

# Pima Community College: Institutional Response to the September 15-17, 2014 Site Visit Report



**PimaCommunityCollege**

## Introduction

Pima Community College respectfully submits the Institutional Response to the September 15-17, 2015 Site Visit Report to the Higher Learning Commission (HLC). The HLC placed the College on probation in April 2013. The Probation Sanction required that the College undergo a comprehensive self-study process culminating in a site visit held in September, 2014. The site visit team finalized its report in late fall 2014 including the recommendation to remove the Probation Sanction and place the College on notice with a required focused visit in spring 2016. The site visit team report indicated that the team evaluated the College as meeting each of the five Criteria for Accreditation with concerns. The team reported that many necessary changes had been implemented at the College, but due to the recency of the changes, the College was not able to present substantial evidence of the effectiveness of the changes. This Institutional Response is focused on providing additional evidence and information substantiating the College's continued work since the site visit. Additionally, the Institutional Response seeks to clarify information and provide additional perspectives that may contribute to a comprehensive understanding of the progress that the College has made in order to fully meet each of the Accreditation Criteria.

### **Core Component 1.A. - The mission is broadly understood within the institution and guides its operations.**

### **Core Component 1.B. - The mission is articulated publicly.**

The site-visit team identifies Core Components 1.A and 1.B as being met with concerns because PCC has not formally evaluated its mission “in over a decade.” The team believes that this is a particularly urgent concern given the College’s change in admissions and placement policies and the subsequent reversal of those changes. In neither case did the College consider these revisions in light of its mission. To remedy these concerns, the team suggests that the College follow through on its plans to comprehensively evaluate its mission in 2015 and formally document the alignment between the Mission Statement and the 2014-2017 strategic plan.

PCC began its current planning cycle with an abbreviated discussion of the College’s mission and determined that the current [mission documents](#) remained relevant and could guide the College through the 2014-17 planning process, a decision that was motivated primarily by the aggressive timeline imposed by the Probation Sanction. Instead of beginning with a comprehensive review of the mission documents, the College sought broad input on its direction from its internal and external constituents through a Futures Conference and a two-day strategic planning retreat. These events culminated in the following strategic directions:

1. Reaffirm HLC accreditation and fully commit to the HLC Guiding Values;
2. Improve access and student success;

3. Foster partnerships to strengthen educational opportunities in response to community needs
4. Improve responsiveness to the needs of the business community and economic development opportunities;
5. Increase diversity, inclusion and global education;
6. Develop a culture of organizational learning, employee accountability and employee development.

Chancellor Lambert has [described](#) these directions as PCC's "institutional North Star," and "a shared vision derived from engaging the community in an honest conversation about its needs and expectations" that will define the College's direction and purposes for the next several years. As such, the Futures Conference and strategic planning retreat produced outcomes one would expect from a comprehensive review of the College's mission. Furthermore, the six strategic directions align with various elements of the College's existing mission documents.

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

The alignment between PCC's [mission documents](#) and the strategic directions identified by the College's internal and external constituencies affirms the Strategic Planning Committee's conclusion that the current mission documents remain relevant and ratifies its decision to defer a formal evaluation of the mission documents until the 2014-2015 academic year.

Nevertheless, PCC recognizes the value of engaging both its internal and external constituents in a comprehensive review of its mission, and the College's senior leadership has elected to do so using a mission fulfillment [framework](#) that adds the following elements to PCC's existing mission documents:

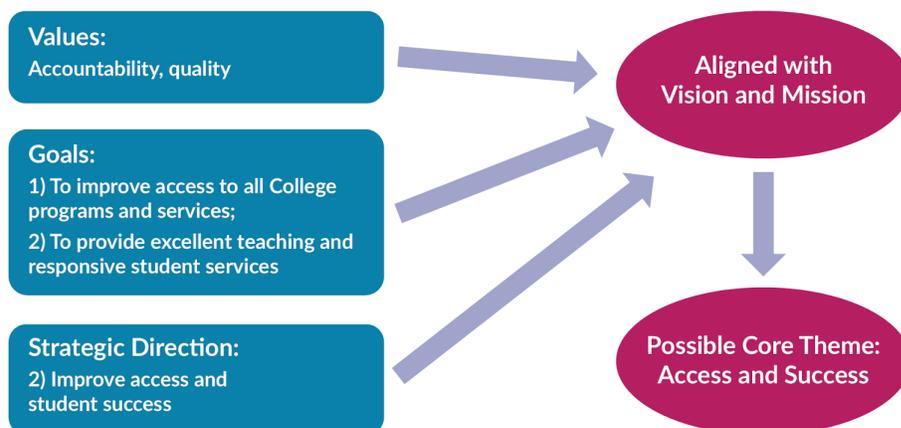
1. a set of **core themes** that individually represent essential elements of the College’s mission and together provide a comprehensive picture of its mission;
2. a set of measurable **objectives** within each theme;
3. **key performance indicators** (KPIs) for measuring the College’s success at meeting its objectives and thus fulfilling its mission; whenever possible, these KPIs will be drawn from state and national benchmarking projects. If measures are needed that are not available from benchmarking projects, they will be developed by the College and reviewed by the Strategic Planning Committee; furthermore, the mission fulfillment KPIs will then be used to define/identify the KPIs that will be used to determine fulfillment of the strategic plan.

As depicted in Figure 1, the Board of Governors approved Vision and Mission Statement stand atop the framework. These two documents articulate the aims of the College in broad terms and define PCC’s long-range purposes. Beneath the Vision and the Mission Statement lie the core themes and objectives. The core themes represent common threads that unite the College’s different mission documents and its current strategic plan. At the bottom are the most concrete elements of the framework, the objectives. These objectives will be associated with KPIs that will be used to evaluate PCC’s success at fulfilling its mission.

Figure 1: PCC’s framework for mission fulfillment.

Vision	Access and Learning				
Mission	Learning		Community		
Draft Core Themes	1. Access and Success	2. Quality Programs	3. Partnerships	4. Diversity and Inclusion	5. College Stewardships
Draft Objectives	1.1 Retention, persistence and engagement 1.2 Graduation, transfer, completion, and industry credentials	2.1 Relevant program offerings aligned to industry need and transfer pathways 2.2 Responsive student services	3.1 Student-centered partnerships with K-12 and the universities 3.2 Engage with local business and industry	4.1 Diverse student populations 4.2 Diversify the workforce of PCC	5.1 Financial resources to support operations 5.2 Facilities, technology

Figure 2: Example of identifying College Values and Goals, and the strategic directions from the 2014-2017 Strategic Plan to identify one possible core theme.



To identify PCC’s core themes, the Mission Fulfillment Fast-Action Team sought common threads that united the College’s mission documents and current strategic plan. See figure 2 for an example. After it had developed five Core Themes, the team began to associate Objectives with each one. The team has begun to present these Core Themes and Objectives to the College’s internal and external constituents for discussion and possible revision.

- On October 3, 2014, the Board of Governors, Chancellor’s Cabinet and HLC Project Management Team [met](#) to [review](#) the proposed mission fulfillment framework and begin articulating the College’s Core Themes and Objectives.
- On October 17, 2014, the Mission Fulfillment Team [discussed](#) the framework with the Strategic Planning Committee. By presenting the draft core themes and objectives to the Committee, the Mission Fulfillment team gained broad input from faculty, staff, administrators, and community members who serve on it. Doing so also provided a clear link between planning and mission fulfillment.
- Similar sessions were scheduled across the district. To date, the following sessions have been held: Community Campus (November 13, 2014), Desert Vista Campus (November 10, 2014), Downtown Campus (November 24, 2014), and at Maintenance and Security (November 6, 2014).
- Approximately 900 Community members will be invited to attend sessions in late January and early February at locations across Tucson, including PCC’s 29th Street Coalition Center and at the East and Downtown Campuses.
- The College has [created](#) a website that includes an [email address](#) where members of both the internal and external community can send their input.

In February of 2015, the Strategic Planning Committee will review the input on the mission fulfillment framework and finalize core themes and objectives, which it will then submit to the Chancellor for review. In March, the committee will review benchmarking data and identify key performance indicators (KPIs). The committee will also discuss the 2014-2017 Strategic Plan and determine if

revisions are needed to ensure full alignment with the mission. Finally, the committee will select KPIs for the strategic plan. Where possible, KPIs will be common to both areas to support alignment and integration. Final Core Themes, Objectives, Mission KPIs, Strategic Plan KPIs and revisions to the Mission Statement, College Vision, Values, Goals and Strategic Plan will be submitted to the Chancellor and Board of Governors for approval in early April, 2015.

## Key Performance Indicators

The College has begun identifying key performance indicators (KPIs) for assessing the success of its mission fulfillment activities. While the College cannot select the KPIs until it has finalized its objectives, reviewing possible measures and sharing them with the College community represents the first step toward fully adopting an evidence-based approach to mission fulfillment.

As described in the Self-Study, a range of data are available for use as KPIs. Whenever possible these KPIs will be drawn from national or state benchmarking data. Options include:

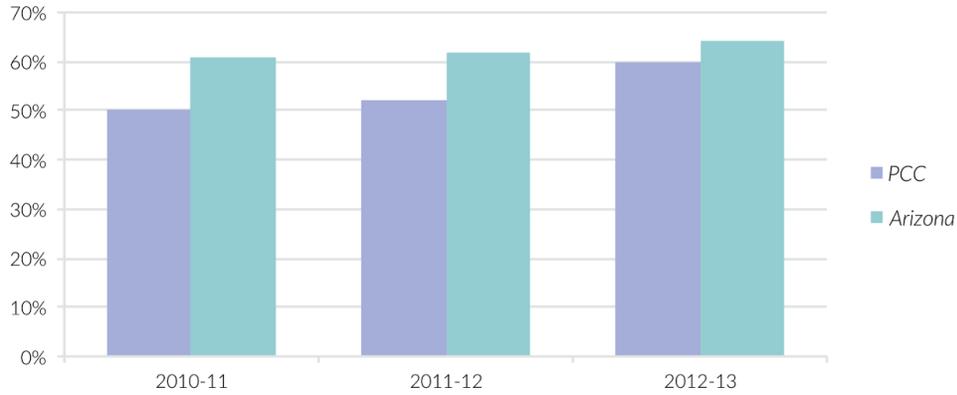
1. 2013-2014 year results from the [Community College Survey of Student Engagement](#), [Survey of Entering Student Engagement](#) and the [Community College Faculty Survey of Student Engagement](#).
2. Updated results from the [Arizona Outcomes](#), which are derived from the Voluntary Framework of Accountability and prepared by the ten community college districts in Arizona.
3. Updated measures for the [Voluntary Framework of Accountability](#) (VFA)

These benchmarking projects were introduced to different College constituents, including the [Board of Governors](#), [Chancellor's Cabinet](#) and the [Strategic Planning Committee](#) in October 2014.

Presentations were also [shared with Faculty Senate](#) (November 7, 2014), East Campus Department Chairs (November 12, 2014), and Human Resources (November 26, 2014).

Examples of KPIs that have been identified for the draft core themes include the following for "Access, opportunity and success" from the [Arizona Outcomes](#), see Figures 3-6.

**Figure 3: Percent of student credit hours earned via alternative delivery methods and/or at alternative times and places (Indicator 3 from the Arizona Outcomes)**



**Figure 4: Cost of attendance as a percentage of annual median household income in Pima County (Indicator 8 from the Arizona Outcomes)**



**Figure 5: Course success rates (Indicators 9 and 10 from the Arizona Outcomes)**

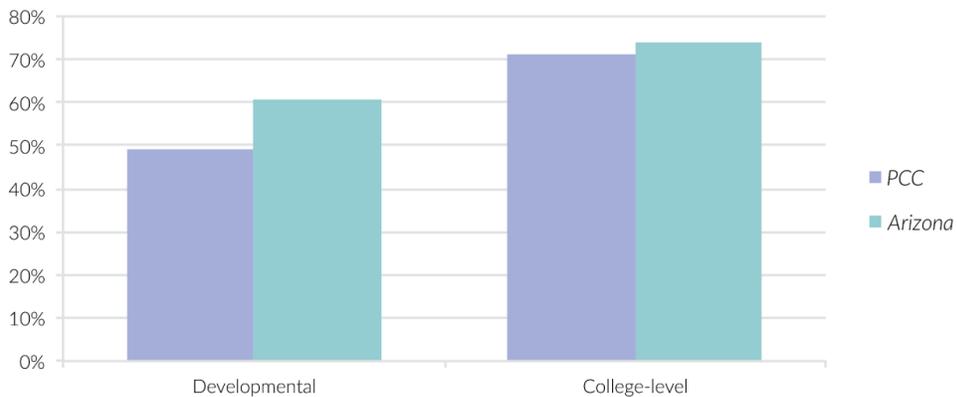
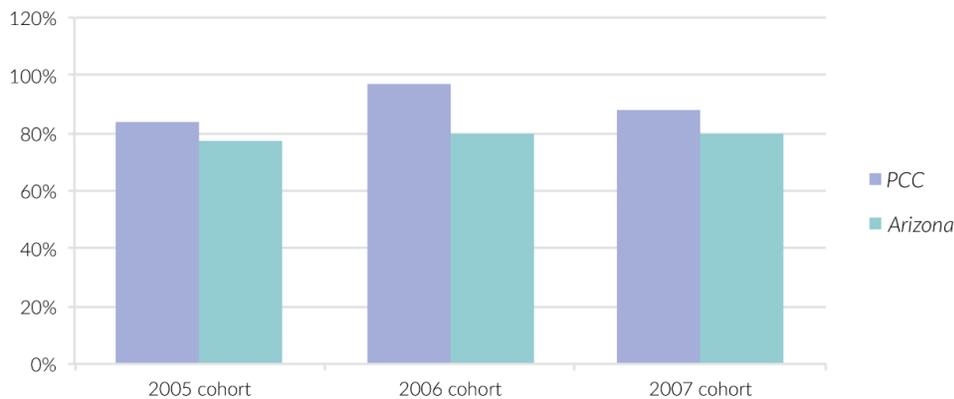


Figure 6: Percent of learners achieving a successful community college outcome (Indicator 23 from the Arizona Outcomes)



These results indicate that while PCC provides students an affordable option for pursuing their higher education goals (Indicator 8), its students complete their courses at a lower rate than students attending other Arizona community colleges. (indicators 9 and 10). These lower completion rates are especially pronounced in developmental education classes. A larger proportion of students achieve a successful outcome as defined by the VFA at PCC compared with the state’s other community colleges. Despite the vision of PCC to “provide access to learning without the limits of time, place or distance,” a lower proportion of student credit hours are earned via alternative delivery methods and/or at alternative times and places for PCC compared with Arizona (indicator 3). Combined, these results and the other outcomes in the report provide a wealth of information about the College’s performance relative to the state’s other community colleges.

## Core Component 1.C. - The institution understands the relationship between its mission and the diversity of society.

In their report, the site-visit team writes that Core Component 1.C is met with concerns

because the work of the Diversity Committee has only begun and, thus, has not stood the test of time, and there remains a concern among two community groups that the College has yet to address their articulated issues regarding the lack of diversity relative to Hispanic/Mexican American individuals among senior leadership. It is also not clear yet as to how the Diversity Committee will incorporate assisting students, faculty and staff to function effectively in an ever-increasing global society that affects even place and time-bound individuals.

