 strategic planning process, ultimately impacting the decisions to be made on overarching institutional priorities.

For the Interim Chancellor's Goals, the system for developing and monitoring the Goals has shifted over recent years from an approach that did not fully leverage data to a more collaborative data-focused approach including defined KPIs by Goal that are monitored and tracked via public-facing dashboards. This highlights a further shift towards a data informed culture at PCC.

To further support the use of data in decision making, in November 2022, the [Executive Leadership Team adopted](#) (pp. 1-2) a [decision tracking form](#) that summarizes a given decision, how stakeholder input was gathered and how data was used. One example of a decision made through ELT using this process was the decision to pursue Illinois Post-Bac Teaching Licensure Accreditation. This was a [very data informed process](#) and was [approved to move forward by the ELT](#).

At an operational level, data to inform decision making is available through the Pima Reports platform introduced previously. Through the platform all PCC employees have access to a [variety of reports](#) ranging from institutional KPIs to operational data sets, subject to IT security requirements ([AP 9.01.05](#)). [[Update after May Board Meeting](#)] With the 2015 business intelligence adoption, data access to units has increased, so that they may drill down to their metric of interest, from institution-wide data to data by division, subject or another parameter. Additional reports are developed on request to ensure units have access to the data they need to support their work. In total, there are [approximately 300 reports in the system](#).

Among the recent data informed decisions by PCC, there is the class and comp study (Criterion 5.B), the decision to offer STU classes at no cost (5.C), the budget development process (5.B) and recent program review decisions (4.A). Additional examples of the use of data in institutional decisions are provided in 5.C.

### Academics

Among the Acting Provost's Goals is the creation of a yearlong guaranteed schedule and the contemplation of converting one of PCC's five campuses to a predominantly eight-week campus. These efforts have been informed by data throughout. To build a yearlong schedule, a task force led by the Acting Provost and Vice Provost looked to the past success of a Campus Vice President, who, through collaboration with Academic Deans, was able to increase the average number of sections in which students enrolled by creating a block schedule. The Task Force reviewed historical data on new to higher education students in each of PCC's transfer

degree programs to determine the number of seats and completion tracks that would be needed at each campus to allow students to complete their program of study in-person. This data review culminated in a yearlong schedule calibrated to the anticipated enrollment of each of PCC's transfer degrees.

## Academic Oversight

Pima Community College uses the same process for broad policy formulation and review outlined above to create and review academic policy. As noted previously, this process involves all College constituents, including faculty, staff and students, in setting academic requirements, policy, and processes.

### Faculty Oversight of Curriculum

To ensure faculty oversight of academic matters at discipline level, PCC has formed [Discipline Faculty Committees](#) (DFCs). DFCs are responsible for overseeing curriculum, reviewing student learning outcome data, program review, and determining minimum qualifications for faculty in each discipline. Voting members of DFCs include all full-time faculty who teach within a discipline, a minimum of one adjunct faculty representative and the Division Dean who oversees the discipline. When DFCs propose changes to the curriculum they oversee, these proposed changes enter a [workflow](#) that includes review by the Division Dean and the [College Curriculum Council](#) (CCC). The CCC brings a College-wide perspective to bear on curricular matters. Recent minutes from the CCC document its activities. Courses that are considered for inclusion within PCC's general education curriculum are reviewed by the [General Education Committee](#) that include faculty representing each of PCC's Divisions. The majority of these Committees' work is conducted and documented through PCC's curriculum management platform. Occasionally, items may be pulled from that system and discussed during virtual meetings: [CCC Minutes for 3/21/2022](#) and [General Education Committee Minutes for 10/12/2022](#). After review by these Committees, all modifications to curriculum are reviewed by the Provost (Criterion 4.A and Criterion 5.C).

## 5.B.

The College's [total budgeted revenues for all funds](#) is \$367.5M for Fiscal Year 2024, including:

- \$136.3M from Property Taxes (37%)
- \$43.3M from Tuition & Fees (12%)
- \$8.4M from State Aid (2%)
- \$96.3M from College Equity (26%)
- \$68.5M from Grants, Contracts, & Financial Aid (19%)
- \$14.7M from Other Revenues (4%)

Given minimal state appropriations, property taxes and tuition are the primary general fund revenue sources. PCC has engaged in long-term budget forecasting to meet anticipated challenges, including a planned spend-down of reserves to fund infrastructure improvements for the Centers of Excellence projects.

[PCC's Budget Plan for Fiscal Years 2018-2021](#) addressed reductions in the operating budget to meet an anticipated and significant reduction in the Expenditure Limit ([PCC's Financial Structure and Overview Presentation](#) slides 8-9). In November 2020, PCC had a ballot initiative, [Proposition 481](#), in the general election to reset the base Expenditure Limit; [the citizens of Pima](#)

[County approved the measure](#), providing a significant increase in capacity to spend tax-based revenues on operations. Additional budget planning is discussed in Criterion 5.C.

## Operational Staff

PCC has qualified and trained operational staff. The Human Resources Department oversees PCC's personnel systems, including Talent Acquisition, Classification and Compensation, Employee Relations, and Operational Effectiveness and Development. In June 2022, the Governing Board [approved the implementation of a new classification and compensation structure](#) to align positions to market. The new structure created job families, levels, and job descriptions that replaced the previous title and compensation structure for regular staff and administrator positions (example: [job description for Instructional Designer](#)).

Human Resources uses CornerStone Applicant Tracking software for administrator and staff recruitment, and the process involves a review of minimum qualifications for each applicant, as well as determination of the applicant's knowledge, skills, and abilities. Recruitment processes are aligned with PCC policies, including [BP 2.02](#) and [AP 2.02.01](#).

