Branch Campus Report
West Campus, East Campus, and Desert Vista Campus

SURVEY - Branch Campus Report

Please click survey link after review of Branch Campuses DRAFT

In 1966, the citizens of Pima County, Arizona, approved by a large margin the formation of a junior college district. As a result of this vote, Pima College was established. The county superintendent of schools then appointed a five-member governing board, which laid the groundwork for the new college. With help from committees of citizens, the board developed educational goals, created a financial plan, selected a president, and chose a campus site. The next year the citizens of Pima County elected a board to replace the appointed officials. Pima Community College now has five campuses: Downtown, West, East, Desert Vista, and Northwest. For this report, only information regarding the West, East, and Desert Vista Campuses was requested.

Educational quality

The Pima Community College (PCC) Governing Board has the authority to approve PCC's academic programs. Board Policy 3.25 mandates PCC to offer innovative programs that meet the educational needs of the community and contribute to the local economy.

Campus executive leadership meet regularly to plan, evaluate, and improve key processes and to ensure consistency in processes college wide. This includes topics such as student enrollment, student engagement, and course offerings. Direct employment areas of the campus have several Community Advisory Councils, consisting of local community members, who meet each semester to provide feedback on areas in need of continuous improvement.

PCC's Strategy, Analytics, and Research (StAR) department analyses, interprets, and reports data from surveys such as Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE). StAR provides both aggregated college-wide reports and disaggregated site-specific reports. StAR also provides enrollment information by site and program to provide campus leadership information to assist in ensuring course availability meets student needs. Individual course/section data are available for instructional staff [adding stronger evidence] to evaluate course and section offerings in development of the course schedule.

PCC regularly evaluates certificate and degree programs for currency, quality, and viability through external accreditation reviews and a four-year internal program review process

described in [Administrative Procedure (AP) 3.25.05](#). A [systematic timeline](#), [adding stronger evidence] [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). CLOs are collected from all courses at all campuses and discipline leadership may determine campus resource needs based on an inventory review of resources as well as review of data such as productive grade rates. Campus needs will depend on course or program demand and availability of faculty and classroom resources at each location. Deans, Campus Vice Presidents, and Department Heads work together to look at previous demand along with future trends to determine schedules and resource allocations

Proposals for new programs, as well as periodic program reviews, include analyses of market needs, number of job openings, wages, and career progression opportunities available for students within each program. PCC regularly responds to data, particularly enrollment and completion figures, to address the viability of its programs. A variety of actions can occur within the process of program review: documented improvement plan, funding provided, funding withheld, inactivation, or program mergers.

To ensure faculty oversight of academic matters at discipline level, PCC has formed [Discipline Faculty Committees](#) (DFCs). DFCs are made up of all full-time faculty and representative adjunct faculty teaching in a certain discipline, and as such represent all campuses where division courses are taught. DFCs are responsible for overseeing curriculum, reviewing student learning outcome data, program review, and determining minimum qualifications for faculty in each discipline. Ensuring the currency of Student Learning Outcomes (SLOs) involves a process of:

1. identifying/reviewing SLOs to assess

2. creating the instrument for assessment of SLOs

3. assessing whether students are meeting outcomes

4. determining areas to improve

5. discussing how to improve teaching and learning to meet outcomes

6. implementing recommended improvements

7. reassessing outcomes where changes were made

8. documenting and archiving

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. Though there are no current consortium/contractual agreements tied to these three campuses, any faculty teaching any course and modality at any location must sign a contract and also meet

the PCC faculty credentials requirements established by the college. 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.

The College Curriculum Council (CCC) [will provide link to full handbook] is a PCC standing committee that is charged with reviewing the curriculum, courses, and programs to recommend improvements to the Provost. 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 [request link to direct Curriculum processes] serves as a guide, and the CQI team at the district office facilitates the process of curriculum, assessment and program review.

Supervision of faculty is key in ensuring that students encounter the experience in the classroom that the college intends. 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. 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. 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.