In order to determine whether or not the College has addressed the articulated issues of the two groups mentioned above, one must clearly understand those issues. In the course of its correspondence with the College, one of these groups has asserted that “there is a lack of diversity and representation by Mex/Ams in the Colleges employee ranks,” that there is a “lack of mex/am’s in [the Chancellor’s] cabinet,” that PCC has a “dismal record...regarding the recruitment and hiring of

Mexican Americans,” and that “There is a lack of cultural diversity, and in particular a lack of Mexican Americans at every level of the College.” As remedies, the group has forwarded the names of specific individuals whom it believes to be Mexican American. On one occasion, the members have lauded the Chancellor for hiring someone whom they describe as “exactly the type of individual [they] advocate for” for, being a “product of Tucson” whose “roots run deep in the community.” Based upon this correspondence, the College believes that the group would like for PCC to hire particular individuals whom it believes are “Mexican American” and who are from Tucson.

Whether or not the College has addressed the group’s concerns hinges largely upon the definition of “addressed.” If by “addressed” the site-visit team intends “speaks to” or its equivalent, then PCC believes it has addressed the group’s concerns on a variety of occasions and in a number of venues. For instance, in a March 2, 2014 email, the chair of one of the groups requested that the College supply “a report on writing as to the staffing of every permanent position of the College by: name-ethnicity-gender-salary-years in current position>by classification, starting from the lowest to the highest...and could you make sure you give us the % of Mex/Ams in the classification and in the College as a whole.” The Interim Vice Chancellor of Human Resources responded to this request in a March 3 email, explaining that his office would comply with the request as soon as it determined which report would best suit their needs. The Interim Vice Chancellor of HR further explains that the College collects “ethnicity data in the required federal format which does not include separate reporting for Mexican-American.” We believe that this example demonstrates the College’s good-faith efforts to address a community group’s concerns using the information that is available to it and that is mandated by Federal law.

However, the College has not always fulfilled a group’s requests because it concluded that doing so would not serve the best interests of the institution. For example, in a January 12, 2014 email [a Washington lobbyist](#) affiliated with one of the groups recommended that the College immediately hire a person who had filed an EEOC complaint against the College for racial discrimination against Hispanics, forwarded the name of a potential mediator to preside over a second round of mediation the College had requested in the complainant’s case, and suggested that the College retain the services of a particular law firm, which “specializes in representing educational institutions and discrimination cases.” Instead of complying with these requests, the College declined to discuss the specifics of the EEOC complaint since it was ongoing, indicated that it used a competitive process in its procurement of legal services and requested the name of anyone within the suggested law firm it could contact during the next round of competitive bidding and asked if the lobbyist could recommend any strategies that he or other members of his organization had found “effective for promoting a diverse applicant pool.” These attempts to engage the lobbyist in what the College considered a more constructive dialog went unanswered.

Despite the fact that PCC has not complied with all of the group’s requests, it nonetheless believes that it understands the “relationship between its mission and the diversity of society.” Furthermore, the College believes that in occasionally declining the requests of the groups and following established protocols, it is abiding by Core Component 2.C The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to ensure its integrity. In particular, sub-components 2.C.2 and 2.C.3 allow that an accredited institution will sometimes deny

the requests made by either its internal or external constituents. For instance, 2.C.2 requires the governing board to review and consider the “reasonable and relevant interests of the institution’s internal and external constituents during its decision making process.” By obliging a governing board to consider “reasonable and relevant interests” alone, the sub-component tacitly affirms that some interests may be neither reasonable nor relevant. In a similar manner, sub-component 2.C.3 requires a governing board to preserve its “independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.” In either case, these sub-components implicitly acknowledge that the governing board or the people it hires to fulfill its mission must exercise their judgment and that their judgment may not always coincide with all of an institution’s constituencies.

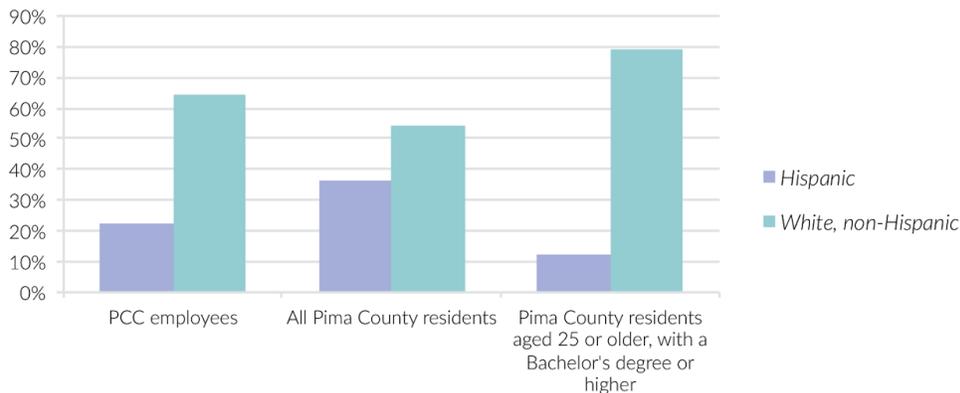
While ever mindful of its recent past and striving to avoid the arrogance with which the previous Chancellor might have approached external constituents, the College believes that the two community groups do not accurately represent the attitudes or concerns of the majority of either its internal or external constituents. For instance, in April of 2014, PCC administered a [Community Perceptions Survey](#) to “assess attitudes and opinions related to the awareness, imaging and perceptions of Pima Community College among adult residents of Pima County Arizona” (pg. I-1). When asked to rate the “diversity of the student population” at PCC, 83% of overall survey participants responded favorably, rating PCC as either “Good” or “Excellent.” Those identifying as Hispanic rated this quality slightly better than white/other respondents giving the College an average score of 4.3 on a five point scale as compared to an average score of 4.2 among whites/others (pg. 17). In November and December of 2013, PCC administered an [Employee Satisfaction Survey](#) to “improve the climate and strengthen the level of constructive employee engagement” (pg. 1). At the request of the Diversity Committee, the survey asked respondents whether they agreed or disagreed with the following statement: “Pima Community College fosters an environment that is inclusive of diverse identities.” Approximately 51% of respondents either strongly agreed (46.4%) or agreed (4.2%) with the statement (pg. 8). In a time when employee satisfaction was generally depressed, the response to this statement suggests that the College’s efforts to create an inclusive environment represent a relative bright spot within the institution’s climate: the satisfaction with this element earned an average score of 3.54 on a five point scale and was the second most satisfactory element of the College’s climate. Furthermore, these results are consistent with a [2008 climate survey](#) that also identified “How well the College supports diversity in the workplace” among the ten most highly rated areas of employee satisfaction.

To better understand diversity both within the College and in the local community, PCC is evaluating a range of data to gauge how well its employee and student profiles reflect community demographics. In September 2014, the Assistant Vice Chancellor of Planning and Institutional Research and Director of Employee Relations and Policies [presented](#) data to the Board of Governors that summarized information about the gender and ethnic composition of both Pima County and PCC employees. The presentation also included national comparison data for 2-year institutions. According to the most recent IPEDS survey, 22% of our employees reported as Hispanic and 64% as white, non-Hispanic, compared with 36% Hispanic and 54% white, non-Hispanic in the local community, see Figure 7. As reported to the Board of Governors in September 2014, the national trend is similar, with two-year instructional staff in the nation comprised of 71% white non-Hispanic; higher than the 63% for the US

population. While this shows that PCC’s employee demographic differences in terms of race/ethnicity align with national averages, the College has conducted research to better understand this difference.

A finer grained analysis of Pima County demographics has yielded several preliminary findings. American Community Survey 2008-2012 five-year estimates on age and educational attainment indicate that 7% of Hispanics 25 years or older have earned at least a bachelor’s degree compared with 28% of whites that fall within the same category. Among the total number of Pima County residents aged 25 or older who hold a Bachelor’s degree or higher, 12% are Hispanic while 79% are white, non-Hispanic (Figure 7). Since faculty and leadership positions typically require educational levels higher than a Bachelor’s degree, the available pool of qualified Hispanic candidates within Pima County may be even smaller. This educational difference in the community may contribute to the impression that PCC’s employee profile differs from the local community. Unless other factors such as age and education attainment are considered, direct comparisons between the racial and ethnic compositions of PCC’s workforce and Pima County is somewhat misleading.

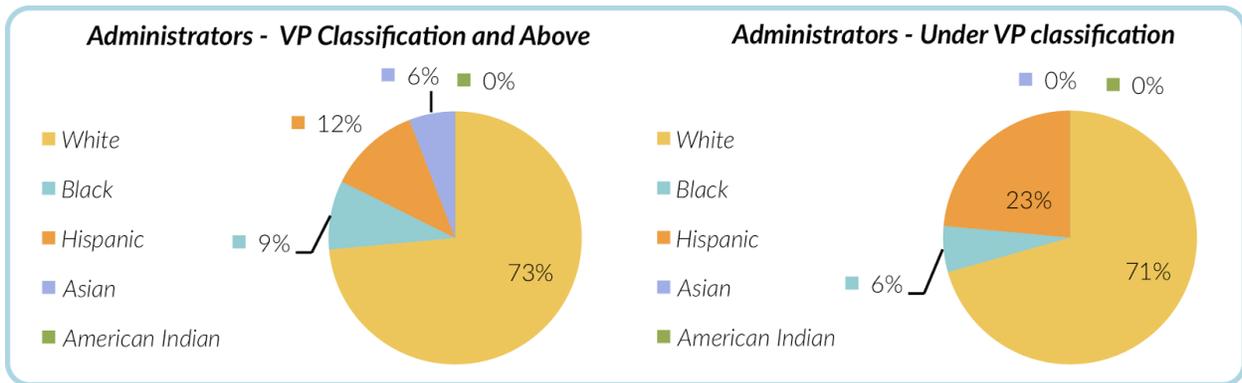
*Figure 7: Comparison of the proportion of PCC employees, all Pima County residents, and Pima County residents aged 25 or over, with a Bachelor degree or higher who are Hispanic or White, non-Hispanic. Pima County data are from the American Community Survey 2008-2012 five-year estimates from the Census Bureau.*



While the College believes that its workforce reflects the demographics of the community it serves, it also recognizes that, as an institution of higher education, it has both the obligation and the ability to transform the characteristics of those demographics and thereby facilitate its own efforts to create the diverse workforce it desires. By providing access to higher education for all of Pima County’s residents, the College can help to ameliorate the gap in educational attainment depicted in Figure 7 and thereby increase the pool of highly qualified candidates from which it can draw in its efforts to build a diverse workforce. PCC further understands that it must develop the skills of its current employees so that they may fill and succeed in senior leadership positions. Figure 8 compares the race/ethnicity of senior administrators (Vice President level and higher) with other administrators (lower than Vice President). The second, more diverse group, is situated to move into senior positions. For example, 23% of employees filling administrator positions below the level of Vice President are Hispanic, compared with 12% in senior positions. By developing a diverse employee group in junior

administrative positions, the College prepares a diverse pool who have the skills to fill senior positions. Through these efforts the College helps develop a continuous pipeline for recruiting and promoting diverse talent and fulfills its mission of developing its community through learning.

Figure 8: Race/ethnicity of administrators who are Vice Presidents and above or below that classification

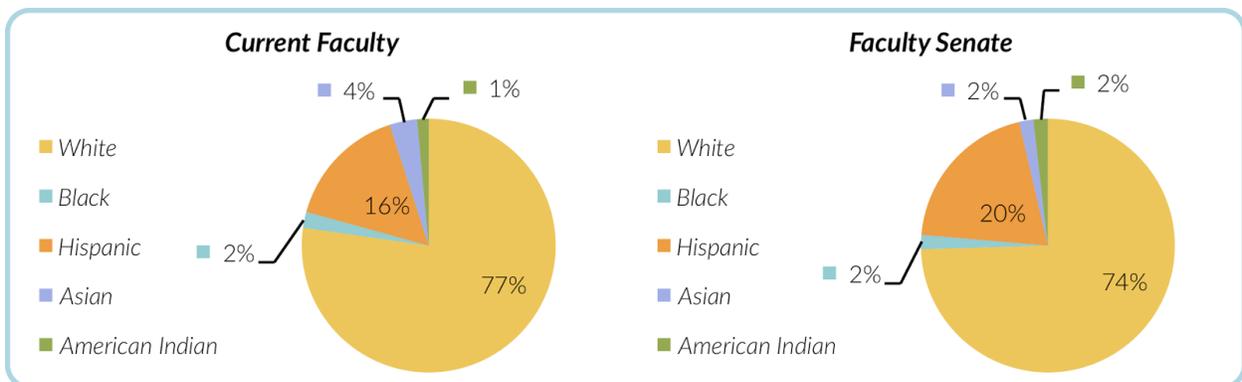


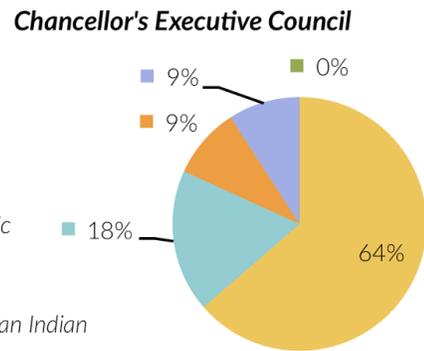
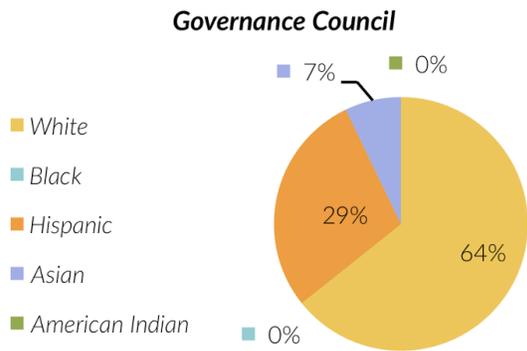
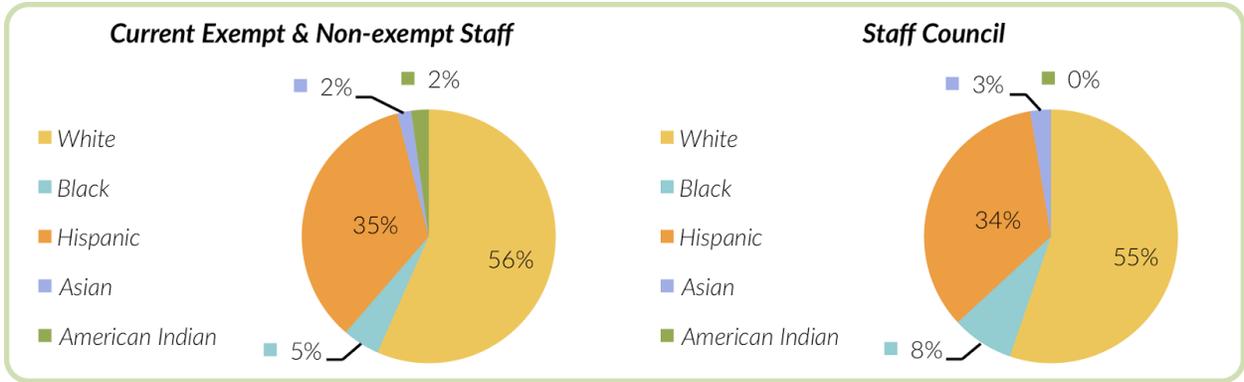
## Workforce

### Inclusion in the Decision-Making Process

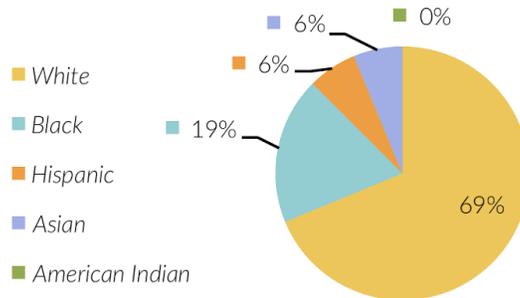
In addition to hiring a diverse workforce, the College includes diverse perspectives in the decision-making process. The figure below depicts the ethnic composition of the College’s employee classifications with the decision-making bodies that represent them.