In fulfillment of [Board Policy 5.15, Employee Development](#), PCC evaluates employee performance and provides professional development opportunities. All newly-hired, regular administrators and staff are required to attend New Employee Orientation, with additional training available for supervisors and opportunities for essential learning ([example of Professional Development Training opportunities](#)) coordinated through Organizational Effectiveness & Development (OED). In 2018, a [College-directed training program](#) was rolled out to all employees, and ongoing refresher training is required every two years to ensure employees are current with compliance topics (example: [training topics for Refresher 2023](#)). Employees may seek other professional development training through internal PCC programs or via the use of Professional Development funds (e.g., [Staff Professional Development policy](#)). Further, PCC utilizes Skillsoft's Precipio to provide on-demand professional development training, and OED partners with departments to organize and curate Precipio training to meet specific job skills (e.g., [Chemical Lab: Health and Safety Training](#)).

While staff and administrators are not compensated for earning advanced degrees or other professional development, [as faculty may be](#), such development may strengthen an internal candidate's qualifications when applying for other positions at PCC. Further, if an employee's job duties have permanently and substantially changed in scope and responsibility as a result of, but not limited to, process changes, reorganization of a work unit or consolidation of work unit duties, a formal request for a [position review may be initiated](#) (p. 1). [Update when new version posts]

MyCareerCenter is used to set annual goals for administrators and staff (e.g., [goal setting process](#)), and supervisors monitor and acknowledge achievement of these goals during the annual employee evaluation process (e.g., [administrator and staff evaluation](#)). The evaluation tool for administrator and staff also measures against the [PCC Behaviors](#) employees are encouraged to exhibit.

## Infrastructure

PCC is a multi-campus district with a centralized District Office that provides resources and support for educational services. PCC provides instruction at [five campuses, three learning](#)

[centers, and multiple additional locations](#) across Pima County and Southern Arizona. PCC also offers online asynchronous courses, many of which are designed and facilitated through [PimaOnline](#); all adjunct and full-time Faculty seeking to teach online take [TE 125 D2L Teach Level Certification Training](#), and additional professional development opportunities are provided through PimaOnline and the Teaching and Learning Center.

The [Facilities Master Plan](#) allocates physical space to support the Educational Master Plan. A mid-cycle review of the Facilities and Education Master Plan was completed, with [an initial report of findings and recommendations provided to the Governing Board in April 2021](#). It was [decided](#) to roll the recommendations into the next strategic planning process. PCC [procured and implemented software to plan for deferred maintenance of facilities](#), and these considerations are included in the capital planning process.

PCC employs a Chief Information Officer (CIO) who oversees information technology resource management for the institution. The Information Technology (IT) Department utilizes an [intake process through the TeamDynamix system](#) to ensure appropriate resource management and project prioritization and maintains a list of ongoing projects. During the annual budget development process, IT allocates funds for [capital purchases](#), including lifecycle expenses for equipment, and annual licensing and maintenance fees. During the COVID-19 pandemic, PCC utilized [Higher Education Emergency Relief Funds \(HEERF\)](#) to make significant investments in fiber optic cables, networking equipment, and uninterruptible power supplies to ensure the stability of its IT infrastructure in support of the delivery of education and services into the future. PCC is also developing HyFlex classrooms, initially funded via HEERF, and [employees are being trained to utilize these new spaces](#).

## Capacity for Mission Fulfillment

PCC ensures the goals incorporated into the mission and related statements are realistic through two primary means: (1) the process for identifying goals and (2) how they are monitored, and priorities are adjusted as needed. Both approaches are supported by PCC's Portfolio and Project Management Office.

There are two primary sources of college-wide priorities, the [Strategic Plan](#) and [Chancellor's Goals](#), both of which directly connect to PCC's mission. The [mission fulfillment framework](#) was reviewed, updated and approved by the Governing Board in May 2021 ([agenda item](#), [approval](#) (p. 4, Action (consent) 4.14), one month before the Strategic Plan was adopted ([agenda item](#), [approval](#) (consent agenda, pp. 48-49). Please see Criterion 1.A and 5.C for information on the review of the mission and the strategic planning process. Note that development of the current Strategic Plan continued an ongoing commitment by PCC to simplify its strategic priorities and commit to a small number of [high impact priorities](#) (pp. 24-28), in contrast to older plans at PCC that included over 150 highly detailed actions (e.g. [2011-2013 College Plan](#) p. 3).

The structure of the current Strategic Plan changed from an original approach of thematic groupings of priorities (e.g. [2011-2013 College Plan](#) p. 3) or hybrid approach with thematic groupings and identified initiative starting years ([2017-2021 Strategic Plan](#)) to a full high-level project plan with initiatives assigned to [specific completion years](#) (pp. 24-28). The Plan was intentionally developed with fewer priorities in years 3 and 4, to provide either extra capacity should more time be needed for year 1 or 2 priorities or to provide flexibility to add new priorities in later years. That flexibility is being leveraged in a mid-plan review, described in Criterion 5.C.



Through a defined [Plan implementation process](#), Plan priorities were assigned to either the college-wide improvement process (the Institutional Quality (IQ) process described in 5.C.6) or an individual administrative lead. Through monitoring in Smartsheet and regular status meetings, plan status was monitored (example [college-wide Strategic Plan update, March 2024](#)). During the [mid-Plan review](#) (pp. 4-5), progress on the goals was assessed and, while completion continued to be slightly lower than expected due to the pandemic, initiatives were in place that would lead to an increase of ~2,000 completers in the 2023-2024 year as a result of the implementation of autoconfer and development of PimaFastTrack (as expanded on in 5.C.6). Examples of priorities successfully completed on schedule include Strategic Plan initiatives on [open educational resources and reduced cost materials](#) and expanding [Integrated Basic Education and Skills Training \(IBEST\)](#).