All staff positions at PCC also 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 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, and supervision.

Access to faculty is also key for student success. 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. Adjunct faculty are expected to make themselves available 20 minutes per week per credit hour to students.

Resource Allocation, Evaluation, and Planning

PCC leverages an integrated planning process centered on the Strategic Plan. In prior planning processes, the Educational Master Plan, Facilities Master Plan, *Strategic Enrollment Management Plan* [will add when finalized], and Diversity, Equity and Inclusion (DEI) Plan have been developed separately, by different teams. Effective early 2023, PCC shifted to a comprehensive integrated planning process led through StAR (e.g. EMP and FMP change). The next comprehensive planning process launches in fall 2024.

The Chief Financial Officer (CFO) oversees the fiscal, human, information technology, and facilities operations of PCC, and resources are allocated to meet integrated planning priorities. PCC's organizational structure ensures oversight of district-wide departments and services and associated budgets; leadership works with the Financial Services unit of the Finance and Business Services Department, which facilitates the district's budget development. Additional fiscal support is provided by Travel, Accounts Receivable, Sponsored Programs, and Procurement & Payment Services. The Facilities Master Plan allocates physical space to support the Educational Master Plan, and the Chief Information Officer oversees the distribution of information technology equipment and associated infrastructure.

Financial Services [update to be added by Finance] completes a review of current year budgets and active capital projects prior to facilitating Unit Allocation and Capital Request Processes. 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). 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 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 ties assessment to strategic planning and budgeting by identifying areas needing improvement. For example, budget requests are reviewed as part of program review. Depending on the type of resources required, approved requests may be submitted through the annual budget development process or the Strategic Initiative Budget Request process.

PCC has a sound understanding of its current financial capacity and utilizes a variety of forecasting tools and analysis. A summary analysis of PCC's capacity is captured in the Annual Comprehensive Financial Report (CFR). 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.

As a data-informed institution, PCC collects institutional data through various modalities to monitor its progress against its mission and strategic plan. 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.

Student Services

Student support services available at each campus are aligned with their functional counterparts across the college. A list of such services is below, with descriptions attached.

- Campus Action Teams (CAT)
- Student Support Services
- Access and Disability Resources
- Web Accessibility Efforts
- Accounts Receivable
- Financial Aid
- Counseling
- Student Life
- Student Handbook
- Veterans' Center and Services
- Tutoring
- Bookstores
- Testing Centers
- Food Service
- Fitness Centers
- Complaint Process
- Informational Technology

Instructional delivery methods

Courses offered at any PCC campus include credit or non-credit courses through in-person, hybrid (some proportion in-person and online as determined by the department), virtual (synchronous online sessions), or fully online (asynchronous) modalities. These course offerings include dual or concurrent enrollment courses arranged through the Dual Enrollment Department, as well as contract or consortial agreements in accordance with BP 3.37, AP 3.37.01, and HLC approval. In addition to lecture courses, PCC offers laboratory, internship, and clinical courses for students to gain hands-on experience.

Dual Enrollment Courses

Dual Enrollment courses are managed college wide through the office of Dual Enrollment housed at the Desert Vista campus and overseen by appropriate department faculty who visit the high school locations. Fall 2023-Spring 2024 enrollment numbers are attached.

A list of Dual Enrollment High School Point-of-Contacts shows which Dual Enrollment staff are responsible by designated High School, overseen by the Dean of Dual Enrollment James Palacios, as well as which High Schools are being reached out to as of November 2023.

Additional Site Locations

As we started to implement the [Additional Site Locations High Level Plan](#) and address the findings in our [Multi-Location Visit Report](#) received on June 1, 2023, we have identified a gap in our existing procedures and processes for assigning additional locations to our branch campuses systematically. Pima lacks a formalized process for assignment of Additional Locations to a respective main or branch campus. While we have successfully developed and maintained multiple branch campuses, we recognize the importance of having a standardized procedure to ensure consistency, transparency, and adherence to HLC guidelines. As part of our commitment to continuous improvement and in alignment with HLC standards, we have proactively addressed this gap to enhance our institutional practices by creating a new task force to develop a standardized system to assign an additional location to a main or branch campus.