Figure 9: Ethnic composition of the College’s employee classifications.





**Chancellor's Operational Cabinet**



## Diversity Plan

Despite the fact that a majority of both the College's internal and external constituents are generally satisfied with its efforts to create a diverse student body and workforce and despite the fact that its committees include a diverse range of perspectives, the College aspires to do an even better job in these areas and has begun developing a Strategic Diversity Plan. The College's Diversity Committee is taking the lead in developing this plan and will be seeking collaboration, input and feedback from our internal community as well as from the Tucson community. After researching a number of plans, the Diversity Committee has chosen the SUNY ONONDAGA Community College 2013-2017 Diversity

Master Plan to serve as a model for the development of PCC’s Diversity Strategic Plan and developed the following timeline for the creation and implementation for Plan:

Month	Task
January	Diversity Committee to Work on Developing a Survey for all PCC Students, Employees, and members of the Community.
February	Distribute Survey to all PCC Students, Employees and members of the Community
March	Diversity Committee to Conduct Focus Group Meetings
April	Diversity Committee's First Draft of PCC's Proposed Diversity Strategic Plan; Post Online First Draft of PCC's Proposed Diversity Strategic Plan for Review and Comment with Second Draft Preparation at the end of the Review and Comment period
May	Review Comments from First Draft Submittal; Begin Preparation of Second Draft
June	Diversity Committee to begin preparing for outreach efforts; communication and education at PCC's All College Day Event scheduled for August 2015
July	Diversity Committee to continue if preparation work for PCC's All College Day Event, including getting local, state and national speakers for the event
August	PCC's All College Day Event; Diversity Committee to also host a Diversity Committee booth for purposes of information seeking/gathering, education, communication; Continued work on the Final Submission of Diversity Strategic Plan
September	Submission of the Diversity Strategic Plan to the Chancellor and Chancellor's Executive Cabinet
October	Presentation of the Diversity Strategic Plan to Faculty Senate and Staff Council

### **Affirmative Action Plan**

In addition to the efforts described above, the College recently became an affirmative action employer. During summer 2014, PCC was awarded a federal contract sufficiently large to trigger a variety of new obligations including the adoption of Affirmative Action Plans for Minorities and Women, Protected Veterans and Individuals with Disabilities (AA Plans). The AA Plans were completed in December 2014. The AA Plan year runs December 1, 2014 through November 30, 2015. In accordance with the AA Plan, the College will monitor the employment rates for the groups covered by the AA Plans, set goals, and conduct active recruitment. These activities are expected to promote diversity among the applicants seeking employment at the College. The AA Plans and associated obligations will be presented to the Chancellor’s Cabinet in January 2015.

### **Revisions to the Diversity Committee’s Charge and the College Inclusion Statement**

The Diversity Committee has worked on revising its charge and its Diversity and Inclusion Statement to better reflect access, retention, diversity and inclusion of our community. The revisions of both documents were recently approved by Chancellor’s Cabinet.

The revised Diversity and Inclusion Statement is as follows:

Pima Community College welcomes, celebrates, and fosters the diversity and contributions of students, faculty, staff and administrators. We cherish the diversity of our community and, in addition to equal opportunity and educational access for all, we respect and are inclusive of all beliefs, values, abilities, personal experiences and preferences, cultural and socioeconomic backgrounds, and worldviews. We believe our differences are our strength and a source of innovation, excellence, and competitiveness.

We understand that the “community” in the community college of the 21st Century extends beyond local political boundaries, thus we aspire to build a community of responsible global citizens. We believe that the ultimate objective of diversity is the achievement of equality and social justice. Furthermore, social justice has no borders and is an essential right of the human race. Therefore, we recruit, retain and develop the potential of students and employees from historically marginalized groups in the US and from any origin in the world regardless of ethnicity, religion, disability, political views, gender, gender identity, sexual orientation, social status and other characteristics.

The revised Diversity Committee Charge is as follows:

To identify challenges and opportunities in the achievement of diversity and recommend institutional initiatives to increase plurality, access, retention and success of underrepresented populations. To achieve this, the committee works in collaboration with other College areas to advance policies, guidelines, practices, and programs that enhance diversity in three dimensions:

- Student access, retention and success as part of the global workforce and society.
- Employment, retention and development of talented staff, faculty and administrators.
- Development of multicultural and global education for the College and our community.

An example of the College’s commitment to strengthening global education in the community, Ricardo Castro-Salazar, longtime PCC educator and administrator who has lived in four continents and taught in the U.S., Canada and Mexico, is PCC’s new [Acting Vice President for International Development](#), which is a new position. He will lead the International Student Development Office, which supports the success of PCC’s international students. In addition, he will oversee the recruitment of international students, international marketing and will work with the College community to infuse PCC’s classrooms and extracurricular activities with a [global perspective](#).

## **Core Component 2.A. - The Institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.**

The site-visit team identifies Core Component 2.A as being met with concerns because

several policies were implemented during the summer while many faculty members and students were not on campus...at the time of the visit there had been neither the opportunity for other than electronic communication nor training for faculty/students in a formal setting. Additionally, at the time of the visit there were still revised policies that the Board was slated to, but had yet to, approve. For these reasons coupled with the key finding of the team that there has not been sufficient time to test and assess the referred to policies regarding intended impact as well as any unforeseen, unintended consequences, this Core Component is met with concerns.

### **Human Resources**

As described in the Self-Study Report, the College addressed the HLC's finding that "the processes by which administrators are hired, terminated, or reassigned are not clearly stated and are not understood by the institution's personnel" by

- revising SPG 4201/BA: Filling Authorized, Vacant, Regular, Staff and Administrator Positions so that positions filled using interim, direct appointments and reassignments include a business-case justification and are subjected to greater scrutiny by the Board and College administration;
- engaging more of the College's constituents in the administrative hiring process;
- developing a set of Expectations for Successful Leadership that clearly articulate what the College expects from those who serve in administrative roles.

### ***SPG 4201/BA***

Since the submission of the Self-Study Report, HR has offered a number of [comprehensive workshops](#) for hiring supervisors on the revised procedures of SPG-4201/BA. During these sessions, representatives from HR explained the provisions of the new SPG and quizzed the participants on their understanding of them. Participants also completed a survey that asked them to evaluate the presentation's effectiveness. HR will use the results from both the quiz and the survey to identify areas where the presentation can be improved.

Since the submission of the Self Study Report on July 30, 2014, all recruitments, whether regular or acting, have followed SPG-4201/BA. In that time, one staff member was reassigned using Section VI,

“Direct Appointment or Reassignment.” The “Business Case for Non-Competitive Placement” form explains that the direct appointment was made to address and correct a conflict of interest/nepotism issue. This was not punitive in nature nor due to a disciplinary action and was not created by the employees involved.

### ***Broad Involvement in the Administrative Hiring Process***

The College recently [recruited](#) a [Vice Chancellor of Human Resources](#) and followed procedures similar to those described in the Self-Study Report for filling executive-level administrative positions such as Campus President and Provost. The search enlisted a number of the external community members to serve on the screening committee, a practice that the College intends to replicate in subsequent executive-level searches. The Chancellor announced that successful completion of the search in an [email](#) sent to all College employees.

PCC has also worked to increase the transparency of its recruitment of lower-level administrative positions. In particular, the College has formed diverse committees to screen applicants. Committees included membership from the three employee groups, campus and district office work sites, various positions interacting with the positions being hired, and male and female employees. As part of the process, the College holds public forums, such as those held last semester for the Executive Director of Developmental Education, the Assistant Vice Chancellor of Accreditation and the Vice President of international Education. The Provost announced these forums via email and press release, inviting members of the College community to participate in them. Those who could not attend could review the candidates’ vitae, view their presentations and offer their feedback electronically.

### ***Expectations for Successful Leadership***

Since the College adopted its Expectations for Successful Leadership, Human Resources has begun developing two training programs to help administrators and supervisors meet those expectations and succeed in their jobs. These programs include a “[Leadership Academy](#)” and “[Supervision in the Twenty-First Century](#).” Both of these programs are founded on the Expectations for Successful Leadership” and include training activities that will develop the competencies included within them.

While these programs were part of the Chancellor’s overall [goal](#) of restoring “professionalism and confidence in the leadership and governance of the College,” they also form an important component of the College’s [succession planning](#) and address concerns the Commission raised about the College’s ability to plan strategically due to its high administrative turnover. The programs address this concern by providing a reliable pipeline for College leaders who will be familiar with the institution’s mission and ethos. The program will begin with a core competency component and then branch out with separate curricula aimed at academic and non-academic leaders respectively.

### ***HR Systems and IT Review***

The College has determined that portions of its overall review of its Human Resources could best be performed by external firms and has retained the services of Baker, Tilly, Virchow Krause, LLP, to

review the current structure, systems use, and internal policies, procedures and practices of its Human Resources functions. The report was received with a proposed new structure on January 5. It is currently under evaluation by the College and not yet ready for release to the general public. However, after first review there appears to be an approach to a shared services and responsibilities model for the College. There is a study session scheduled with the Board of Governors for Baker, Tilly, Virchow Krause, LLP to present its report, findings and recommendations on February 4, 2015.

On October 4, 2014 the Acting Vice Chancellor of Human Resources [emailed](#) College employees describing the review and inviting them to participate in a survey that Baker, Tilly, Virchow, Krause had sent to all College employees as the initial step in its process. This survey was followed by a series of [interviews](#) with frequent users of HR from across the College and [open forums](#) for employees who wished to speak with the firm but who were not interviewed. Using the data gathered through both its surveys and fieldwork, Baker, Tilly will submit its final recommendations to the College in December of 2014.

After determining that its current human resources information environment is not unified, with many key functions occurring through paper processes or in stand alone systems that lack integration, the College has posted a [Request for Proposal](#) (RFP) for a vendor who can provide a “comprehensive and integrated talent management platform that can leverage existing software assets” and complete its work by August 2015.

### ***Rationalizing the Hiring and Evaluation Processes***

In the report it provided the College after its comprehensive site visit in 2010, the HLC noted that many College employees were dissatisfied with the time taken to fill positions and that some new hires would have liked more “human feedback” about the status of their applications. HR undertook the following activities to remedy some of those concerns.

- After reviewing documents associated with the staffing process including the confidentiality statement, referral and selection lists and the recruitment request form, recruitment checklists, interview question forms, HR revised many of them to gather more information upfront and thus decrease follow-up questions between Human Resources divisions.
- HR has integrated the background check system (HireRight) into its applicant tracking platform, eliminating the need for staff to access a separate system outside of the College for background checks. The project was completed in the Summer of 2014.
- As part of its efforts at continuous improvement, HR [surveyed](#) applicants, hiring advisory committees and hiring managers in the Spring of 2014 to gauge their satisfaction with the hiring process. This initial survey will be followed by semi-annual surveys sent to internal and external applicants, hiring managers and selection committees, to monitor hiring process satisfaction.
- After discovering that the majority of the emails it received were related to the recruitment process, Human Resources began efforts to communicate better with applicants.
- Data indicate that the time to hire for College staff was reduced significantly from 56 days to 38 days between the third quarter of FY 2012 and the second quarter of FY 2014. Process improvements will be ongoing in the areas of staffing levels, number of recruitment efforts, and internal/external factors that affect the average time to hire.

- During the 2014/2015 Meet and Confer sessions, the Pima Community College Education Association (PCCEA) and the management team convened a [task force](#) to review college policies on hiring full-time regular faculty in order to improve clarity, inclusiveness and transparency. Several aspects of the plan are being piloted. The College will use the results of pilot to determine if the process should be incorporated into SPG 4201/BB: Faculty Hiring Process.
- Both the [classified exempt](#) and [classified non-exempt](#) employee representative groups have formed individual task forces to conduct benchmarking of performance evaluations and Staff Progression Plans (SPP) in an effort to streamline these evaluative tools. The task forces members are comp of classified staff and its employee representatives, administrators and a representative from Human Resources. Both groups began meeting in August 2014.

### ***Office of Dispute Resolution***

As noted by the site visit team, PCC recently established a number of new internal controls, including an office of Dispute Resolution (ODR), but “at the time of the visit, these bodies have not yet had sufficient time to prove their effectiveness.” The College’s new assessment model, which is discussed in detail elsewhere in this report, will be applied across the institution to evaluate different aspects of College operations, including the new internal controls. Regarding the Office of Dispute Resolution, when the College upgraded the EthicsPoint system, a [survey](#) was implemented to send to grievants/complainants regarding the process. The Office began sending out the survey on November 1, 2014. Effective January 5, 2015 one survey response had been received. Based on a discussion by ODR staff, an additional survey is being developed. At the present time, the College has not received a grievance or complaint from any faculty regarding violations over academic freedom since April 2012.

The Office of Dispute Resolution prepares a quarterly report. The first was prepared in [November 2014](#). As reported, during the quarter of July – September 2014 there were 37 cases entered into EthicsPoint. Two of these cases were test cases and were not included in the report, giving a total of 35 cases. The quarterly report includes the issue type, report type, filing method, reporter’s relationship to PCC and the conclusion/outcome. Twenty four cases were complaints (69%) and the majority of cases were reported by PCC employees (66%). Of the 35 cases, 12 were reviewed and addressed (34%), eight were referred for resolution (23%), seven were not substantiated (20%), three included insufficient information (9%), in two cases the allegations were substantiated (6%) and one was withdrawn (3%). At the time the November report was prepared (11/04/14), two of these cases remained open and were being addressed outside ODR.

### **Update on BP Revision and Timeline for adopting APs**

In response to the HLC’s finding that many of its policies had not been revised in a number of years, the College began a comprehensive review of all its policies. During the course of this review, the College decided to align its own policy apparatus with those of its peer institutions and replace its current three-tiered structure consisting of Board Policies, College Regulations and Standard Practice Guides with a structure composed of Board Policies and Administrative Procedures.

The process for reviewing policies and transitioning to the new structure is described in [BP-1104: Policy Transition Period 2015-2016](#). BP-1104 establishes December 31, 2014 as the deadline for the review of all BPs. Between January 2015 and June 2016, all existing RGs and SPGs will be reviewed by the responsible operational units and replaced with Administrative Procedures. Any RGs and SPGs that have not been reviewed and replaced with Administrative Procedures will be deleted. This new framework strives to demarcate the roles of the Board of Governors and College employees more clearly such that the Board provides broad goals or directions for the College and its employees develop appropriate procedures for accomplishing the Board's goals and objectives.