At the mid-Plan point it was found that several priorities were behind schedule, for example, "Enhancements to Guided Pathways", "Development of a new Strategic Enrollment Plan", and "Restructure all offerings around areas of interest". The project leads have identified recovery plans that are in process in 2023-2024. Regular updates to the [Executive Leadership Team and Deputies Group](#) were added to the monitoring process starting in October 2023 to further augment governance and support completion of the plan.

The second major source of college-wide priorities are the Chancellor's Goals (e.g., [Interim Chancellor's Goals for 2023-2024](#)), established annually by the Chancellor and [approved by the Governing Board](#). The 2023-2024 Interim Chancellor Goals were developed through a [collaborative process](#) (p. 1) involving the Executive Leadership Team members and PCC's wider leadership group (director-level employees and above). For 2023/2024, from an original list of ~50 candidate initiatives, a final set of four goals were selected with subgoals including measurable KPIs. Through a subsequent discussion, ELT agreed that PCC was at capacity for priority initiatives and the decision was made [not to pursue additional college-wide priorities](#) (p. 2). As a result of the ELT decision and confirmation of adequate resources, a final set of PCC [2023-2024 Priorities](#) was issued on October 10, 2023 by the Chief Strategy Office.

Implementation and monitoring of the Strategic Plan and Interim Chancellors Goals is led by the newly established Portfolio and Project Management Office. In the 2022-2023 year, PCC refreshed plans to develop a Project Management Office and redefined it as a [Project Portfolio and Management Office \(PPMO\)](#). A director was hired in spring 2023, charged with assessing the PCC project management ["as is" landscape, developing a "to be"](#) project management state, and providing [development and training](#) to address the identified gaps. In addition, the director addressed challenges including new projects [identification, intake and approval](#) and ensuring PCC has the necessary human resources for the multi-unit, college-wide portfolio of projects. The latter had a specific focus on human resources. PCC has effective processes to address financial resources (described elsewhere) but did not have a formal process associated with human resources. Also key for the PPMO is building out a cascading structure from the [Strategic Plan to projects across PCC](#). While this has been in place in a limited way for the 2021-2025 Strategic Plan (Criterion 5.C), the PPMO supports [continuous improvement](#) by bringing a more structured and intentional approach.

Effective late spring 2023, process maps describing different steps of the project lifecycle are in development, a [Smartsheet User Group](#) has been established and a [Project Coordination Group](#) is in development. The [Smartsheet User Group](#) is intended to provide support for Smartsheet users, provide training for new users, leverage resources through PCC licenses and demonstrate successes. The Project Coordination Group has a [range of responsibilities](#),



including, for example, members coordinating the Project Intake process and ensuring resource capacity before a college-wide project is undertaken.

The work of the PPMO builds processes and systems (IQ2, described in 5.C.4) to support PCC's ability to ensure its goals and major cross-unit projects are realistic in light of the institution's organization, resources, and opportunities.

## Budgeting & Finance

PCC has a well-developed process for budgeting, which is overseen by the CFO ([BP 4.01, Financial Controls and Institutional Budget](#)). Resources are allocated to meet the mission, integrated planning framework, and operational needs, and PCC's organizational structure ensures oversight of district-wide departments and services and associated budgets.

The proposed budget is presented annually to the Governing Board for [adoption](#) as required by Arizona Revised Statutes ([Fiscal Year 2023-2024 Truth in Taxation and Proposed Budget](#)). It establishes the maximum spending capacity for the fiscal year, and certain components of the budget, such as [setting the property tax rates and levies](#), are reviewed and approved by the Governing Board as part of the annual budget development cycle.

### Budget Development

The budget development process begins with the submission of a calendar to the Governing Board (e.g., [Board Report - Fiscal Year 2024-2025 Budget Development Calendar](#)), which highlights the major milestones and decisions. A [budget forecast](#) is developed to provide an overview of projected revenues and expenditures prior to the Unit Allocation and Capital Request Processes. The forecast is reviewed by the Executive Leadership Team and the Governing Board to establish priorities for the year, identify opportunities to reallocate resources, and review metrics related to PCC's stewardship of taxpayer dollars. The [December 2023 Budget Forecast presentation to the Board](#) serves as an example. [College budget criteria](#) were established in 2015 to aid in decision-making and, as described in 5.C, [the HLC Financial Ratios](#) are utilized in developing the budget model and monitoring progress.

PCC utilizes an incremental approach to the development of the annual budget, in which the prior year's allocations provide the starting point for the next fiscal year (e.g., [Unit Allocation for Human Resources](#)). Financial Services completes a review of current year budgets and active capital projects prior to facilitating the Unit Allocation and Capital Request Processes. New requests are reviewed for alignment with [College input & planning processes](#) before they are submitted to the Executive Leadership Team for review, prioritization, and approval (e.g., capital request, [WC Health Professions Fume Hoods](#)). The CFO and Financial Services staff compile the proposed budget for presentation to and adoption by the Governing Board.

Outside of the annual budget development cycle, the Strategic Initiative Budget Request process captures all out of cycle requests ([Strategic Initiative Budget Request Process Flowchart](#)). These requests may include funds to implement a new program or service, as well as out of cycle capital needs, small dollar purchases to fund the outcomes of assessment, and requests for new positions.