PCC Adult Basic Education for College and Career (ABECC), located at three Adult Education Learning Centers, offers 22 Adult Basic Education, English, and Refugee Education classes, 2 Citizenship classes, and credit classes through PCC's Integrated Basic Education and Skills Training (IBEST) program. Adult Education Learning Centers are the El Pueblo Library Learning Center, El Rio Learning Center, and PCC 29th Street Coalition Center. The Adult Basic Education classes support learners to increase their basic skills in reading, writing, math, and English. These classes prepare students for earning their High School Equivalency (HSE) diploma. The English and Refugee education classes help improve learners' English language skills and increase civic involvement. All classes are on a pathway to transition to college and career.

IBEST is a nationally recognized instructional model that allows students to enroll in credit classes and work on attaining their career/technical certificate and their High School Equivalency at the same time. In Pima's IBEST programs, basic skills instruction is contextualized into the career/technical content, with Adult Education and technical instructors co-planning and co-teaching. This allows students to achieve education and employment goals faster. Students in IBEST programs must meet the same entry requirements established for the PCC certificate program. There is no additional cost for a student to participate in an IBEST program. Areas of study include Information Technology (PCC East campus), Commercial Driver's License (PCC Maintenance and Security), Medical Assistant (PCC Desert Vista campus), and Automated Industrial Technology (PCC Downtown campus).

West Campus

Founded in January of 1971, PCC's West Campus sits on a 304.47-acre site on the eastern edge of the Tucson Mountains range. The campus was constructed between 1968 and 1970 with nine original primary buildings. In AY 2023, the West Campus had more than 9,705 undergraduates pursuing credit classes. The majority of students live in Tucson and its suburbs Sahuarita, Marana, Vail, and Rio Rico, with smaller numbers from the surrounding areas. The campus enrolls traditional and non-traditional students (28% percent of the West campus student population are over the age of 25) with day, evening, web-based, and off-site coursework. The student body includes 61.7% underrepresented students (1.9% Native American, 3.0% Asian, 5.0% African American, and 51.8% Latino).

West Campus Programs

West Campus is home to 12 programs with a total FY23 enrollment of 1779 students. (West Campus FY23 programs, enrollment, and projections)

Human Resources

As of December 2023, the West Campus employs 5 administrators (Campus Vice President, Vice President of Student Affairs, Dean of Students, and two Academic Deans), 143 classified staff, 80 full-time faculty, and 414 part-time (adjunct) faculty.

Facilities to support learning

During construction (excludes F, H, and J building spaces)

	Average Square Footage	West Campus
Classrooms	865	37

Laboratories	561	77
Conference Rooms	268	9
Office & Open Office / Office Only	182/116	225 / 221

Post construction projections

	Average Square Footage	**West Campus**
Classrooms	*845*	*45*
Laboratories	*663*	*113*
Conference Rooms	*216*	*16*
Office & Open Office / Office Only	*200/116*	*256 / 211*

Campus Map (p.1)

Additional Student Services

Library Services

Pima's West Campus Library is one of five campus libraries and is the largest and busiest library in the PCC system. The print collection supports all of the smaller campus libraries and supports most directly campus-based programs. Having slightly reduced the size of the print collection (currently 140,000 volumes), the library strives to better align with student needs by also conceiving of the library as space. With 20 closed door spaces (rooms & pods), PCC meets student demand for quiet closed-door and group study spaces. Additionally, the library provides open seating for more than 100 students, with both Quiet Study , and Group Study zones. The library houses institutional archives and has classroom space for research and information literacy instruction. In addition to regular library resources, we loan a range of non-traditional items including laptops, Wi-Fi hotspots, dental and geology kits, culture passes, and much more.