As described in [SPG-1101/AA: Development Process for Board Policies, Regulations and Standard Practice Guides](#), employees are alerted to changes to Board Policies via the College newsletter. Since Administrative Procedures describe the procedural details for achieving the broad goals established by Board Policies, SPG-1101/AA requires that the authors of proposed SPGs develop a plan for "Institutionalization, Marketing & Training" as part of the initial meeting with members of the Chancellor's Office regarding the proposed SPG. As sponsoring units develop their Administrative Procedures, they will determine whether the proposed Administrative Procedures differ substantively from existing practice outlined in the antecedent Regulations and SPGs. If they do, the sponsoring unit will then develop a plan for institutionalizing the new APs and identify the appropriate units requiring training. To this point, the revision process has focused on BPs, which, as indicated above, are written in general enough terms to not require training. In cases where training was appropriate, though, the sponsoring units have in fact trained the pertinent employees. For instance, when the Board updated its by-laws to specifically provide a process for addressing concerns of misconduct by the Chancellor, the professional development staff of the HR Department incorporated the new process into the sexual harassment training program offered at all campuses for all personnel. Similarly, when the College revised the employee grievance procedure and created the Office of Dispute Resolution, a team comprised of representatives from the new office and the employee relations section of the HR Department conducted training sessions at all campuses to familiarize employees with the changes. This type of activity would be expected as units revise their APs in response to the recent changes in Board policies.

## **Finance**

As noted in the Self-Study, the College has made numerous improvements to ensure that the integrity of the finance system is effective, transparent, and that associated improvements are communicated to the College community. The Finance department has also continued its efforts to increase transparency to the College community at large with updated financial information available on these webpages: [Finance and Audit Committee](#); [Finance](#); [Financial Reports](#); and [College Budget](#). In addition, Board of Governors meetings are video recorded and available both live via the internet during the meetings and the video is subsequently archived and available on the Board's [Meeting Video & Presentations webpage](#). This video includes all presentations to the Board, including Finance-related presentations. The College believes that this comprehensive repository of financial data, information,

presentations, reports, and video serves as a model of financial transparency, and this repository will continue to be expanded and updated on a regular basis.

Improvements and communications regarding the Board of Governors are discussed in Criterion 2.A and those regarding the Board of Governors' Finance and Audit Committee are discussed in Criterion 5.B. Other examples of Finance-related continuous improvements and communications include:

- The College issued its annual financial report for fiscal year 2014 along with the unqualified opinion from the Arizona Office of the Auditor General indicating the College's financial statements are reliable, fairly presented and prepared according to accepted accounting principles. See the full annual financial report [here](#). The Auditor General's opinion is on page 13. A [press release](#) regarding the fiscal year 2014 annual financial report was distributed on December 18, 2014.
- The College's monthly financial statements have historically been posted online as a part of the supporting packets for regular Board of Governors meetings. At the suggestion of the Board of Governor's Finance and Audit Committee, these monthly financial statements are now also separately posted as standalone documents on the [Financial Reports](#) webpage.
- A Finance newsletter called Numbers! was created and emailed to all College staff in [September](#) and [December](#) 2014. The goal of Numbers! is to inform and educate the College community with useful and timely finance and budget information that impacts PCC. Issues of this newsletter about the College's Finances are also posted on the [Finance webpage](#) for the entire College community to access.
- Finance coordinated and organized a retreat on October 24, 2014 for finance directors and the campus directors of administrative services (CDAS). There was an [agenda](#), handouts on [reinventing your business model](#), [reinventing College](#), and [the most important work skills in 2020](#), and a [presentation](#) for the retreat. Topics on the agenda included finance and budget outlook, communication, vision, business model discussion, etc.

## **Core Component 2.C. - The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.**

The site-visit team identifies Core Component 2.C as being met with concerns because "much of the work relative to institutional structures, mechanisms and controls has taken place over the past several months. As such there remains the need to provide on-going evidence that the work referenced above is sustainable in terms of the institution's ability to continue to meet the criteria associated with this core component."

## Special Board Trainings

Since submission of the Self-Study Report in July 2014 the Board of Governors have continued to participate in special trainings in order to ensure autonomy and integrity in their decision making. Examples of this training include:

- Association of Community College Trustees (ACCT) training on board roles and responsibilities, [July 29, 2014](#)
- Nursing Program needs and changes, [July 30, 2014](#)
- Policy review and mission development, [October 3, 2014](#)
- Financial and budget outlook, policy review, and board goals and objectives, [November 3, 2014](#)
- Newly elected Board of Governors' member training, [January 6 and 8, 2015](#)

## Board of Governors Finance Communications

As described in the Self-Study Report, the College's Finance department revised its monthly financial reports to make them more accessible to audiences without a background in finance. Members of the Finance department also began conducting study sessions with the Board of Governors to bolster its knowledge of finance-related matters. The following items have occurred since the submission of the Self-Study report:

- At the [August 8, 2014 Board of Governors meeting](#), the Executive Vice Chancellor for Finance and Administration presented to the Board the preliminary June 2014 financial results in addition to an update on the annual financial audit for fiscal year 2014 that was underway. Furthermore, information was presented to the Board regarding future challenges associated with College finances and the potential impact of these challenges on employee salaries.
- At the [September 10, 2014 Board of Governors meeting](#), the Executive Vice Chancellor for Finance and Administration presented to the Board the preliminary July 2014 financial results in addition to an update regarding future challenges associated with College finances.
- At the [October 8, 2014 Board of Governors meeting](#), the Executive Vice Chancellor for Finance and Administration presented to the Board the preliminary August 2014 financial results in addition to an update on state budget information and future challenges associated with College finances.
- The Board of Governors held a [study session on November 3, 2014](#) that included a [finance and budget outlook presentation](#) made by the Executive Vice Chancellor for Finance and Administration that provided state aid, staffing levels, finance, and enrollment data. In addition, long term financial modeling, [general fund budget projections](#) and integrated budget and planning topics were also discussed.
- An update and summary of the budget projections and challenges was presented at the [November 19, 2014 meeting](#). The development of contingency scenarios was discussed with the intention to bring a proposal to the Board in December. A [College-wide communication from the Chancellor](#) was sent November 18, 2014, encouraging members of the College

community to attend the November 19, 2014 meeting or watch the video of the presentation online.

- The Board of Governors held a [special meeting on December 1, 2014](#), to request the development of [three budget scenarios](#) to address anticipated reductions in state funding due to projected state budget deficits and impacts of enrollment declines. The presentation included a proposed budget calendar for future updates to the Board and College community as the fiscal year 2016 budget is developed. The development of the budget scenarios will be done via an inclusive and open process. In addition, a [news release](#) was distributed in advance of this special meeting.
- The Board of Governors has a regular meeting scheduled for January 14, 2015 during which the Executive Vice Chancellor for Finance and Administration is scheduled to present an overview of results from fiscal year 2014 Comprehensive Annual Financial Report.

## **Core Component 2.D. - The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.**

The site-visit team identifies Core Component 2.D as being met with concerns and bases its conclusion on three findings:

- Interviews with faculty indicate that “some areas of study may get less support due to student interest and state support, which a few faculty members felt limited their ability to do work in their particular area of interest and a limitation of their academic freedom.
- The team expressed concerns that a lingering “culture of fear and retribution“ may limit “the ability of individuals to express publicly concerns or criticism about the institution and/or administration without fear of retribution had led to concerns regarding freedom of expression.” While acknowledging that this culture has shifted, the team nonetheless believes that an insufficient amount of time has elapsed for determining the effectiveness of the College’s attempts to ameliorate its past culture of fear and retribution. For the discussion of the College’s efforts to improve its climate, see the response to Core Component 5.C.
- The team also reports that some students expressed concerns about their ability to take courses in Mexican-American studies. While the team suggests that the limitations “appear to be due to scheduling or cancellations,” it nonetheless suggests that PCC “might benefit from taking into consideration and examining the role of those courses in the curriculum (particularly in light of Arizona laws, such as HB 2281 that bans ethnic studies in public schools), and how that might affect the pursuit of knowledge which is another concern.”

## Faculty Support

Pima Community College affirms its commitment to academic freedom in its Faculty Personnel Policy Statement and subscribes to principles that are indebted to the [1940 Statement of Principles on Academic Freedom and Tenure](#):

1. In the performance of duties consistent with one's assignment, any faculty member is entitled to freedom of discussion provided the discussion has educational value and is relevant to the course or educational support service.
2. Any faculty member is entitled to full freedom of research and in publication of the results, subject to the adequate performance of her/his responsibilities. (Please refer to Board Policy BP-2701, Copyright and Board Policy BP-2702, Copyright Ownership.)
3. The College faculty member is a citizen, a member of a learned profession, and a member of an educational institution. When she/he speaks or writes as a citizen, or exercises legal or constitutional rights, she/he shall be free from institutional censorship or discipline. However, in extramural utterances, the faculty member has an obligation not to imply that she/he is an institutional spokesperson.
4. Textbooks and other classroom materials shall be selected by the departmental faculty. Major purchases of equipment directly related to the faculty member's subject of service area shall be made with a review of the faculty from that area.

Based upon the site-visit report, it appears that neither the faculty nor the team believe that the variations in support, if they exist, are a form of censure or retaliation. Instead, the faculty members appear to believe that particular areas of study "get less support due to student interest and state support," and the team concludes that "these decisions appear to stem from fiscal and scheduling concerns." Given their non-punitive nature and the fact that the College's statement of academic freedom does not include funding within its purview, the College does not believe that these alleged variations in support violate either the College's principles of academic freedom or Core Component 2.D.

At the same time, the HLC should know that the College prioritizes the professional development of its faculty, and it provides robust financial support to realize that development. Each full-time faculty member is awarded one-thousand dollars in [professional enrichment funds](#) per year. These funds may accrue for a total of 3,000 dollars. After a faculty member reaches the 3,000 dollar limit, the professional development funds are diverted to a Campus Enrichment fund. All faculty at a campus may apply for Campus Enrichment Funds, which is especially appropriate for faculty who "have expended their accounts." In addition to these, enrichment funds, faculty who have served the College for five consecutive years may also apply for a six-month or single semester full or half-pay [sabbatical](#).

## Class Cancellations

Given the complex nature of the decisions involved, PCC has not developed a written policy or process for determining class cancellation. Instead, it relies upon its Vice Presidents of Instruction, Academic Deans, Department Chairs and Department Leads to weigh the many factors that must be considered when making those decisions. Since cancellations can disrupt students' schedules, prevent them from completing their courses of study in a timely manner, and potentially limit their eligibility for financial aid, those charged with making such decisions do not make them lightly. When they do, they typically consider the following items:

- Class enrollment and FTSE/FTFE ratio
- The number of sections of the same course being offered district-wide;
- The times and locations of the different sections being offered;
- The cancellation's impact on a student's ability to complete a certificate or degree in a timely manner;
- If it is a new or specialty course, the decision to cancel is deferred as long as possible to allow enrollment to grow.

From [2009 to 2012](#), the Downtown Campus attempted to run nine sections of MAS (Mexican-American Studies) 201 and 202 and canceled seven of those due to low enrollment. Recognizing these classes as being invaluable to the community, and using the common class cancellation determination factors mentioned above, the Academic Dean delayed cancelling but needed to make a decision early enough so that students could find other classes that fit in their schedules. The sections that did run had a combined total of ten students enrolled with a combined cap of sixty. In 2013 the MAS prefix was changed at the request of faculty to Gender and Women's Studies (GWS). Students interested in Mexican American history and culture can take courses in the cross-listed prefixes of HIS/ANT (history/anthropology) 127, History and Culture of the Mexican American in the Southwest, which focuses on the original MAS concepts. In the last 12 months there have been [12 sections](#) offered district-wide with enrollment of over 200 students.

Finally, the site-visit team also mentions HB 2281, which was codified as ARS 15-112 in its discussion of the class cancellations. While it is not clear what relationship the team seeks to establish between the class cancellations and ARS 15-112, the Higher Learning Commission should know that, as a community college, PCC is not subject to the law. ARS 15-112 applies exclusively to public school districts and charter schools, which are legally defined as K-12 institutions.

## **Core Component 3.A. - The institution's degree programs are appropriate to higher education.**

The site-visit team believes that Core Component 3.A is met with concerns because “not all syllabi have stated learning goals and the supervision of dual enrollment classes is uneven.”

### **Syllabi**

Since last year, the Deans from across the College have been working together along with input from faculty and department chairs on a [syllabus framework](#) for all full-time and adjunct faculty to use. The College recognizes that the framework will serve as way to ensure consistency of syllabi, including official performance objectives. The site visit team's concerns that not all PCC syllabi have stated learning goals reinforces the College's efforts in maintaining consistency with performance objectives in all courses, in all modalities. The syllabus framework will be piloted with a small number of classes this spring with full implementation in the summer and fall.

To support consistency in syllabi, each fall semester, the Office of Planning and Institutional Research will prepare a random sample of courses from full-time and adjunct faculty, covering the range of teaching modalities used at the College. The resulting course list will be shared with the Vice Provost who will lead a review of the associated course syllabi to ensure consistency across the district. Any inconsistencies will be reported to the relevant campus for correction. Through this approach, the College will regularly review syllabi and identify any issues in consistency, which can then be addressed, to support continuous improvement in this area. The first implementation of this evaluation approach is in process, with the course list submitted to the Vice Provost in early January.

### **Dual Enrollment**

PCC has formed a High School Dual Enrollment Task Force to comprehensive review of its dual enrollment program. The Task Force held its first meeting in October 2014 and will report its findings and recommendations to the chancellor in March of 2015.

The task force has 48 members, consisting of 33 PCC administrators, faculty and staff, and 15 representatives from each of the Pima County's school districts. The task force is utilizing PCC's new [assessment model](#), and has identified five core themes, which also serve as subcommittees: Processes & Quality Control; Communication; Instruction; Curriculum; and Pathways/Student Success. Measurable objectives for each core theme have been identified and the subcommittees have created activities for assessing the objectives.

Among its primary goals, the Task Force sought to engage faculty more thoroughly in the dual enrollment program. To this end, it recruited faculty from each of the campuses representing several key academic and occupational areas to serve on the Task Force. As a result, there are at least two

faculty from each of the campuses serving on the Task Force and actively working in their respective subcommittees.

The Task Force is also focused on identifying gaps in the review of syllabi and the training/mentoring of dual credit adjunct faculty, and will make recommendations for improving both processes, as well as in several other key areas. One of those key areas will be exploring the need for a single position at the College as the key contact point for dual enrollment that will provide oversight of the processes for consistency and quality of the program. These will be included in a final recommendations report to the chancellor in late Spring 2015, with a target to begin implementing process changes in Fall 2015.