PCC is currently developing a new capital intake and prioritization process for implementation in FY25. The new process will better align the capacity of financial and human resources with PCC planning processes.

## Budget Monitoring

PCC's resource allocation and monitoring process includes a comprehensive system of checks and balances to safeguard against elective resource allocations and inappropriate disbursement of revenue. Administrative Procedures govern [Accounts Receivable Services](#), [Contracts](#), [Grants](#), [Purchasing](#), and [College Travel](#) activities, and allocations are monitored by both the appropriate units and the District's Financial Services unit using several mechanisms. PCC employees have query access and can view Budget versus Actual reports through the Banner Enterprise Resource Planning system, Banner Finance Self Service Finance queries in MyPima, or Pima Reports, by using assigned cost center elements (e.g., [Banner 9 Self-Service Budget Queries Presentation](#)). PCC is currently working to select a vendor for an [enterprise software system, which will aid in both budget development and monitoring](#); training will be provided when the solution is implemented.

In addition, PCC leverages systems to create efficiencies and gather data utilized for analysis and to anticipate future budgets. For example, the travel and expense management is completed within the [Concur System](#), and PCC launched a Procure to Pay solution using ESM and Ellucian to streamline some purchases through a catalog of vendors ([PCC eProcure Quick Start Guide](#)). PCC [has procured Chrome River Invoice Management software](#) and is implementing e-invoicing as the next phase of enhancements to the Procurement and Payment Services department.

The Governing Board receives a monthly financial report that details revenues and expenses, and significant changes between the current and prior year are described (e.g., [Financial Statements from August 2023](#)). Further, reports on annual capital expenditures are provided quarterly to the Governing Board and the Finance and Audit Committee (e.g., [Fiscal Year 2023 Capital Project Plan Update, Fourth Quarterly Report](#)).

Since tuition and fee revenues were pledged to fund the debt service for the Revenue Bonds, as described in 5.B, PCC is responsive to periodic requests from the issuers of its credit ratings. PCC has a Stable Outlook with an Aa2 Issuer Rating and an Aa3 Revenue Backed Rating, issued by [Moody's Investors Service in August 2021](#). [Fitch Ratings completed a review in December 2022](#) and determined that no action was needed; PCC remains with a Stable Outlook, an AA Long Term Issuer Default Rating, and an AA- for Revenue Bonds. All ratings actions are shared with the Governing Board and the Finance and Audit Committee.

## Allocations

The annual budget development process is driven by PCC's integrated planning framework, and as described in 5.C, several mechanisms are utilized to ensure the fiscal vitality and stability of the institution and the achievement of its educational purposes.

In support of the Educational and Facilities Master Plans, as described in 5.B, PCC issued revenue bonds in 2019 to fund the first phase of renovations and construction. PCC was in a strong position to issue debt, having retired all previous bond debt in fiscal year 2013. As required by state statute, the projects were presented to the [Joint Committee on Capital Review on September 20, 2018 \(pp. 43-46\)](#), and the Committee unanimously provided [a favorable review](#). Annual progress reports are provided to the Joint Committee on Capital Review, for example: [PCC Status Report to JCCR, July 2023](#), and in fiscal year 2024, \$4.5M was allocated to debt service for the revenue bonds. The [Capital Request Process](#) takes into consideration ongoing needs and deferred maintenance. As described in 5.B, requests are reviewed for

alignment with PCC's integrated planning framework, capacity of staff to implement, and resource availability.

PCC has made significant progress in tying the budget to the development and assessment of programs and services. For example, a Finance staff member participates on the Program Recommendations Team and reviews budget requests included in the Program Review. As described in 5.B, requests for additional operational and/or capital resources to support the program may be submitted during the annual budget development cycle. To support out-of-cycle needs, a Strategic Initiative Budget Request may be submitted; Curriculum Quality Improvement reviews such requests to ensure alignment with assessment outcomes (see, for example, the [funded request for a Class B Crew Cab Vehicle](#)). The [New Program Business Plan](#) estimates the costs for adding a new program. The template is reviewed by Finance as part of the workflow in the Curriculog system, and budget requests follow the same process as described for Program Review.

PCC has [67 active grant programs](#), totaling \$125.6M over all award years, serving 11,087 students, and employing 161 staff and faculty. These programs enable PCC to provide student support services to targeted populations, while also allowing for curriculum redesign and development, creating professional development opportunities for faculty, and providing resources for classroom redesign, such as the [Upward Bound Program](#). All five PCC campuses are designated by the U.S. Department of Education Office of Postsecondary Education as eligible for Hispanic Serving Institution (HSI), Title III, and Title V programs.

In 2017, PCC and the Pima Foundation entered a formal services agreement to affirm the relationship between the two organizations, and [a new agreement was executed in for the period from July 1, 2022 to June 30, 2025](#). While the Foundation is a non-profit, 501(c)(3), and a separate entity, it is considered a component unit; the Foundation's audited annual financial statements are presented with PCC's in accordance with Governmental Accounting Standards Board reporting standards ([Annual Comprehensive Financial Report for the Year Ended June 30, 2023](#) pp. 2, 30). The Pima Foundation provides scholarships to students and is currently working towards a goal to raise \$300M by 2028 to benefit PCC ([2021-2022 Pima Foundation Annual Report](#)).

## 5.C.

As described in 5.B, PCC has a well-defined budget development process that aligns resources with integrated planning priorities. In recent years, there has been a strong emphasis on reallocating financial and human resources from programs or services that no longer support the direction of PCC to areas of documented growth or need ([December 2019 Budget Forecast](#), p. 8). For example, PCC's External Relations department oversaw the *Career Focus* publication that was mailed to the local community. In November 2021, the Executive Leadership Team reviewed and approved [a proposal to stop printing the Career Focus and reallocate those funds to hire student recruiters](#). This action was based on data from the *Survey of Perceived Barriers to College Attendance Survey*, as well as the estimated Return on Investment for shifting the model to a proactive approach.