Campus-specific information

In 1967, the citizens of Pima County elected the first Board of Governors for the College and voters approved a $5.9 million bond issue for the College. The College chose 500 acres on the West side of Tucson for the first College campus. In 1969, construction on the first campus began on what is now the West Campus. West campus offers a vast array of general education classes as well as career and technical programs. Home to the Center of Excellence for Health Professions, West Campus provides state-of-the-art education opportunities in health related areas such as Nursing, Radiologic Technology, and Respiratory Care. The Dental Studies program offers students the opportunity to practice a patient-centered approach with hands-on experiences in the state-of-the art dental clinic as they work with community members and fellow students. Students can prepare for careers as dental hygienists, dental assistants, and dental laboratory technologists. The college recently invested over 20 million dollars to provide state of the art learning labs and classrooms, which will create capacity to double the number of students served at the West Campus.

The campus is also home to the Center of Excellence in the Arts. Programs within the area range from digital arts and photography to performing arts, such as band and theater. Students present a variety of performances throughout the year. In addition, West Campus is home to 13 men and womens sports in the Pima Athletics department. The teams regularly play for regional and national titles throughout the year while being held to high standards for academics. The teams are also active on campus and in the community, donating countless hours of service. In addition, two support areas have been developed for PCC student athletes: a work-out space and student tutoring area.

West Campus is home to the Center for International Education, welcoming students from around 50 countries. Students receive assistance with Immigration Advising, International Admission Advising, and Cultural Adjustment through the Center for International Education team. Students have the opportunity to learn English through an English as a Second Language program, demonstrate English proficiency, and become an F-1 student. A Designated School Official is available to assist students with questions about their F-1 status.

East Campus

The College established the East Education Center in 1976, which became the East campus in 1980. Sitting on almost 58 acres in the Pantano and Irvington Road area, the campus is adjacent to the Fred Enke Golf Course, Lincoln Regional Park, and the Atterbury-Lyman Bird and Animal Sanctuary. Located on a desert site east of Davis-Monthan Air Force Base, the campus doubled in size in the fall of 1989 with construction of the student union and library, and since expanded to accommodate more than 10,000 students. In AY 2023, the East Campus had more than 4,753 undergraduates pursuing credit classes. The majority of students live in Tucson, Vail, and Sahuarita, with smaller numbers from the surrounding areas. The campus enrolls traditional and non-traditional students (23% percent of the East campus student population are over the age of 25) with day, evening, web-based, and off-site coursework. The student body includes 53.6% underrepresented students (1.3% Native American, 2.9% Asian, 5.2% African American, and 44.2% Latino).

East Campus Programs

East Campus is home to 15 programs with a total FY23 enrollment of 6336 students. (East Campus FY23 programs, enrollment, and projections)

Human Resources

As of December 2023, the East Campus employs 2 administrators (Campus Vice President and one Academic Dean), 71 classified staff, 32 full-time faculty, and 138 part-time (adjunct) faculty.

Facilities to support learning

	Average Square Footage	East Campus

Classrooms	731	29
Laboratories	884	23
Conference Rooms	220	6
Office & Open Office / Office Only	209/119	101 / 82

Campus Map (p.2)

Additional Student Services

Library Services

Pima's East Campus Library is one of five campus libraries. It is the third largest collection in the district with approximately 41,000 titles. The collection supports general education and transfer classes as well as the programs that East Campus is home to. The East Campus Library features a dynamic Makerspace and shares space with the Campus Learning Center, Computer Commons, Tech Corner, Language Lab, as well as two classrooms. The library provides open seating for approximately 100 individuals and has a group study area, a quiet study area, and 5 reservable closed-door spaces (rooms and pods). In addition to traditional library materials, East Campus Library loans a range of non-traditional items including Games, Brain models, Graphic novels, calculators, video cameras, webcams, laptops, Wi-Fi hotspots, geology kits, culture passes, and more.

SOAR Program

Project SOAR is a TRiO Student Support Services program at East Campus. All students being served have a documented disability, reaching 100-150 students per year from a population that has traditionally encountered access issues in higher education.