### **Core Component 3.C. - The Institution has the faculty and staff needed for effective, high-quality programs and student services.**

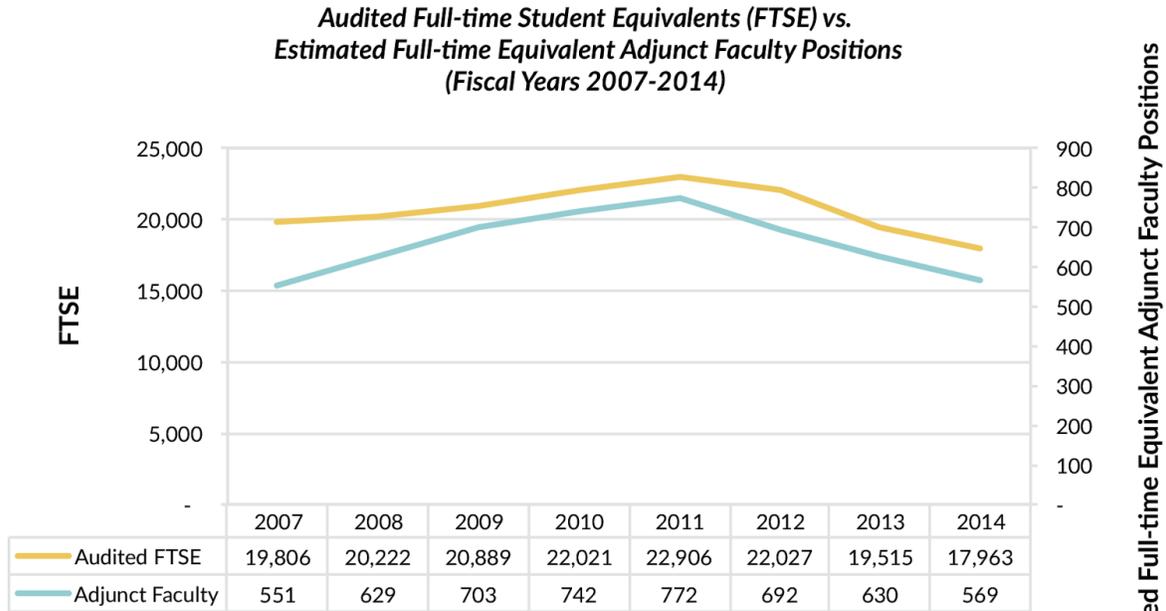
In their report, the site-visit team writes that “Founding faculty expressed to HLC team members their growing concern about the need to hire additional full-time faculty to better serve the students in general education courses and other courses/programs with substantial enrollment.” The team concludes its discussion of Core Component 3.C indicating that while they believe that “PCC hires qualified faculty and staff needed for quality programs and services, it shares the concern of some faculty members about the number of adjunct faculty especially when compared to peer institutions.”

In part, the team’s concerns are based on numbers that the College provided in its Self-Study Report indicating that PCC employs 363 full-time and 951 adjunct faculty, providing a ratio of 3.7 adjuncts for every full-time faculty member. Though accurate, these numbers require some context to fully appreciate their significance. Specifically, PCC employed a total of 1314 faculty in the Fall of 2014, 363 of whom were full-time and 951 of whom were adjunct. This translates into 28% of its faculty being full-time and 72% being adjunct. A different picture emerges though when the focus is shifted to the number of courses taught by the different types of faculty. In the Fall of 2014, PCC offered a total of 3343 class sections. 1897 of these were taught by adjunct faculty and 1446 by full-time faculty. Thus, adjunct faculty taught 56% of the College’s classes while full-time faculty taught 44%. In recent years, as enrollment has declined, PCC has relied less on adjunct faculty than it did during the enrollment peaks that occurred during the Great Recession: in the Fall of 2011, for instance, PCC offered a total of 4167 classes. 2650 of these classes were taught by adjunct faculty and 1517 by full-time faculty, or 65% by adjunct faculty and 35% by full-time.

As described in the responses to Core Components 5.A and 5.C in the Self-Study Report, the College uses a Resource Allocation Model (RAM) to align its funding of adjunct faculty with levels of enrollment. As enrollment increases and additional class sections are required, the model identifies the levels of funding campuses require to hire additional adjunct faculty. As enrollment decreases, funding is reduced. As figure 10 demonstrates, the full-time equivalent numbers of adjunct faculty positions at the College closely tracks the level of full-time student equivalent enrollment. The

College is currently reviewing the Resource Allocation Model and identifying needed modifications to reflect the College’s current operations and ensure that campuses are correctly funded to support their enrollment and programs in the future.

Figure 10: Audited full -time student equivalents compared with estimated full-time equivalent adjunct faculty positions.

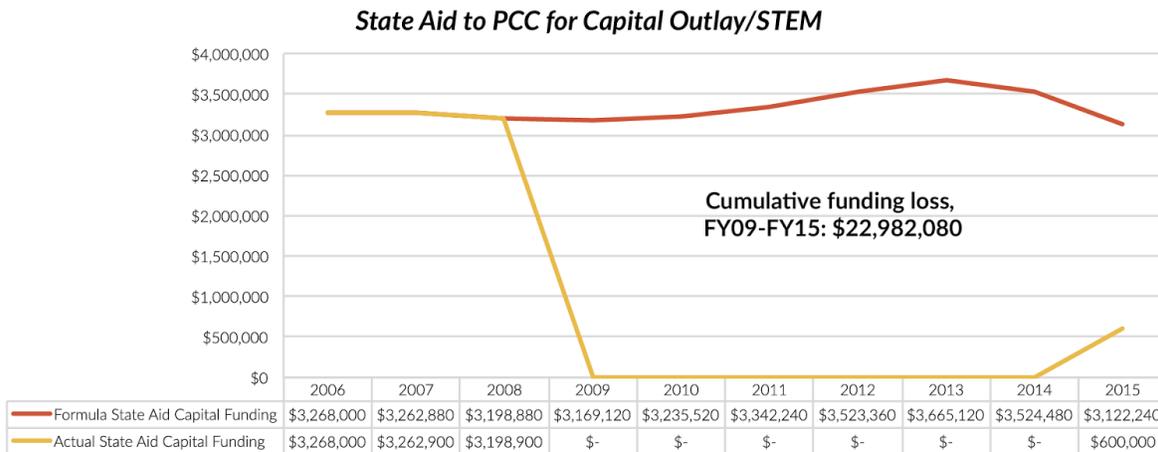


Notes:  
 1. Figures for Adjunct Faculty positions are based on estimates from actual costs. Source: Pima Community College's Comprehensive Annual Financial Report (CAFR) for Fiscal Year 2014, page 59.  
 2. Full Time Student Equivalent (FTSE) data is audited by the State of Arizona Office of the Auditor General. Source: Pima Community College's Comprehensive Annual Financial Report (CAFR) for Fiscal Year 2014, page 61.  
 3. The CAFR is available here: <https://www.pima.edu/about-pima/reports/finance-reports/docs-annual-financial/PCC-CAFR-FY2014.pdf>

The high number of adjunct faculty employed is partially a consequence of the College limiting the number of load hours that adjunct faculty teach to 10.5 per semester so that PCC’s adjunct faculty are genuinely part time employees not full time employees without the benefits afforded to “full-time” faculty.

The importance of the Resource Allocation Model becomes more evident when looked at alongside the state aid that the College has received over the last ten years for capital and science, technology, engineering and math programs (STEM). As shown in figure 11, over this time period, the cumulative state aid for capital and STEM decreased by almost \$23 million while enrollment both increased and decreased. In parallel with reductions to the state aid to the College, which have been reduced on a per full-time student equivalent (FTSE) basis from \$1,119 in 2006 to \$364 in 2015, the data in figure 11 exemplify the pressure to contain costs and offset lost state support with other operational revenue sources. Using RAM, the College was able to continue to align adjunct faculty positions with changes in enrollment and large decreases in state aid.

Figure 11: State aid to PCC for capital outlay/STEM.



Finally, in its Self-Study Report, the College also reported a student to faculty ratio of 27:1, and the team cites this figure as further source of concern. In fact, the self-study report included two student to faculty ratios: 27:1 and 25:1. The 25:1 ratio is drawn from 2013 and is the more current of the two. However, since comparative data was not available for 2013, the College decided to include the 2012 27:1 ratio for which comparative data was available. When comparative data are available for 2013, the College will be able to determine how its current student to faculty ratio compares with those of its peer institutions.

### **Core Component 3.D. - The institution provides support for student learning and effective teaching.**

The site-visit team believes Core Component 3.D is met with concerns because of the “recent restructuring of developmental education with a director still to be hired.” The team also “encourages PCC to be more proactive with the Pima County adults who need to be served through adult education.”

After reestablishing itself as an open-access institution, the College began redesigning its developmental education program to ensure that the students it admits succeed. In the fall of 2013, the Provost’s Office took the lead in forming the Developmental Education Redesign Committee with representatives from all segments of the College, including staff, staff instructors, adjunct faculty, full-time faculty, administrators, students, high school partners and community members. The Developmental Education Redesign Committee Charge was to:

- Provide campus and District Office review of developmental education curriculum and the delivery of integrated academic support services
- Recommend developmental education program improvements and evaluation

- Foster collaborative planning and redesigning the Developmental Education Program, involving the entire College community
- Deliver preliminary recommendations for a redesigned Developmental Education Program to the Acting Provost/Executive Vice Chancellor by May, 2014.

The goal was to create a developmental education redesign, focusing on math, reading and writing, which includes creating new evidence-based pathways that accelerate student progress toward successful college-level work; incorporating design principles emerging from community college research and practice such as acceleration, contextualization, collaborative learning and integrated student and academic support.

The [recommendations](#) were made to the Acting Provost/Executive Vice Chancellor on March 21, 2014 and were presented to and approved by Chancellor's Cabinet on May 6, 2014:

1. Create an organizational structure
2. Redesign curriculum (CDACs)
3. Identify and develop a professional development plan
4. Incorporate Adult Education Bridge and IBEST programs
5. Ensure seamless student service support to transition from developmental education to credit classes.

In addition, the BOG has approved hiring four developmental education faculty positions.

Ongoing Progress: Since submitting the Self-Study Report, the College has continued its [work](#) toward redesigning its developmental education program. As a result of one of the recommendations given by the College's Developmental Education Redesign Committee, a national recruitment search for the newly created position, [Executive Director of Developmental Education](#), was conducted. An announcement seeking interested applicants was posted in September 2014 and [forums](#) for three finalists were held on October 24, 2014.

- The [new Executive Director](#) was selected and will begin work in March 2015. In the meantime, each campus has identified its respective cross-functional [campus developmental education teams](#), composed of faculty, staff, and administrators. Once the Executive Director of Developmental Education is on board, he will finalize the membership of the College-wide Developmental Education Council which will also include students and community members, and will continue implementing the next steps in the Redesign Plan.
- PCC math faculty have been working in collaboration with the high schools in regard to curriculum alignment and preparing high school students for developmental education courses.
- The College is incorporating Integrated Basic Education and Skills Training (IBEST) in several occupational programs. For example, Hotel and Restaurant Management (HRM) has a new IBEST certificate program that began fall 2014. In the HRM IBEST model, contextualized English language instruction is blended into the HRM course content, with Adult Education and HRM instructors co-teaching the program. Beginning in January 2015, PCC Adult

Education students pursuing a High School Equivalency diploma can study for a Behavioral Health Services (BHS) certificate at the same time. PCC Adult Education, PCC Center for Training and Development and Pima County One Stop are working together to offer BHS/IBEST Certificate program at the Desert Vista Campus. Part of the Developmental Education Redesign Plan recommendations include to work closely with the Adult Education Bridge and IBEST programs. Several of the campuses are incorporating Bridge and IBEST programs into their respective strategic plans, as well.

- The third annual [Arizona Developmental Education Summit](#) took place at the College's Northwest Campus on Saturday, October 11, 2014, coordinated by faculty and co-sponsored by the Provost's Office. The Developmental/Transitional Community of Interest has instituted these summits to encourage community college personnel throughout the state of Arizona to discuss challenges, strategies and successes in working with developmental education students. This year, session topics ranged from learning communities to English grammar to trinomial factoring tricks. Curriculum and articulation forums on reading, writing and mathematics were held as well as discussions on curriculum alignment.
- As a way to continue fostering a dialogue with the local high school districts and PCC, the Office of Planning and Institutional Research created a [report for the area high school superintendents](#) in fall 2014. The report includes data on assessment rates for Developmental Education in math, reading and writing based on PCC assessment scores for the 2011-2013 Academic Years. The report also includes data on PCC enrollment, recent high school graduates, concurrently enrolled students, award receiving students, student transfers to four-year institutions and students receiving PCC awards who transferred for the 2011-2014 years. This valuable information serves as a starting point where PCC and local high school districts can discuss present and future goals for student success.
- The Department of Education invited Chancellor Lambert to represent PCC by participating in the White House College Opportunity Day of Action summit on December 4 in Washington, D.C. The College is part of the [Minority Serving Institution Community College Completion Collaborative](#) (MSI C4). MSI C4 represents community colleges that are either designated or eligible to become minority serving institutions and commit to improving educational outcomes for their highly diverse student populations. The summit was an answer to President Barack Obama's call to increase the number of Americans with college degrees by setting goals for improving college readiness, access and completion. Among the College's initiatives that align with the summit objectives include our Developmental Education Redesign and Student Services Review.

## Adult Education

[Adult Education](#) staff and students are connected to a variety of community organizations that help adult learners in Pima County find the appropriate classes and services they need to get their High School Equivalency Diploma, learn English, and increase their basic skills. These include the Tucson Pima Library, Pima County OneStop, Department of Economic Security, Tucson Unified School District,

Sunnyside Unified School District, the largest literacy provider, Literacy Connects, as well as numerous other community groups, tribal entities, faith based groups, and correctional facilities. While state and federal funding has decreased over the years, PCC's commitment to adult learners in Pima County has allowed the program to survive and remains the largest adult education provider in Pima County and the second largest in the state of Arizona. In 2014, Adult Education received [\\$65,273 in grant funds](#) from the City of Tucson for its Bridge to College and Career program, which is designed to assist students with improving their educational skills in reading, math or writing, passing the High School Equivalency exam, receiving job training, obtaining a better job, or transitioning to postsecondary education.

## **Core Component 4.A. - The institution demonstrates responsibility for the quality of its educational programs.**

The site visit team cites Core Component 4.A as being met with concerns because of the

low graduation, transfer, and success rates as reported in the Student Right to Know Reporting for July 2014: the 2010-2011 graduation rate for full-time students was 6.8%, the transfer rate was 20%, and the success rate (number of graduating and/or transferring students divided by the number of entering students) was 22.9%. Goal 5 of the *Chancellor's Goals, Objectives and Timelines 2013-14* is "to improve the operational effectiveness of the College guided by data informed and evidence-based decision(s)." While there is reference here to a review of student retention and success, there is no specific graduation, transfer, or success rate benchmark by which to measure success...This failure to set specific benchmarks by which to determine success, along with little evidence of analysis of student retention and graduation date [sic] for informed decision making is a concern of the HLC teams in this area and others.

During spring and fall 2014, Planning and Institutional Research reviewed how data, including student enrollment and success data, are released to the College community. Acknowledging the low graduation, transfer and success rate noted by the site visit team, PIR also reviewed the comparison data available to it through the Integrated Postsecondary Education Data System, the Voluntary Framework of Accountability and the Arizona Community College's outcomes data, as well as findings from the Community College Survey of Student Engagement and related instruments. As part of the evaluation, several steps have been taken. Benchmark data are now posted [online](#) and, as described under mission fulfillment, presentations on the benchmarking data have been shared across the College. As part of the mission fulfillment framework, the College is identifying KPIs against which it can measure its progress in those areas identified as critical to its mission. Previously in the report, examples were given of possible KPIs (Figures 3-6), including course success rates and percent of learners achieving a successful community college outcome. Both examples are from the Arizona Outcomes and provide benchmarking opportunities with the other colleges within the state. In addition, the measures are aligned with the Voluntary Framework of Accountability, thereby permitting comparisons at the national level as well. This provides two advantages to PCC. First, the

College can identify those areas in which it is not performing as well as other institutions. Second, it can identify the colleges that have high levels of success in particular areas and reach out to those colleges to identify best-practices that can be implemented at Pima. As noted elsewhere, the mission KPIs will be drawn from national studies where possible. The strategic planning committee will identify KPIs for the district-wide strategic plan that align with the mission. The Office of Planning and Institutional Research will update the KPIs for both mission and planning every year and report the results to the internal and external community to inform campus planning and other activities at the College.