Adding the [Director of Open Educational Resources & Course Materials](#) is another example of resource reallocation, furthering the 2021-2025 Strategic Plan Priority to further the adoption of

Open Educational Resources (OER; Criterion 1.A, 1.C). The Office of the Provost reviewed vacancies within the organization and repurposed an Instructional Faculty position.

As discussed in 5.B, PCC is making significant investments in facilities and equipment to support the Centers of Excellence, and the [Reallocation of Capital Project Resources process](#) provides a mechanism to repurpose approved budgets when changes of scope arise. Requests exceeding \$250K in value are approved by the Executive Leadership Team, and the Governing Board is informed of the changes. For example, in October 2023 a [request to reallocate \\$371K to support networking needs](#) for the Advanced Manufacturing Center from a project that has been postponed was approved. This action allows the networking project to continue as planned while being mindful of PCC's limited capital resources.

## Assessment-based Budgeting

PCC has defined processes for assessment of student learning and program quality (Criteria 4.B), evaluation of operations through the institutional quality process (5.C) and institutional planning (5.C). While the timeline for each of these processes varies, funding channels are in place to address the identified budget needs throughout the year, as well as a comprehensive planning process. Budget processes linked to planning and assessment include the Unit Allocation Process, the Capital Budget Request Process, and the Strategic Initiative Budget Request Process.

Examples of links between budget and planning include:

1. Recognizing weaknesses in project management, PCC created a new Portfolio and Project Management Office (PPMO; see [Strategy, Analytics and Research's Unit Plan](#), "set up a project management office") and staffed it with a [new director position using a repurposed vacant position](#), to lead the coordination of projects and priorities college wide, highlighting connections between planning, evaluation of operations and budget at the operation level. (For details on the work of the PPMO, please see Criterion 5.B) In addition, a strategic initiatives funding request was approved to provide in-depth project management training for PCC's new project coordination team ([request](#), information item to the [Executive Leadership Team](#)).
2. In the [2021-2025 Strategic Plan](#) (p. 25), PCC committed to "Develop a comprehensive Climate Action Plan addressing academics and operations, to position PCC to halve its carbon footprint by 2030." Through a 2021-2022 planning process, PCC developed its first [Climate Action and Sustainability Plan](#) (CASP). The plan was developed through a collaborative process (p. 8), leveraging a cross-college team (p. 9) and a curriculum sub-group (p. 10). It is broad in scope, including academics and operations (pp. 11-13). The work carried out under the auspices of the CASP directly connects planning, operations, budgeting, and student learning. For example, to support the implementation of the plan, a Sustainability Office was established by reassigning a vacant position. A [full-time faculty member was hired](#) (pp. 6-7) to support the goal to infuse climate action through the curriculum and develop a climate action and sustainability program. Funding was also secured to [create a small fund to finance sustainability projects](#). Progress on the plan is reported annually to the Governing Board ([February 2024 update report](#))
3. As part of the 2022-2023 Chancellor's Goals, IT [completed a holistic review of PCC's enterprise application portfolio](#), aligning key systems with defined business capabilities. This initiative shed light on PCC's opportunity to reduce duplication in systems, close system gaps with regards to business capabilities, and make sure it

- provides value-add systems to employees. The process has resulted in recommendations for improvements and provided a foundation for future building. This process also dovetails with the project intake and prioritization process that will be rolled out, as discussed in 5.B. By having a better understanding of PCC's application portfolio, IT can better maximize the use of existing systems before simply expanding the existing portfolio. While primarily to support operational improvement, the project directly impacted the budget by streamlining systems and removing duplicate systems.
4. In Spring 2023, Academic Affairs initiated a formal process for examining disaggregated data related to productive grade rates (DFW) and tied to the two Institutional Goals of increasing completer counts to 6,000 by 2024-25 and doubling the completer counts of identified demographic groups by 2024-2025. This process included holding a [data summit](#) that allowed discipline faculty to identify [interventions](#) meant to improve student outcomes and request resources to fund those initiatives. Examples of the analysis and types of resources requested include plans from [Accounting](#), [Writing](#), and [Mathematics](#).

## Integrated Planning

PCC leverages an integrated planning process centered on the Strategic Plan. In prior planning processes, the Education Master Plan, [Facilities Master Plan](#), [Strategic Enrollment Management Plan](#) and [Diversity, Equity and Inclusion \(DEI\) Plan](#) have been developed separately, by different teams. Effective early 2023, PCC has shifted to a comprehensive integrated planning process led through the office of Strategy, Analytics and Research (e.g. [EMP and FMP change](#)). The next comprehensive planning process launches in fall 2024. The most recent college-wide planning process was the development of the current Strategic Plan (approved in spring 2021), which is described in 5C. In addition, during the 2023-2024 year, PCC is conducting a [Strategic Plan refresh and extension](#) to align the strategic planning timeline with the search for a new Chancellor. Work is also underway updating the SEMP and the [DEI Plan](#) update is included as part of the [2023-2024 strategic planning cycle](#) through the new Social Justice Team.