In collaboration with students' veteran and program advisors as appropriate, SOAR provides academic advising and planning for enrolled students. In addition, students receive financial aid and transfer assistance, scholarship support, career advising, tutoring, and workshops for academic and life success. SOAR provides a safe space to belong, not just in the physical space, but also in a sense of community.

Cybersecurity Title III HSI-Stem student support

This grant funds full-time and part-time personnel to support Information and Cybersecurity students with wrap-around support such as co-curricular workshops, 1:1 peer mentoring sessions, tutoring, and paid opportunities as student support staff or interns. Grant-funded personnel also help navigate and connect students to existing supports within PCC and the community such as advising, financial aid, and assistance with transportation, food insecurity, childcare, mental health care, apprenticeships, and employment opportunities. Due to the

targeted support for Hispanic and Low-income learners, the grant provides support for bilingual print marketing materials and scheduling of tutoring, mentoring, office hours, and courses along with outreach to local middle and high schools.

<u>TRiO Upward Bound Program</u>

This program is a federally funded college prep program designed to serve low-income, first-generation college students that are freshman or sophomore students attending Palo Verde and Santa Rita High Schools and meet eligibility criteria. Program activities are focused on increasing student academic achievement and providing students with the knowledge, skills, and motivation to persist to graduation successfully and to enter and succeed in college.

The program includes:
- Summer programs
- Tutoring and career counseling
- College prep workshops and campus visits
- Financial aid advising and scholarship searches
- Assistance with college applications
- College classes
- Field trips and cultural events
- Parent workshops

Campus-specific information

In 2004, the College and Tucson Parks and Recreation built a 21-acre park on the northwest edge of the campus, with soccer and softball fields, and a fitness facility for students, allowing for PCC to offer physical education classes at this location.

The campus houses an on-site health clinic, which leases space from PCC, used by the general public and students, and the Library Makerspace where students have the opportunity to work in a high-tech educational playground allowing them to expand their creative and technological skills. East Campus is also home to Astronomy, with active on-campus observatories that assist in preparing students to study the stars.

The PCC Center of Excellence (CoE) in IT and Cybersecurity, in partnership with the Arizona Cyber Warfare Range (AZCWR), seeks to revolutionize IT education through hands-on experiences, preparing a skilled workforce for Tucson, Arizona, and the nation. The Center features a student-run Data Center, the Fusion Center for collaborative learning, and a Cyber Security Operations Center (CSOC) for real-time security threat analysis. This approach

integrates technical training with project management and soft skills development, fostering a robust tech community and providing students with real-world applicable skills and certifications. The CoE's focus on practical learning and interdisciplinary collaboration makes it a key resource for aspiring IT professionals.

[Vail Early College High School](#) is a program bridging high school and college for high school students taking courses on the East campus with great success.

Desert Vista Campus

In 1993, the College established the Desert Vista Campus to grow and expand educational services to Southern Arizona communities. The Desert Vista Campus, formally known as "The Education Center-South" was designated as a campus in 1993. It serves the surrounding high schools and community members to attain career training and post-secondary college readiness. In AY 2023, the Desert Vista Campus had more than 5,830 undergraduates pursuing credit classes. The majority of students live in Tucson and the towns south of Tucson: Sahuarita, Rio Rico, Nogales, and Green Valley, with smaller numbers from the other surrounding areas. The campus enrolls traditional and non-traditional students (26% percent of the Desert Vista campus student population are over the age of 25) with day, evening, web-based, and off-site coursework. The student body includes 69.5% underrepresented students (1.7% Native American, 1.8% Asian, 4.3% African American, and 61.7% Latino).

Desert Vista Programs

Desert Vista Campus is home to 19 programs with a total FY23 enrollment of 3409 students. ([Desert Vista Campus FY23 programs, enrollment, and projections](#))

Human Resources

As of December 2023, the Desert Vista Campus employs 2 administrators (Campus Vice President and one Academic Dean), 102 classified staff, 24 full-time faculty, and 232 part-time (adjunct) faculty.