In addition, the assessment model that the College is implementing hinges upon the use of sound assessment approaches to determine what is, and is not, working at the College. Campuses and units are embedding the model within their planning processes, which in turn embeds the use of data in those activities. As discussed in the section on planning, updates are being collected on the plan activities in a narrative format that includes a discussion of the assessment findings. This embeds the use of data in the fabric of the College.

During the review it was determined that improvements can be made to the reports on College data that are published to the website to make them more informative and user-friendly. Rather than continuing to produce static reports, the College is moving to the use of [dashboards](#). These provide interactive access to student data, including drill-down capabilities to different campuses, programs and more. Initially, the dashboards are being prepared using Excel, but the College is in the early stages of a large Business Intelligence initiative. Over the next one to two years, report options will be expanded to include more dashboard and ad hoc capabilities.

To support utilization of the data, in parallel with the Strategic Enrollment Management Plan, the department is strengthening its methods for communicating with users about available data and taking a proactive approach to visit the campuses and recommend ways they could use the available data.

In addition, please see the section devoted to Core Component 4.C below, which discusses persistence, retention and completion in more detail.

The site-visit team also refers to the fact that

data on employability of graduates is not readily available to the public. Similarly, the 2013 Student Progress and Outcomes Report shows that 91% of occupational students at Pima earn an industry recognized credential; however, there is no data identifying the percentage of those students who are either employed with a livable wage or enrolled in further education. The Report notes that “this indicator is in development. It will be incorporated into the Strategic Vision once adjustments have been made to account for disparities in wages across various community college service areas.” This lack of employment data is an additional area of concern in Criterion 4.

Both of the concerns described above are beyond PCC's control.

- The data identifying graduates who are employed with a livable wage are not readily available to PCC since the College cannot currently access those data until the Arizona Department of Economic Security (AZ DES) finalizes permission to release the data to the state colleges. In the past, the data were shared with PCC, but there have been recent issues accessing those data. To date, the AZ DES has developed a draft data sharing agreement that is being finalized with each of the state community college districts. When the College has access to the wage data, it will be used to evaluate changes in student earnings based on the program or courses they completed.
- The employability indicator referenced in the 2013 Student Progress and Outcomes Report is being developed by a consultant hired by the State of Arizona and is currently unavailable to all institutions of higher education in the state.

## **Core Component 4.B. - The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.**

The site-visit team identifies Core Component 4.B as being met with concerns because of “numerous stops and starts in PCC’s attempts to establish a culture of assessment and maintain momentum, however, sustained progress in the program review process is an issue.” In their summary comments for the Criterion, the team further writes that “Due to PCC’s recurring struggle with ongoing assessment and its current probationary status with the HLC, the team is troubled by the fact that the College’s current assessment process is not further along than in its implementation at this time. While this may not lead to non-compliance, the length of time it has taken to fully implement the assessment process is a cause for concern.”

In recent years, the College’s approach to student learning outcomes (SLOs) has involved a structure in which a Discipline Leader (DL) is identified for a given subject area or group of related subjects. The DL coordinates SLO activities with the other faculty in the area. The faculty implement the agreed upon assessment and report the results to the DL for entry into the software system that the College uses to track SLOs. This process is fully described in the Self-Study.

While the recent approach to SLOs did yield more participation compared with the status of SLOs during the 2010 HLC Site Visit, after several years of implementation it resulted in only 65% of disciplines “closing the loop.” The College has established an Office of Assessment, which will coordinate all academic and non-academic assessment at the College. The Office of Assessment will build upon the existing SLO approach but shift the focus from DLs coordinating the process so that all faculty are directly involved in reporting their assessment activities. The same type of information will be collected (outcome, method of assessing the outcome, results, changes, impact of the changes), but rather than collecting the information based on specially developed outcomes, the College will

instead ask faculty to report on assessment results for one or more of their defined course outcomes. As discussed elsewhere, all courses with a specific subject/course number have defined performance objectives regardless of which faculty member is teaching the class. The objectives define the key performance objectives of the course and are included in the course syllabi. All faculty will be asked to report on one or more of their performance objectives and outline how they determine whether students have achieved the required level to meet the objective and what changes they will/did implement and if students are/were not being successful. This approach will be used for assessing course outcomes. For program outcomes, the College-wide Discipline Area Committees will coordinate the assessment process based on the program outcomes that each occupational area has developed. Transfer areas will be assessed based on the recently approved general education outcomes. For both course and program outcomes, the Office of Assessment will serve as a resource to support assessment activities and provide any needed training. The Office of Assessment will assume responsibility for oversight of assessment activities in May 2015, and the changes will be shared with faculty at regular intervals during the spring 2015 semester in advance of the transition.

### **Faculty Engagement in the SLO Process**

The College is seeking ways to engage faculty more substantially in the SLO process. The [Faculty Personnel Policy Statement](#) currently includes “developing or revising Student Learning Outcome (SLO) assessments for the discipline or program,” attending “SLO meetings,” and “working with colleagues to create SLOs, SLO assessments, SLO grading keys and/or rubrics” as ways that faculty may fulfill their contractual obligation to participate in the assessment of student learning. The Assessment Fast Action Team has recommended that “attend SLO meetings” be deleted from the list of acceptable activities and that the emphasis be placed on activities requiring greater engagement such as collecting assessment data through classroom research, participating in a continuous improvement process, and reporting on assessment activities. These recommendations have been submitted to the meet and confer process. PIR will refer the wider question of how best to ensure that all faculty are actively engaged in assessment to the Vice Presidents of Instruction (VPI). The SLO Task Force has developed a [script](#) that administrators may use during Collegial Conferences to gauge faculty participation in SLOs and submitted it to the VPIs for their input.

### **Core Component 4.C. - The institution demonstrates a commitment to educational achievement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.**

The site visit team noted several concerns regarding the limited evidence that IPEDS reports and in-house data on enrollment, persistence, retention, success and completion are being used. This is an area that the College is in the process of addressing and several related activities, including the creation of the college-wide assessment model, mission KPIs and new dashboards, are discussed

elsewhere in this report. To expand further as it relates to program review and enrollment management, the dashboards will include:

- Student characteristics
- Grade distribution and GPA
- Retention
- Persistence
- Completion of certificates and degrees
- Transfer data

Where appropriate, each dashboard will include drill-down capabilities by campus, program, course subject area, key demographics (gender, race/ethnicity, age) and five-year trend information. The first [dashboard](#) was released in late December 2014 and includes enrollment for the five most recent fall semesters and drill-down options by campus and program. This type of report significantly increases the data the College makes available to end users, and enables users to access information relevant to their site and programs. As part of the Strategic Enrollment Management Plan, one approach is to embed the use of longitudinal trend data in campus enrollment activities, and highlight the ways in which the national benchmarking data can inform enrollment management. The Assistant Vice Chancellor of Planning and Institutional Research will lead this activity.

The site visit team noted that “critical metrics are just now being added to the dashboards” for program review, including persistence and retention. Reports on these data have been [provided](#) for the 2014-2015 program review cycle and embedded in the program review Data Analysis Worksheets (for example, [Automotive](#), [Digital Arts](#), [Fitness and Sport Science](#), [Health Information Technology](#), [Medical Lab Technician](#), [Social Services](#)). To fully embed the new data reports into the process, additions to the Worksheet for this review year include:

1. Questions on student persistence and retention within the discipline, including a comparison with the district total in which faculty use the provided data to respond to “The District Wide Persistence rate for 13/14 to any subject area was: 63.33% How does your Discipline's Persistence compare?” and the equivalent question for retention.
2. Faculty are asked to consider “What would your graduation rates look like if you increased your discipline's graduation rate by 5% for the next 4 years?”

Programs will be asked to include the new data as part of their action plan development. For example, faculty will be asked to provide [required action items](#) on the following:

- a) Action Item 1 – Continue to Improve and Expand Student Learning Outcomes
- b) Action Item 2 – Improve Student Enrollment Rates
- c) Action Item 3 – Improve Student Persistence Rates
- d) Action Item 4 – Improve Student Completion / Graduation Rates

Services going through review will be asked to [develop outcomes statements, KPIs and assessment method](#). This embeds metrics into their planning process and follows the assessment model described elsewhere in this report.

The College is currently developing a comprehensive Strategic Enrollment Management Plan (SEMP) which will define institutional enrollment, retention and completion goals, be data driven, and align services and resources to increase enrollment numbers, in collaboration with district and campus personnel and the College's Enrollment Management Committee (EMC). There are five areas in which subgroups are developing strategies and action items with attention to internal and external barriers:

1. Persistence/Retention/Completion
2. Outreach and Recruitment
3. Policies/Practices/Procedures
4. Branding/Imaging
5. Data Analysis Model

The subgroup committees have all drafted reports on each of these areas for inclusion in the SEMP. Regarding the Persistence/Retention/Completion area, strategies are being developed for PCC goals to increase persistence and retention by 1% for 5 consecutive years. This includes embedding those measures in program review and modifying the process to require faculty to include the data as they develop their [action plans](#). In parallel with the SEMP activity under PIR to embed trend data in campus enrollment activities, this provides two ways in which the College will embed data in this area. The persistence and retention goals were initially developed by a College task force as part of the Self-Study process. The task force reviewed available trend data as reported in the Self-Study and identified what the committee determined to be reasonable goals. A 1% increase in persistence and retention was determined to be feasible. For completion, there are conflicting factors. The number of completers has been increasing in recent years, but enrollment has been decreasing. However, as part of the work of the task force, it was determined that a large number of students have a high number of successful credit hours with the College, but no degree or certificate. It was determined that the College could increase the number of completers, despite the enrollment decline, by more proactively reaching out to students who are close to completing a degree or certificate.

In addition to the Executive Director of Enrollment Management, there is a new Outreach and Recruitment team made up of one Program Manager for Outreach and Recruitment and five Outreach and Recruitment Coordinators. The team is utilizing a new business model approach to focus on underserved populations, community organizations and agencies, businesses and industry, and high schools. As part of this approach, there will be the use of predictive analytics and an analysis of impact on enrollment. In addition, collaboration is critical to the success of these efforts. The team members are assigned to different campuses but work together in the same office to provide a highly collaborative approach to outreach and recruiting.

The College plans to on board a customer relations management system by May 2015 to set up Enrollment Management with the tools needed for outreach and recruitment efforts. The system will provide the features that prospective students expect on the College's website, including: online inquiry form; campus visit scheduler; an integrated online application(s) for admission; and web-based event registration. This system will also provide a web-based management console where non-technical College personnel may manage their operations.

The Outreach and Recruitment team has been active at all high schools in the Tucson area with the opportunity for direct contact with over 3,500 students and parents as well as participating in the Arizona Preview Day and Fall Tour with the opportunity for direct contact with over 5,000 students. Other events that the team has participated in during the Fall 2014 semester include the Pima Area Labor Federation Labor Day Picnic, the 50+ Mature Worker Job Fair, Tucson Unified School District Parent University Event, Chicanos Por La Causa Education/College Fair, Mulcahy YMCA Fiesta De Los Ninos, Mexican American Legal Defense and Educational Fund (MALDEF) Latino State of the State, National Council on Correctional Health Care (NCCHC) Symposium, Tucson College Night, Arizona Future Leaders Town Hall, Southern Arizona Community Academy College Fair, League of United Latin American Citizens (LULAC) 50+ Conference, Arizona State Employee Education Fair, and Scholarships AZ Information Session.

Recent outreach and recruitment activities include an active role and collaboration with area Chambers of Commerce such as the Hispanic Chamber of Commerce and agencies with the potential for outreach and recruitment. Outreach meetings have been held with organizations such as Tucson Urban League, Pima County Interfaith Council, JobPath, Joint Technical Educational District (JTED), LULAC, Nosotros Academy, the City of Tucson, the County of Tucson, and the Workforce Investment Board. In addition, open forums have been held at all of the PCC campuses to discuss enrollment management efforts.

In November, PCC and Portable Practical Educational Preparation Inc. and Affiliates (PPEP) signed a Memorandum of Understanding regarding future collaborations designed to help PPEP high school students achieve their goals through dual and concurrent enrollment opportunities, development of online and other programs, and development of a completion program for foreign-educated students.

In December, a strategic enrollment management summit was held to focus on strategies to reverse College enrollment declines, improve student success, and improve student completion. The event included facilitated, interactive roundtable discussions focusing on student success.

The SEMP is being finalized for completion in early 2015 and will include recommendations from the College's EMC subgroup committee reports.

## **Core Component 5.B. - The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.**

The site-visit team identifies this core component as being met with concerns because

- "the College has alleviated the [HLC's] finding of non-compliance but minimally so";
- "it is impractical to think that sufficient time will pass to adequately assess this governance model. The next opportunity to assess this approach would be November 2015,"

- “persuasive evidence was not found if this process [Meet and Confer] is consistently being used by the Board”;
- “Time is needed to see the total efficacy of these committees and sufficient time as [sic] not passed to determine their effectiveness at addressing outstanding issues”;
- “a consistently expressed concern relates to the heretofore rapid turnover is senior administrators particularly at the level of campus presidents,”
- “there remains the need to document that those linkages [between planning and the resource allocation process] are yielding outcomes in the present state of the College and that those linkages will continue to create the ability of the institution to meet the current needs, as well as those yet to be identified, of the constituents served by Pima.” (for the measures the College has undertaken to strengthen the links between planning and budgeting, see the response to Core Component 5.C below)

## Meet and Confer

The meet and confer process, as described by BP-4001, is actively utilized by all College employee groups each year, with a culmination of reports being presented by the leaders of each group to the Board of Governors at the May board meetings (e.g. [2012](#), [2013](#), [2014](#)). All memoranda of understanding ([PCCEA](#), [ACES](#), [AFSCME](#)), after legal counsel review, is brought forward to the board for authorization. Once approved by the board of governors, the changes and updates are made in each of the employee groups’ personnel policy handbook. For the past couple of years, the updates and changes have been presented as a summary ([2013/14](#) and [2014/15](#)) and posted in the College’s intranet, which is a handy way for College employees to see what has changed without having to read through the entire policy handbook. Changes that have been approved by the board in the last couple of years through the Meet and Confer process include salary raises and step increases (e.g., [PimaNews May 2013](#) and [2014](#)), as requested by employee groups during the process.

## Governance Council

In response to the HLC’s finding that PCC lacked structures for promoting effective leadership and supporting collaborative processes, the Board of Governors adopted [BP-1401: Governance](#). This Board Policy establishes a twelve-member Governance Council that advises “the Chancellor on matters of College-wide importance, which are not directly and substantially related to wages, salaries and working conditions” and whose driving purpose is “ongoing communication and input into decision making.” The Governance Council draws its membership from all of the College’s internal constituencies with members representing students, faculty, staff and administration.

Since its formation, the Governance Council has focused its efforts on two principal tasks: reviewing the College’s standing committee structure and determining its own role in the College’s decision-making processes.

At the Chancellor’s request, the Council is currently assessing the College’s standing committees, which provide recommendations to the Chancellor on a variety of subjects. The Council is interviewing each committee to determine which elements of the current committee structure should be retained

and whether or not the charges for individual committees should be revised. After collecting this input and reviewing governance models at peer institutions, the Council will recommend a revised committee structure to the Chancellor.

While helping the Chancellor evaluate the College's overall committee structure, the Governance Council has also undertaken the complementary task of defining its own role within the College's decision-making processes and determining how best to reach its constituents. As a first step in this process, the Council developed two surveys, one aimed at members of the Governance Council and another directed at College employees at large. The general survey sought to gauge employee awareness of the Council and determine the best methods for communicating with its constituencies. Based upon the survey results, the Council has developed a communication plan that involves the following steps.