The PCC strategic planning process is directly connected to its mission and considers the institution as a whole. It's an open and collaborative process that includes internal and external perspectives. The [2021-2025 Strategic Plan](#) was developed by PCC's Strategic Planning Team (SPT), composed of representatives from across key stakeholder areas as described in [AP 1.16.02 Strategic Planning](#) (pp. 2-3). The [members of the SPT](#) were selected through a [survey inviting volunteers](#) that was released via email and [mentioned at Faculty Senate](#) (p. 4). Each member had [defined responsibilities](#) which included providing two-way communication to their stakeholder group, to ensure broad input into the process. Early in the planning process, a faculty co-chair was selected who co-led the processes throughout ([November 22, 2019 meeting](#) (slide 3), [final list of Strategic Plan membership](#) (p. 15).

During the planning process, several discussion topics focus on the needs of internal and external stakeholders, i.e., PCC engaged in an institutional context discussion ([slides](#), [notes](#)), focused on its history, complexity and culture. This critical conversation focused on the needs of employees, reinforcing employee input throughout the planning process. PCC has been holding an annual Futures Conference to gather input from the external and internal community, on a range of topics, [since 2013](#). As a result of the pandemic, rather than hold an in-person conference in 2021, PCC held four online events using the interactive slide software Menti to



ensure there was broad input into the strategic planning process. These online events enabled PCC to gather feedback on the [mission review](#), [community needs](#), [long term priorities](#) and the [draft strategic plan](#). In addition, in the final stages of Strategic Plan development, a [survey](#) was sent out to internal and external stakeholders to gather feedback, with the draft plan revised based on the [input received](#).

A final draft of the 2021-2025 Strategic Plan was shared with the Governing Board at a public study session in May 2021 ([draft plan](#), [agenda](#), [meeting minutes](#)) to support transparency around the priorities in the Plan.

As a result of the leadership transition, the College made the [decision to extend the 2021-2025 Strategic Plan by one year](#). A new Strategic Planning Team was formed by gathering [volunteers to represent each stakeholder group](#) (page 14), consistent with the approach described previously. Possible priorities, developed using the methods described in 5.C, were shared at the [2024 Futures Conference](#) (pp. 15-17) to gather community input and input was gathered through other open sessions (e.g. a March 2024 Strategic Plan update session: [slides](#), notes). Governing Board input was gathered during the process, including a Study Session in March 2024 ([agenda](#), [slides](#)). The recommended priorities for the 2024-2026 periods are scheduled to be submitted to the Governing Board in June 2024.

## Tools and Analysis for Setting Capacity

PCC has a sound understanding of its current capacity and utilizes a variety of forecasting tools and analysis. As described in 5.B, the CFO provides a [budget forecast to the Executive Leadership Team](#) in the Fall, including projected changes in revenues, expenditures, and enrollment.

The Finance department monitors [several indicators](#), including revenues by type, cost per FTSE, FTSE per full time employee, and personnel costs as a percentage of PCC's operations. PCC utilizes the [Financial Ratios and Composite Financial Index](#), Consumer Price Index, Integrated Postsecondary Education Data System, and other metrics in the development of the budget model. The CFO utilizes the [multi-year budget model](#) during conversations with the Governing Board to show the impacts of tuition, property tax, salary and wage, and other proposals on PCC's financial indicators, stewardship, and market comparisons.

[Board Policy 4.07, Financial Stability](#), establishes appropriate reserve thresholds. The CFO presents the [Reserves Ratio](#) information to the Governing Board throughout the budget development cycle to ensure the long term viability of the organization while meeting ongoing financial commitments, including bond covenants and contractual obligations, addressing capital and deferred maintenance expenses, and maintaining a sustainable operating structure.

The Arizona Auditor General annually audits PCC, issuing reports on financial statements, federal funding, internal controls and compliance, expenditure limitation, and full time student equivalents. The [Fiscal Year 2023 Annual Comprehensive Financial Report](#) includes a statistical section, starting on p. 53, which includes information on financial trends, revenue and debt capacity, demographic and economic information, and operating information. The CFO reports the [results of the ACFR to the Governing Board](#) and the Finance and Audit Committee. For Fiscal Year 2023, the Arizona Auditor General also issued the Report Highlights from Annual Financial and Single Audit, [Single Audit and Report on Internal Control and Compliance Report](#), and [Full-Time Equivalent Student Enrollment Report](#).

As part of the 2023-2024 Interim Chancellor's Goals/College Priorities, the CFO will oversee the development of a three-year budget plan for fiscal years 2025-2027. The plan is intended to include ongoing costs to sustain the classification and compensation structure and align the institution to realistic revenue projections and enrollment in order to right-size the institution.

## Blended Planning Methods

Recognizing the pace of change in the world and the need to anticipate possible future impacts, PCC leverages a planning process that uses traditional planning methods from the Society of College and University Planning's planning model and futures methods from the Institute for the Future (e.g., [planning process introduction](#), slides 7-8). As part of the futures component of the work, the Strategic Planning Team considered [drivers and signals of change](#) and identified critical focus areas such as the future of competition and the future of college funding ([example](#)). To ensure broad participation, sessions were held for the Strategic Planning Team and also with the [Executive Leadership Team](#) and [Joint Cabinet](#). A study session was also held with the Governing Board ([agenda](#), [materials](#)). Through the futures work, PCC identified several [futures themes](#) (pp. 11-12) that helped shape the 2021-2025 Strategic Plan.

PCC also leveraged traditional planning components including an [environmental scan](#) to assess the external environment with the STEEP framework (social, technology, environmental, economic and political forces) and a completed a [strengths, weaknesses, opportunities and threats analysis](#), approached from the perspective of Achieve 60 Pima County and considering county demographics and PCC enrollment, progress and outcomes data.