Facilities to support learning

	Average Square Footage	Desert Vista Campus

Classrooms	732	20
Laboratories	773	30
Conference Rooms	318	8
Office & Open Office / Office Only	210/126	128 / 102

Campus Map (p.3)

Additional Student Services

Library Services

While the Desert Vista Campus Library is the smallest of the five campus libraries by square footage, it is conveniently located for students, sharing a spacious, bright, and modern second floor area with other important campus resources and services such as the Learning Center (tutoring), Tech Corner, more than 15 study rooms, a computer commons, and more. Local print collections support general and transfer education as well as campus-based programs of study and areas of research interest. The library also has a growing collection of children's books to support the Desert Vista Early Learning Center's preschoolers and parents. The first community college library in the state to check out admission/ tickets to area museums, zoos, theaters, and gardens through Act One's Culture Pass program, the Desert Vista Library continues to be a leader in offering student-focused, non-traditional resources and services. The library loans technology, calculators, aprons, puzzles, best-selling fiction, and much more. Additionally, the campus library hosts programs and events ranging from weekly free coffee to mobile makerspace workshops to poetry reading events in the campus garden co-sponsored with Student Life.

Student emergency funds

Desert Vista Campus provides students with the opportunity to apply for emergency funds from an external agency, the Pima Foundation to support their personal needs on an application basis. From January 2019 until December 2023, 16 students received an average of $945 in Emergency Funds for a total of $15,131.77.

Grant Funded Student Services

TRiO Grant Program - Educational Talent Search (ETS)

This free program, funded by the U.S. Department of Education, provides students at participating high schools with academic, career, and financial counseling and encourages them to graduate from high school and continue on to complete a postsecondary education.

TRiO Grant Program - Upward Bound Math & Science

This program is a federally funded college prep program designed to serve low-income, first-generation college students. It is designed for freshman or sophomore students attending

selected high schools that meet eligibility criteria. Program activities are focused on increasing student academic achievement and providing students with the knowledge, skills, and motivation to persist to graduation successfully and to enter and succeed in college.

TRiO SSS (Student Support Services)

The TRiO SSS (Student Support Services) program provides support services to low-income, first-generation, and/or students with disabilities. These support services include academic advising, career guidance, mentoring, and tutoring. The program strives to increase graduation, retention, academic standing, and transfer rates.

Childcare Access Means Parents in School (CCAMPIS) and Desert Vista Early Learning Center

The CCAMPIS initiative offers assistance to eligible PCC student-parents by assisting in eliminating barriers to high-quality childcare, and aiding students in completing their education. As part of this, the Desert Vista Early Learning Center opened in October 2022 for full day preschool-aged children (potty trained 3–5-year-olds).CCAMPIS operates this program using Head Start curriculum on the Desert Vista Campus.

Campus-specific information

The Desert Vista Campus is strategically located on Interstate 19 and Valencia Road and became the local agency sponsor for the **Tucson area's Skill Center**. Short-term programs are designed to move students quickly into the workforce, including PCC's Surgical Technology, Certified Nursing Assistant, and Licensed Nursing Assistant programs. In addition, the campus is home to Early Childhood Education and Post-Baccalaureate Teacher Education programs and the College's award-winning Culinary Arts and Hospitality Center of Excellence (CoE) programs.

The Desert Vista Campus Hospitality Leadership CoE will enhance the growth of our students and community by providing state of the art industry design driven facilities which provide a safe, engaging, and fruitful learning experience. The center, which is located in South Tucson, will furnish hands-on practice while instilling leadership, communication and entrepreneurial skills. This will elevate our learners' position in maximizing their outcomes of success in the hospitality industry and beyond. The CoE features kitchen studios equipped with the latest baking equipment and hyflex classroom delivery methods. A hotel and restaurant management simulation lab engages students in a virtually augmented classroom setting which can place students in a variety of hospitality scenarios to master best practices.

[SURVEY - Branch Campus Report](#)

Please click survey link after review of Branch Campuses DRAFT