- Beginning in December 2014, the Council will reach its constituents through the College's existing communication channels including @PimaNews, "What's Happening" announcements on pima.edu, the Chancellor's blog, and College-wide social media.
- It will begin sending a message describing the outcomes of each of its bimonthly meetings to the College community via @PimaNews or a Pima-all email.
- It will augment the information contained on the Governance Council [webpage](#) and provide a link to the Governance Council webpage on the PCC website.
- The Council will develop a FAQ to explain the relationship between the Governance Council, Chancellor's Cabinet, Faculty Senate, Staff Council, the Governing Board, employee groups, the Institutional Climate Cooperative, Strategic Planning Committee, the Office of Dispute Resolution and the campus Governance Councils. The FAQ will clarify how the council decides which inquiries to undertake, the relationship between College-wide Governance Council and the campus Governance Councils, how the council ensures that its findings and recommendations are communicated to internal and external constituents.
- During Spring 2015, the Council will begin to inform its constituents about its role and how to access and provide input to it.
- It will hold campus/facility workshops regarding the Governance Council and explain the best means constituents to provide feedback including the Council's [email](#), phone number, 206-4576, and its [website](#).

## **Board of Governor's Finance and Audit Committee**

The Finance and Audit Committee (FAC) public [website](#) has been updated and greatly expanded with additional content including the meeting schedule for fiscal year 2015, all meeting agendas, meeting packets/supporting materials, presentations, and meeting minutes. It should be emphasized that the meeting packets contain copious amounts of financial information and these packets range in size from 29 to over 80 pages. All of this financial information is available on the College's public website and is accessible by the public.

The FAC has met three times since the Self-Study was submitted in July 2014. On August 29, 2014 the FAC met for a [training session](#) that focused on fund accounting, PCC budget basics, and financial

oversight. On September 19, 2014 the FAC held a regular [meeting](#) that provided members with information concerning: the preliminary College financial results for fiscal year 2015 through July 2014; the budget outlook for fiscal year 2016; updates on the Higher Learning Commission Site visit; purchasing/contracting procedures; and the internal auditor. The next FAC meeting was on [November 21, 2014](#) and included: a discussion on new committee member applications; preliminary fiscal year 2014-15 results through September 2014; finance and budget outlook; update on the Budget/Planning Subcommittee; financial audit update; draft modification to the monthly financial report format; summary and discussion about various financial ratio metrics; and discussion of the FAC update to the Board of Governors in 2015.

The [FAC meeting schedule for fiscal year 2014-15](#) has been posted and more links to additional resources have been created. In compliance with the FAC [Charter](#), the Chair of the FAC is scheduled to provide a report to the Board of Governors at the Board's February 2015 regular meeting.

The FAC is currently seeking volunteers to fill an open seat and has sent a [letter](#) and an [email](#) to business leaders in an effort to fill an open position with a qualified individual from the community.

## **HR Advisory Team**

The Board has created a [Human Resources Advisory Team](#) consisting of two members of the Board of Governors, the Assistant Vice Chancellor to the Chancellor, the Vice Chancellor for Human Resources, and the College's in-house legal counsel. Beginning in June of 2014, the group began to meet regularly to review the College's Human Resource performance on several core indicators identified by the Board of Governors. The metrics will also be published on the College website and on the employee intranet. The Vice Chancellor for Human Resources will present annually on the efficiency and effectiveness of the department, as revealed by these metrics in a public meeting. Metrics provided to the Board of Governors will include employee reassignments, internal transfers, and other workforce and workplace trends to assist with the College's strategic planning. Human Resources has been working with the Board of Governors to develop a series of HR performance indicators that it will provide the Board on an annual basis.

## **Stability in leadership**

The College faces significant financial challenges in the years ahead similar to the trends faced by many academic institutions across the country. While the short-term financial outlook remains solid, funding from the state is unlikely to return to previous levels. In addition, current staffing and infrastructure may not be well-aligned to its current enrollment levels. The College has moved aggressively to confront the drop in enrollment through the development of the Strategic Enrollment Management Plan, but the result of these efforts will not be immediate.

The Executive Vice Chancellor for Finance and Administration outlined some of the fiscal challenges to the Board at their meeting on November 19, 2014. Video of that meeting is available on the Governing Board's [Meeting and Video Presentations](#) webpage, as is the [Budget Outlook](#) PowerPoint. In a message sent [November 18, 2014](#) to all College employees, the Chancellor said the College is

“embarking on a comprehensive discussion about our budget and overall financial health.” He noted that the College will be approaching future fiscal challenges on a strong financial foundation with no long term debt and solid reserves. Additional strategies will be explored that may increase revenues such as enhancing online offerings, attracting more students from Mexico and other countries, and developing relevant and responsive workforce programs.

The whole administrative structure of the College will be reviewed during this 18-month evaluation period. All administrative hires will be done on a case-by-case basis as the College evaluates its needs and develops plans for continuous improvement. Two of the campus president positions will remain vacant and filled by either acting or interim administrators. This change ensures flexibility if the College needs to make adjustments to the current administrative structure at the campuses due to budget constraints. The College has filled the [Vice Chancellor for Human Resources](#), the [Executive Director for Developmental Education](#), and the [Acting Vice President for International Development](#) positions, the latter of which will be instrumental in strengthening global education at the College and lead the International Student Development Office. Currently, the College is proceeding with the search for the Assistant Vice Chancellor for Accreditation. All of these positions are mission-critical and connected to the Strategic Plan.

The College is focused on preserving institutional knowledge and process throughout all leadership changes that may occur during this evaluation period and in the future. Strategies include comprehensive documentation of processes, procedures, and policies related to all job duties and responsibilities. In addition, the use of technology will continue to be an important strategy to capture institutional knowledge on a regular basis. This strategy gives current and future employees a way of capturing and accessing important documents, procedures, policies, and more while ensuring continuity and further development of institutional knowledge and process.

Human Resources has begun developing two training programs to help administrators and supervisors meet those expectations and succeed in their jobs. These programs include a “[Leadership Academy](#)” and “[Supervision in the Twenty-First Century](#).” Both of these programs are founded on the Expectations for Successful Leadership” and include training activities that will develop the competencies included within them. These programs form an important component of the College’s [succession planning](#) and address concerns the Commission raised about the College’s ability to plan strategically due to its high administrative turnover. The programs address this concern by providing a reliable pipeline for College leaders who will be familiar with the institution’s mission and ethos.

At the December 2, 2014 meeting, the Chancellor’s Cabinet approved organizing the District Leadership Team into three components. The change is being made to formalize the Executive Council and to separate strategy-related and operational discussions. Executive Council will be focused on strategy; Operational Cabinet will be focused on operations. Communication will be facilitated between the two groups by the overlap of membership. The changes are effective as of January 6, 2015.

The three components of the new Chancellor's Cabinet structure are as follows:

1. Chancellor's Executive Council will comprise:
  - Chancellor
  - Provost and Executive Vice Chancellor for Academic and Student Services
  - Executive Vice Chancellor for Finance and Administration
  - Vice Chancellor for Human Resources
  - General Counsel
  - Campus Presidents
2. Chancellor's Operational Cabinet will comprise:
  - Chancellor (occasionally)
  - Provost and Executive Vice Chancellor for Academic and Student Services
  - Executive Vice Chancellor for Finance and Administration
  - Vice Chancellor for Human Resources
  - Vice Chancellor for Information Technology
  - Vice Chancellor for Facilities
  - Vice Chancellor for Institutional Advancement
  - Campus Presidents
  - Assistant Vice Chancellor for the PCC Foundation
  - Assistant Vice Chancellor
  - Internal Auditor
3. Governance Council, which the Board of Governors established for open communication involving all College groups, provides input into decision-making based on critical analyses, ongoing inquiry and continuous improvement, and is focused on the welfare and mission of the College and on student success.

## **Core Component 5.C The institution engages in systematic and integrated planning.**

The site-visit team identifies Core Component 5.C as being met with concerns because

the status of the development of [the strategic] plans at the campuses was uneven, with some campuses further in the process than others. Not enough time has transpired to allow for full implementation of the strategic plan and even less to demonstrate outcomes and effectiveness. Many of the vacant or interim positions at the campuses and district are now filled with permanent appointment, which will hopefully provide stability, which can only be assessed once sufficient time has elapsed.

## **Planning Process**

PCC adopted a more inclusive approach to planning after the [2013 Employee Satisfaction Survey](#) indicated that many employees felt excluded from the process and believed that the College did not plan carefully. These impressions may have stemmed from the previous planning process, which relied upon a central committee to develop a College Plan. Since this Committee's membership did not always include subject matter experts drawn from all of the College's operational areas, the committee often did not identify the most beneficial actions that could be taken within a given area. By asking the different work units to determine how they might best contribute to the strategic plan, the College expects that the most appropriate activities will be identified. In May of 2015, PIR will survey College employees to determine how successfully this new planning process engaged them, and the key performance indicators will be used to gauge the College's progress toward implementing its plans. The process will be revised if needed.

The College identified four goals during fall 2014 related to the planning process:

1. Formalize the new planning process, including the development of planning process documentation and addressing the linkages between strategic and operational plans.
2. Finalize plans for the offices led by senior administrators.
3. Identify Key Performance Indicators (KPIs) for the district-wide plan.
4. Establish the process for department academic planning.
5. Provide assessment training for the campuses, to support their efforts to embed indicators and evidence-based approaches in planning.

Where possible, the College will use the same measures for assessing both mission fulfillment and the district-wide plan.

### ***Formalizing the Planning Process***

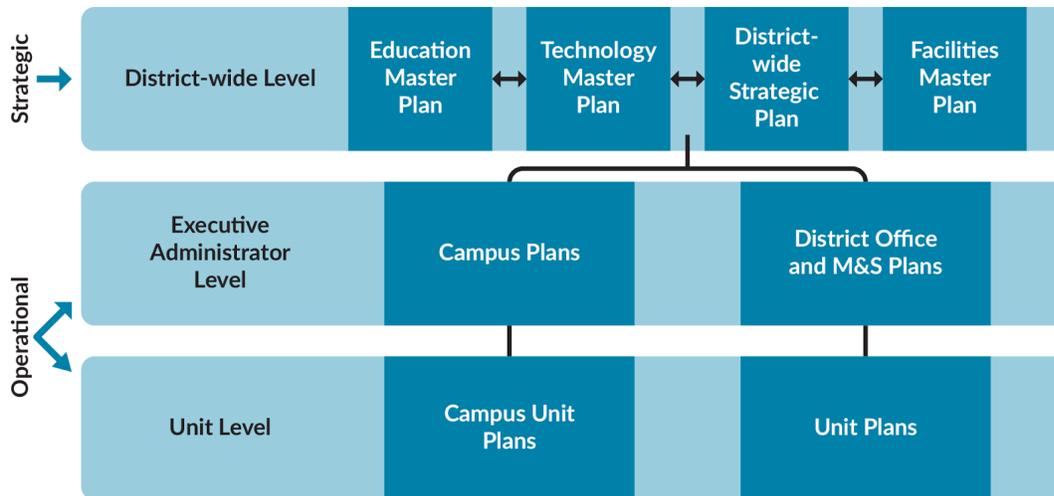
The 2014 Self-Study Report describes the process the College used to engage its internal and external constituents in developing its strategic plan. However, it does not clearly delineate the relationship between district-wide, campus and work unit plans, the process for revising them, nor how they would be linked to the mission.

### ***District-wide Strategic Plan***

While the district-wide plan defines the College's overarching directions and goals, it includes neither the operational details that will achieve those goals nor the KPIs that will be used to measure the College's success in attaining them. The KPIs are being developed in parallel with the development of the College's mission fulfillment framework, which is described elsewhere. The Strategic Planning Committee will review the input from the mission discussions and draw from existing benchmarking data to identify KPIs for mission fulfillment and the district-wide Strategic Plan. The KPIs will be submitted to the chancellor for approval in late spring, 2015.

The operational activities that will be carried out to achieve progress on the district-wide Strategic Directions are developed within the operational level of the plan hierarchy (Figure 12) for each senior administrator led area and work unit. This is a key change in the College’s planning process; the district-wide plan identifies the overarching directions and the plans prepared by the subject matter experts within each area determine the operational activities that will be carried out in support of those directions.

Figure 12: Simplified representation of plan hierarchy.



The district-wide plan defines the College’s strategic goals for 2014-2017. Each year the Strategic Planning Committee will review the plan to ensure it continues to be relevant and identify any priority items that need to be incorporated. In addition, each year, the Office of Planning and Institutional Research will provide updated data for the KPIs so that progress and the impact of changes can be evaluated and shared with key stakeholders. The department will also report on the plan’s progress to the Board of Governors, and prepare an Annual Report. The [district-wide Strategic Plan](#) went into effect on July 1, 2014. The AVC of Planning and Institutional Research [presented](#) key elements of the plan to the Board of Governors in July of 2014, and they approved the plan in October of 2014. Following completion of the first year under the 2014-2017 plan, the College will review the process, survey key stakeholders, identify any issues, and may adjust the [timeline](#) (Figure 13) and tasks to improve the process.

Figure 13: Timeline for the 2014-2017 District-wide Strategic Plan.

### Strategic Planning Timeline 2014-2017

<b>2014-2015</b>	<b>January</b>	Senior administrator units submit updates to the District Office on the activities they have carried out in the fall
	<b>February and March</b>	Finalize KPIs based on final mission fulfillment framework
	<b>February and March</b>	Discuss the plan content in light of the finalized core themes and objectives. Identify any needed plan adjustments
	<b>April</b>	Submit KPIs and any recommended plan adjustments to the Chancellor
	<b>May</b>	Senior administrator units submit updates to the District Office on the activities they have carried out in the spring
	<b>June</b>	Annual report prepared and shared with the internal and external community
<b>2015-2016</b>	<b>November</b>	Data are updated for the KPIs for the previous year. This date has been selected as it coincides with the release of the new Voluntary Framework of Accountability and Arizona Outcomes data
	<b>December</b>	Senior administrator units submit updates to the District Office on the activities they have carried out in the fall
	<b>May</b>	Senior administrator units submit updates to the District Office on the activities they have carried out in the spring
	<b>June</b>	Annual report prepared and shared with the internal and external community
<b>2016-2017</b>	<b>September through March</b>	Comprehensive planning year during which broad internal and external input is sought on the areas that should form Strategic Directions and associated goals for 2017-2020. KPIs are identified that meet with updated Strategic Directions and align with the mission fulfillment framework
	<b>November</b>	Data are updated for the KPIs for the previous year. This date has been selected as it coincides with the release of the new Voluntary Framework of Accountability and Arizona Outcomes data
	<b>December</b>	Senior administrator units submit updates to the District Office on the activities they have carried out in the fall
	<b>March</b>	2017-2020 District-wide Strategic Plan is presented to the Board of Governors for approval and, if approved, shared with the units to support their planning
	<b>May</b>	Senior administrator units submit updates to the District Office on the activities they have carried out in the spring
	<b>June</b>	Final report prepared and shared with the internal and external community
<b>2017-2018</b>	<b>July</b>	2017-2020 District-wide Strategic Plan goes into effect

The Provost and Executive Vice Chancellor of Academic Services, the Vice Chancellor of Information Technology, and the Vice Chancellor of Facilities are currently developing Education, Technology and Facilities Master Plans respectively. These plans provide long-term strategic directions in the areas of education, technology and facilities, which, combined with the Strategic Plan, provide the overarching priority areas for the College. In parallel with these plans, the College is finalizing its Strategic Enrollment Management Plan. These overarching plan documents provide the framework within which the executive administrators develop their operational plans.