PCC holds an [annual Futures Conference](#), which is an opportunity to discuss its future with internal and external community members. The [2023 Futures Conference](#) incorporated discussion questions flowing from the futures areas identified in the strategic planning process ([future of technology](#), [the future PCC learner](#), [the future of educational outcomes](#), [the future of social justice](#)). For the discussion about the future PCC learner, [attendees reviewed Pima County projection data](#) from the Arizona Office of Economic Opportunity, including overall population and projected trends for diverse residents. The event also included the addition of a [futures game](#), further reflecting PCC's more future-focused planning methodology. The results from the Futures Conference ([example discussion notes](#)) will help inform the strategic planning update in 2023-2024.

PCC is currently engaged in an abbreviated planning process to extend the 2021-2025 Strategic Plan by one year, highlighted in Criterion 5.C. The planning process includes [strategic planning and diversity, equity and inclusion planning](#), as a step towards a fully [integrated planning approach](#) (pp. 4-6) that will launch in fall 2024. The planning method, while abbreviated, included a foresight session ([slides](#), [example Mural work space](#)) and a traditional planning workshop ([slides](#), [updated environmental scan](#), [updated competitor analysis](#), [example workgroup notes](#)). It did not include a review of the mission as this is a plan extension, though the plan extension work [began with a review and discussion about the existing mission](#) (p. 9 onward). The next full review of the mission will begin in fall 2024 as part of the next comprehensive planning cycle.

The Chancellor's Strategic Cabinet serves as the leadership group focused on strategy, with meetings facilitated by the Chief Strategy Officer. The group meets roughly once a month and discusses a range of strategic topics. The [2023-2024 draft schedule](#) effective October 2023

highlights topics considered by the group. Among the topics discussed, the Cabinet considers trends likely to impact PCC and engages in activities to think about [how the future will be shaped by those trends](#).

In addition, to prepare the PCC community for upcoming demographic changes, the state demographer was invited to [present at PCC's fall kick-off event](#), All College Day. A summary of the data was also shared with the Governing Board ([agenda](#), [slides](#)). PCC utilizes several mechanisms to monitor and respond to external changes, including ongoing monitoring of external changes by diverse PCC units as part of the unit planning process within the Institutional Quality process (for example, [Adult Basic Education for College and Career](#) and the [Arts Division](#); see 5.C for more information).

Further, the Governing Board's Finance and Audit Committee meets regularly with PCC's contracted vendor for Investment Manager Services. The allocations and performance of PCC's investment portfolio are compared against benchmarks, and the Federal Reserve actions and global markets are discussed (e.g., [portfolio from September 2023](#)).

PCC's contracted lobbyists monitor legislation and work closely with administration and staff to develop strategies to support the mission and strategic goals; updates on legislative activities are also provided to the Governing Board (e.g., [update from February 2023](#)). As discussed in 5.C, PCC receives minimal support from the State, and the contracted lobbyists advocate for funding from both local and federal sources. Efforts have been successful, including a [\\$15 million one-time appropriation from the State](#) to support the Aviation Technology Center Expansion, and [\\$2.2 million in federal grants](#) for workforce and learning center initiatives.

Additionally, the state lobbyist has assisted PCC with legislative changes, such as [SB1400, Community colleges: non-credit workforce training](#), which creates a statutory definition for noncredit workforce training for community colleges and allows noncredit workforce training courses to be included into the full time equivalent student enrollment (FTSE) calculation of the district's expenditure limit calculation. This legislative action is significant, as PCC has prioritized workforce development and initiatives, and previously that education was not included in the FTSE calculation.

Finally, PCC monitors external factors related to travel for a district purpose. [AP 4.06.01](#), requires a risk assessment prior to the approval of international trips; these requests are routed through the Concur ([PCC Travel Manual](#), pp. 27-28).

## Improvement

### Institutional Improvement

As a data-informed institution, PCC collects institutional data through various modalities to monitor its progress against its mission and strategic plan, as described in 5.A. Through the Strategic Plan, PCC has identified [Institutional Key Performance Indicators](#) (p. 16) which are monitored through an interactive dashboard ([example](#)). Routine, systematic monitoring of indicators enables PCC to identify areas for improvement or monitor the effectiveness of changes.

Within the Strategic Plan, PCC committed to two [Institutional Targets](#), which guide priorities. During May 2023, PCC conducted a mid-Plan assessment of progress on the Strategic Plan to

both the senior leadership team ([slides](#)) and the Governing Board ([slides](#), [report](#)). Institutional Target 1 seeks to increase overall completer counts to 6,000 by 2024-2025 and PCC faces challenges due to the drop in completers that occurred during the pandemic. However, the Strategic Plan identifies a number of strategic priorities that will increase completion. All priorities in the Strategic Plan are implemented through [one of two methods](#) (p. 1), with tracking through Smartsheet ([example dashboard](#)) and update meetings between the implementation lead and Chief Strategy Officer once every two to three months. As an example, the strategic goal on [autoconfer](#) (p. 32) completed on schedule on June 30, 2023. Implementation is underway in 2023-2024.

As part of the [mid-Plan review](#) (pp. 9-12), it was found that three year one and year two priorities are complete and the majority of other items are at 90% or higher completion. To support systematic improvement, roadblocks (including resource needs) and steps to completion were identified, for follow-up and support through senior administration.