The next comprehensive planning cycle for the district-wide Strategic Plan will be held in the 2016-2017 year in preparation for the release of the next plan. The executive administrator level plans, described in the next section, are updated on an annual cycle. Through this approach, the college has multi-year strategic directions and responsive annual operational plans that can adapt to changes and ensure plan activities are the most relevant for the College.

### ***Executive Administrator Planning***

The Campus Presidents, Executive Vice Chancellors of Academic Services and Finance and Administration, and Vice Chancellors of Institutional Advancement, Facilities, and Information Technology were each tasked with developing operational plans that align with the district-wide Strategic Plan.

Campuses and units began developing their plans in late Spring 2014 and posted drafts to the College website in July 2014. Finalized plans for all areas were not available in July. For the 2014-2015 year, a flexible completion date for plans was set for October 23, 2014 but areas were asked to submit items according to a [common template](#). In several areas of the College, new executive administrators had been hired and in two cases they requested an extension to December for preparation of their plans. In early January 2015, the combined [operational plan](#), which includes the plans for all campuses and senior administrator units, was posted to the [Strategic Planning website](#).

The planning process for the Executive Administrator Level plans has been finalized. The key steps in the process include:

1. Updates on activities are submitted to Planning and Institutional Research twice a year, in December/January and May.
2. The units receive updates from the District Office on the new KPI data in November.
3. The units engage in planning activities as appropriate to their areas from December to March to identify new operational activities.
4. Budget applications through the capital process are submitted in December, for funding for the following year.
5. Units are informed if budget applications were approved in April.
6. Updated plan content is submitted to Planning and Institutional Research in May.
7. Publically posted plan documents are updated in June.

There is an annual review process for the Executive Administrator Level plans in which the senior leaders for the areas lead planning efforts in their areas and adjust plan content to meet current

operational needs, guided by the overarching Strategic Directions and, once complete in 2015, by the mission fulfillment framework. Assessment training is being offered for the units so that their planning efforts, including identification of outcomes and KPIs can be developed using the College's Assessment Model (described in full elsewhere). Budget resources can also be requested as discussed elsewhere in the report. In this way, the plans align with the district-wide plan, mission fulfillment, budget and assessment, supporting an integrated planning approach.

### ***Unit Level Planning in Non-Academic Areas***

As part of the College's new planning approach, each non-academic unit will develop an operational plan that aligns with the plan of the Executive-level administrator overseeing it and with the district-wide Strategic Directions. Requiring operational plans from these areas engages all employees in supporting the Strategic Directions and fulfilling the mission. This level in the planning process will be implemented in spring 2015, with updated plans in place for the full 2015-2016 year. The implementation involves the following steps:

1. In addition to the common goal of developing "a unit compliance calendar," all departments will identify at least three goals that they will start to implement in the Spring of 2015. It is not required that goals be completed during the spring, as some activities may take more time to fully implement. The Unit Level Plans and the updates will be shared with the College's compliance team, as well posted to the public website and shared with senior leadership.
2. PIR has begun training units on assessment methods and the links between planning, assessment and continuous improvement. Training was offered at each campus and the District Office in [December 2014](#) and sessions will also be offered throughout the spring and onwards.
3. During Spring 2015, units will develop 2015-2016 operational plans that align with the plans developed by the executive administrators that oversee them and that help fulfill the district-wide Strategic Directions. Like the Spring 2015 plans, the 2015-2016 plans will also require activities to help support compliance.
4. In May, units will report the progress they have made toward completing their plans to their supervising administrators and Planning and Institutional Research.
5. From July 1, 2015 onwards, unit-level planning will follow the same timeline and process as the senior administrator level planning, with additional connections providing communication between the department and cabinet plans. Progress will be reported to Planning and Institutional Research in December/January and May, with compliance-related items shared with the compliance team.

As the unit plans develop for spring 2015, they will be [posted online](#).

### **Collecting Updates of Plan Activities**

Executive Administrator and Unit Level plan updates are to be submitted following the fall and spring semester of each academic year. The methods that were used to collect updates under the previous college plans did not embed assessment results and an evaluation of whether the plan activities

resulted in improvement. To support continuous improvement at the College, updates on the campus/senior administrator units will be collected through a narrative report from the different areas, with an emphasis on what each area has done to support the district-wide Strategic Directions, a summary of how the changes have been assessed and a preliminary analysis of whether the changes made a difference. The first report is due in late January 2015. During spring 2015, PIR will follow-up with the different offices and assess how well the method worked for the first collection period. Depending on the results, the collection method may be revised prior to the May collection.

## **Budget and Planning**

The Self-Study (Criterion 5.A and 5.C) provided evidence that the College links the planning and budgeting processes and the College is continuing to strengthen these links. These ongoing enhancements mainly involve the operational budget process, a new budget subcommittee of the Strategic Planning Committee, and an updated resource allocation model.

As described in the Self-Study (Criterion 5.A.5. and 5.C.2.), campuses and District work-units identify funding needs and funding priorities as they review operations and student/campus needs. Proposed capital projects that require funding of greater than \$5,000 are processed through a capital budget process, which provides College-wide oversight and approval for large capital projects. During this process, projects are prioritized and categories are determined for each proposed capital project. One of these categories is the Strategic Plan. This means that campus and work-unit capital projects can directly support applicable sections of the Strategic Plan that provides a strong association between capital needs and strategic planning. After the capital project list is approved annually by the Board of Governors, the total cost of these capital projects then make up the capital fund portion of the annual budget. This capital planning process has been in place for many years and is being used to prioritize and select the capital projects for the fiscal year 2016 budget that is currently being worked on.

Operational projects needs that require general fund dollars that do not fit into the capital project budgeting process described above will be prioritized and reviewed using a new process for the fiscal year 2016 budget that further strengthens the integration of our budgeting and strategic planning processes. This process is organized similarly to the capital budget process described above. The College has developed a new database tool for operating budget requests and this tool provides staff around the College the ability to submit proposed projects as a formal budget request. Potential projects are aggregated in a database that contains numerous data fields including: dollar amount requested; project description; project justification; and a required 'Request/Justification' field used to select the appropriate 'Strategic Initiative' for the proposed request to ensure that any request is directly aligned with the College's Strategic Plan. These budget requests will be reviewed to ensure that the requests align with the College's Strategic Plan and since funding is limited, it is possible that not all project requests will be funded. This operating budget request process ensures that strategic plan activities are able to be supported with adequate financial resources. This new tool was introduced to the Campus Directors of Administrative Services in November 2014 and is being used for fiscal year 2016.

In conjunction with the operational project database described above, a subcommittee of the Strategic Planning Committee has been created to: review procedures relating to budgetary and financial matters; develop criteria for making budgetary decisions; evaluate the relevance of budget requests to the strategic plan; ensure compliance with established criteria; provide feedback to the College leadership; and communicate its findings to the College community. A [Budget Sub-Committee charter](#) outlines additional workings of this Sub-Committee. In collaboration with the full Strategic Planning Committee, the Budget Sub-Committee will help ensure the integration of strategic planning to the budgeting and financial resource allocation processes. This Sub-Committee will help College Administration prioritize budgetary decisions and ensure transparency and enhanced communication with the College community about budget and financial matters.

Finally, the College is revisiting the Resource Allocation Model that was described in the Self-Study (Criterion 5.A.5. and 5.C.2), and is identifying needed modifications to reflect the College's current operations to ensure that campuses have the correct funding to support their enrollment and programs.

## Institutional Climate

As described in the Self-Study Report, the College began work to ameliorate the institution's climate by implementing the recommendations of the Blueprint for Healing. These recommendations included the publication of a core set of expectations for College leaders that are clear and measurable, a systematic review and revision of College policy and procedure and a renewed focus on community outreach and dialogue.

The College also administered an Institutional Climate Survey and formed an Institutional Climate Committee (ICC) to address the Survey's findings. The ICC met between May and July of 2014 and issued its final [recommendations](#) to the Board of Governors on August 13, 2014. The Committee recommended that the College create an Institutional Climate Cooperative to address institutional climate issues over the next several years. Members of this Cooperative will be drawn from across the district, represent each of the College's employee groups, and serve three-year terms. On October 27, 2014, the Chancellor sent an [email](#) to the College Community seeking volunteers who wished to serve on the Cooperative. The Cooperative will draft a report by Spring 2015 that recommends specific actions that the College should undertake to realize the goal of "improving College transparency, employee engagement and student productivity, and for devising metrics that measure our progress toward those objectives."

While efforts to improve climate have centered around the Institutional Climate Committee, Human Resources has conducted its own activities toward the same end.

- In January 2014, an Interest Based Collaboration (IBC) group with representation from the Association of Classified Exempt Employees (ACES); the American Federation of State, County, and Municipal Employees (AFSCME); Pima Community College Education Association (PCCEA); administrators, and the Human Resources Department was formed. The IBC group completed three days of training, developing skills in interests-based negotiations, collaboration, integrating communication, identification of win-win solutions, and approaching needed

changes with optimism and resilience. Selected members from ACES, AFSCME, PCCEA, and management (administrators and Human Resources) continued to review and modify policies, practices, and processes, in Meet and Confer sessions through May 2014. This interest based approach encouraged a more participatory model and emphasized inclusion and collaboration at all levels. Much of the work of this group, in combination with the Meet and Confer Process, and the Common Language review process culminated with the Board of Governor's approval of the employee Personnel Policy Statements on June 25, 2014.

- In August 2014, Human Resources partnered with PCCEA during the faculty learning academy to offer information sessions on "Supporting Civility through Ethical Behavior" and "Sexual Harassment."
- Human Resources has begun developing a program aimed at eliminating bullying and abrasive behavior and creating a climate that fosters respect and civility in the workplace. The development and implementation of this program will begin in the Fall of 2014.

## **Core Component 5.D The institution works systematically to improve its performance.**

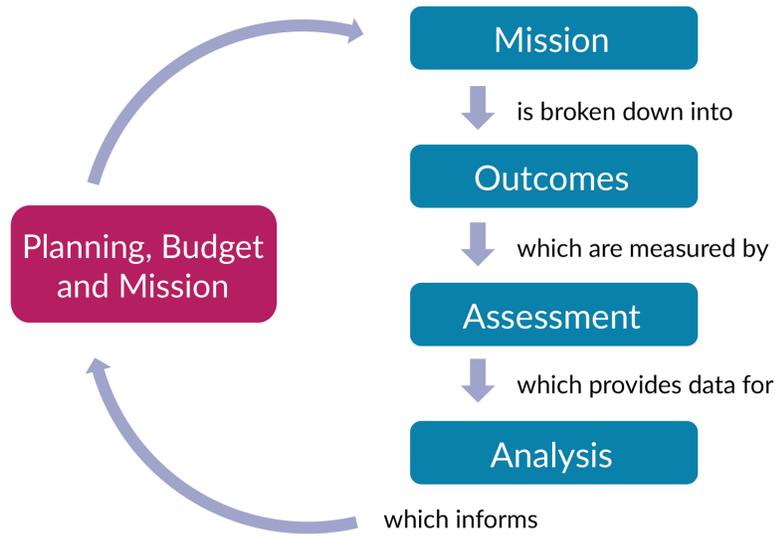
The site-visit team identifies Core Component 5.D as being met with concerns because the College "has committed to strengthening the use of data by participating in various surveys but has not yet had time to translate the findings into actionable plans for improvement.

### **Assessment Model**

After reviewing processes used by other institutions and its own approach to assessing student learning, PCC has developed a College-wide assessment model that requires all operational units to articulate a mission and outcomes statements, and identify a set of core indicators of effectiveness/KPIs, see Figure 14. Mission statements identify the area's primary purpose or role within the institution and explain how it is connected to students' learning experience and success. The outcomes statement describes the key activities the area pursues to fulfill its mission. The core indicators of effectiveness/KPIs will be used to measure the unit's effectiveness in achieving its outcomes. Based on the assessment results, the unit will identify areas needing improvement, develop strategies to support improvement and then re-assess using the same indicators. The improvements will be incorporated into the unit's planning process. Reporting and communication are key elements of the model and provide an accountability framework that supports transparency and evidence-based improvement.

This model establishes an assessment approach that integrates seamlessly with planning and mission fulfillment across all academic and non-academic areas.

Figure 14: The College's Assessment Model



The model creates a structure where all areas of the College are assessed and evaluated on an ongoing basis. Doing so will support continuous improvement across the district, identify needed changes, and provide a way to evaluate the effectiveness of changes at the College. For example, the College will assess areas including the operational plan, in which assessment is embedded through the required key performance indicators, the Office of Dispute Resolution, and Student Services. To ensure the assessment model gains traction within the institution, Planning and Institutional Research has developed [Unit Effectiveness Assessment training](#) to help the College's operational units develop their own assessment plans and participate in the overall assessment process with the [first session](#) offered at the District Office on October 15, 2014. PIR will continue providing this training throughout the academic year in scheduled sessions and as requested by particular departments or committees. [One-hour sessions](#) were held at the District Office and at each campus in [December 2014](#), and additional sessions will be offered throughout spring 2015 and onwards.

During Fall 2014, PIR engaged with several areas to support assessment. Examples include working with the co-chair of the Dual Enrollment Task Force to develop outcomes and key performance indicators (10/23/2014, see [agenda](#) and [notes](#)), working with the Office of Finance to assist in developing an assessment framework (10/30/2014), and consulting with members of Community Campus on assessment processes and best practices as they complete their planning process (10/28, 10/30, and 11/3/2014). The latter is focused on supporting strong links between assessment and the Community Campus plan. Similar support is ongoing and has been offered to the other campuses and units during the 2014-2015 academic year and will be into the future. PIR has also offered to help other areas across the district develop and connect their planning and assessment needs and practices. As different units and campuses make progress in planning and assessment, PIR will strengthen links between assessment and planning by training and consulting administrators and staff to ensure that a strong relationship between assessment and planning is established and implemented,

## Office of Assessment

In May, 2014, Chancellor's Cabinet [approved](#) the creation of an Office of Assessment that will be housed in PIR. In October, a draft [job description](#) was developed and submitted through the Human Resources process. In December 2014, the hiring process was initiated. This Office will oversee assessment across the College and provide continued support for the Assessment Model. The primary goals of the Office are:

1. Serve as a resource for assessment across non-academic areas and provide any needed training and support.
2. Build upon the current student learning outcomes process to develop a system that supports faculty participation, provides training on academic assessment, and ensures full participation across all subject areas.
3. Administration of all of the benchmarking surveys and tests.

## Presence on the Public Website

While PCC informs its internal constituents about assessment through the College intranet, it could better communicate with internal and external stakeholders through its public website. To address this, PIR has developed an [assessment website](#) that includes news items and sections on academic and non-academic assessment. The content will be expanded over time as needed.

## Conclusion

This Institutional Response to the September 15-17, 2015 Site Visit Report to the Higher Learning Commission documents the progress that Pima Community College has made since submitting its Self-Study Report on July 30, 2014. Additional information, evidence, clarification, and perspectives have been presented in this Institutional Response. However, the College recognizes that continuous improvement and the gathering of evidence of identified significant changes and areas of concern will continue to be addressed to further ensure the College fully meets the expectations of each of the Accreditation Criteria of the HLC and the community it serves.