While the May 2023 review indicated that PCC is on progress to meet its first Institutional Target, even though completer counts at that point in time were [below pre-pandemic levels](#) (p. 4), progress is less certain on the second target that looks to double the completion of three race/ethnicity groups. It was found that for the most recently completed year, 2021-2022, 1,371 completers were Hispanic or Latino, 111 were Black or African American, and 61 were American Indian and Alaska Native. [In all three cases](#), the counts are lower than the pre-pandemic year (2019-2020). While the initiatives discussed previously will also positively impact completion for the three race/ethnicity populations, they may or may not lead to the Plan targets of doubling completion for those groups. [Several actions were underway](#) (p. 6) effective May 2023 to address this target, including finalize a new Diversity, Equity and Inclusion Plan, benchmarking using the Integrated Postsecondary Education Data System (IPEDS) to identify College that have seen significant increases in minority completion and the formation of a Social Justice Team.

While the Strategic Plan provides overarching priorities, each year the Chancellor identifies annual goals, aligned with the plan (e.g. [2021-2022](#), [2022-2023](#)). Each goal is assigned to a lead, with oversight through senior leadership. Progress is monitored through a [schedule of updates](#) and Smartsheet, with public facing dashboards reporting progress ([website](#) p. 2), accessed 5/17/23 and, e.g., the [Chancellor's Goals dashboard from May 2023](#) to support transparency and accountability..

As part of the assessment of the institution, PCC administers several surveys to gather benchmark data on key topics. This includes administering the community college engagement surveys from the University of Austin in Texas and the Ruffalo Noel Levitz College Employee Satisfaction Survey. The findings are used to identify areas of improvement. Recent examples include:

- The [Community College Survey of Student Engagement \(CCSSE\)](#), the [Survey of Entering Student Engagement \(SENSE\)](#), the [Community College Faculty Survey of Student Engagement \(CCFSSE\)](#) and the new race/ethnicity surveys ([faculty](#), [students](#)) within the same survey suite were administered in the 2021-2022 year. In the [2022-2023 Chancellor's Goals](#), an administrator was assigned to each survey to form teams to analyze the results and identify areas for improvement, with reports of recommendations developed (for example, the [report on the CCSSE and CCFSSE findings](#)). The recommendations will be considered as part of the 2023-2024 Strategic Plan review.

- In the [PCC Employee Satisfaction Survey \(CESS\) administration in spring 2022](#), which was PCC's fifth administration of the survey, it was found that while PCC had improved for the majority of the statements related to campus culture and policies, findings were somewhat flat for statements related to work environment. It was further found that full time faculty satisfaction was lower than that of all employees for the majority of statements in the survey. In the [2023-2024 Interim Chancellor's Goals](#), Goal 3 is "enhance a culture of caring;" it includes a follow-up to the CESS survey involving holding listening sessions to understand the why behind the responses. In addition, PCC has created a new [Chief Culture Impact Officer](#) in September 2023 to support improvements to the culture at PCC.

Through the CESS survey, PCC monitors employee perceptions about a range of topics. For the statement "efforts to improve quality are paying off at this institution, the mean for all employee satisfaction has increased from 2.96 in 2013 to 3.31, which is no longer statistically significantly different from the 2022 comparison colleges ([full report](#), [chart](#)). Responses from faculty have also increased for this statement from 2.94 (in 2015, the first administration where faculty responses were gathered separate from all employees) to 3.21 in 2022 ([chart](#)). However, it is noted that faculty satisfaction is lower than for all employees.

## Student Outcomes Improvement

Exemplified in Criterion 4.B, Curriculum Quality Improvement (CQI) coordinates processes for the assessment of General Education, Program, and Course Learning Outcomes; the faculty co-chaired Student Learning Assessment Committee (SLAC) collaborates with discipline faculty, CQI, and other assessment stakeholders on institutional assessment practices.

## Operational Improvement

At the operational level, PCC has engaged in unit planning and unit effectiveness since 2015. In the early years of the process, it was very manual and not straightforward to monitor. Further, professional development for the units was through presentations and not always available when needed. To address these weaknesses, PCC adopted a new Institutional Quality (IQ) process ([AP 1.16.03](#)) in Fall 2021. The process is intended to support operational improvement and provide a mechanism to support progress on the effectiveness goals within the [Strategic Plan](#) (e.g. pp 24, 27). Each year, the IQ process focuses on an aspect of operation improvement. The overall status of the IQ process is monitored as part of the Strategic Plan status tracking (e.g. [May 2023 status report](#) presented to PCC's Governing Board) and each IQ theme is monitored across units. PCC has established a new operations team called Improving Methods and Processes Across College Teams (IMPACT). [IMPACT is charged](#) with supporting operational effectiveness and identifying annual improvement themes.

Examples of the annual continuous improvement initiatives are unit planning, process mapping and project management. The following information provides specific details for unit planning, as an example of PCC's continuous improvement work. In 2021-2022, phase one of the IQ process (IQ1) focused on unit planning. Through this process units considered a range of factors including [unit mission statement and operational objectives](#), [strengths, weaknesses, opportunities and threats](#) and [priorities from the 2021-2025 Strategic Plan](#) as they worked to develop unit plans (see, for example, [IT plan development](#) details).

Each step in the process is supported by [Percipio Training for IQ1](#). Currently, 82% of the [units identified at the start of IQ1](#) [\[Need link\]](#) have plans recorded within the tracking system (e.g.



[Center for International Education IQ1 Plan](#), [Athletics IQ Unit Plan](#), [Curriculum and Academic Quality IQ Unit Plan](#), [Financial Aid and Scholarship IQ Unit Plan](#), [Information Technology IQ Unit Plan](#)). Updates on the status of those plans will be gathered in the summer and early fall using the [Unit Plan Update Process](#). Work is also ongoing to support those units that do not currently have a submitted plan.

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## **SURVEY - Assurance Argument**

Please fill out one survey per criterion feedback; you may fill out multiple surveys.