# ASSURANCE SECTION

## REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

## PIMA COMMUNITY COLLEGE
Tucson, Arizona

September 13-15, 2010

FOR

## The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

## EVALUATION TEAM

Dr. Rebecca Ann Nickoli, Chair, Vice President/Workforce and Economic Development, Ivy Tech Community College, Indianapolis, IN 46208

Dr. Stephanie Bulger, Vice Chancellor/Educational Affairs and Distance Learning, Wayne County Community College District, Detroit, MI 48226

Dr. James Charles Butzek, Chief, Academic Officer, Front Range Community College, Fort Collins, CO 80526

Dr. Leo Hirner, Director/Distance Education Services, Metropolitan Community College, Kansas City, MO 64111

Dr. Rose M. Kuceyeski, Professor/Information Systems, Owens Community College, Toledo, OH 43699

Dr. Jerome Migler, Provost, Minnesota State Community and Technical College, Moorhead, MN. 56560

Dr. Leslie Anne Navarro, President, Morton College, Cicero, IL 60804

CM! Winters Palacio, Assistant Professor, City Colleges of Chicago-Malcolm X College, Chicago, IL 60612

Dr. Janet C. Perry, Director of Institutional Effectiveness, Oklahoma City Community College, Oklahoma City, OK 73159

Mr. James Ratliff, Librarian, Kalamazoo Valley Community College, Kalamazoo, MI 49007

Dr. Wendolyn E. Tetlow, Dean of Liberal Arts, College DuPage, Glen Ellyn, IL 60137

# Contents

## I. CONTEXT AND NATURE OF VISIT

### A. Purpose of Visit
The team conducted a comprehensive visit for continuing accreditation. The institution did not ask the team to consider any additional requests for change.

### B. Organizational Context
Pima Community College (hereafter referred to as Pima College or PCC) encompasses six campuses and a District Office wherein is housed numerous centralized functions that both direct and support the campuses' operations. The College's campuses are situated around the city of Tucson and Pima County. Pima College's six campuses are as follows: Community, Downtown, East, West, Northwest, and Desert Vista. Each campus has certain unique programs that are its hallmark programs. For example, the Desert Vista Campus houses the Aviation and the Culinary Arts program while the East Campus houses the Veterinary Technology and the Pharmacy Technology programs. There are also several instructional sites, including one at Davis-Monthan Air Force Base.

PCC enrolled 34,360 credit students in fall 2009, along with 12,050 non-credit students. The U.S. Department of Education classifies Pima College as a Hispanic-Serving Institution. Approximately one third of the enrollment self-reports as Hispanic with another 1,346 reporting as multi-racial. Slightly over one half of the enrollment is white. Native Americans account for 3 percent of the enrollment.

The team had occasion to review a new and greatly-changed Student Development operation at the College. As a result of feedback from the 2008 Climate Survey and from consultants, PCC has significantly re-organized its services to students and is justifiably proud of the positive difference the re-organization has made for its constituents.

PCC has robust connections with its local constituencies as evidenced by the testimonials of local business, industry, health, local government, and education partners who attended a community breakfast with the team. Several such partners spoke at length about the extensive and long-term positive relationships they had with the college. It was clear that they believed that Tucson is greatly enriched by the presence of its community college. While Tucson's business climate has suffered through the current recession as have most other communities, they continue to seek training and consulting support from PCC. A 2008 Climate Survey conducted by the College further evidences support as both community residents and business leaders indicated significant commitment to and confidence in the College.

Pima Community College has an elected five-member board of governors that has one recently-elected member and others who have served multiple terms. The governing board was knowledgeable about the College and passionate about its mission. Board members shared information with the team that made clear they understood current College successes and challenges.

### C. Unique Aspects of Visit
The HLC team spent the first day of the visit at the District Office to become acquainted with the functional areas that direct or support campus function. One team member also visited other campuses that day in order to view as many of the Career and Technical programs as possible. Another team member visited the Community Campus on the first day of the visit in order to review the workforce and business development programs which are centered at that campus.

The Community Campus is unique in that it provides centralized coordinating and support functions for distance learning, especially online learning. In addition, the Office of Workforce and Business Development which also provides functions for the entire District is housed at Community Campus.

There are several interesting elements of the College that provide for outstanding curricular and co-curricular opportunities for students, faculty and staff, and the community.  The college has an Archeology Center (West Campus); an observatory and beautiful outdoor sculpture (East Campus); a Hohokam archeological site (Desert Vista); a shared YMCA building for recreation and fitness at Northwest Campus; and a shared presence with the University of Arizona (Downtown Campus).

**D.  Sites or Branch Campuses Visited**
The Team visited the six primary campuses of the College.  In addition, members also visited the following sites or branch campuses:
  Public Safety and Emergency Services Institute
  El Rio Center
  Public Safety Academy (drive through only)

**E.  Distance Education Reviewed**
The Distance Learning program at Pima College was reviewed as part of the comprehensive visit.  The College has previously been approved to offer distance learning programs.  Team members were granted student access to the online web services and learning management system.  This allowed for a review of the student experience in the online environment, and team members were able to review a range of courses (general education and career and technical) for consistency, content, and design.  During the visit, team members met with the design team, online administrator, online faculty, and online students to confirm what was experienced and reviewed prior to the visit.

**F.  Interactions with Constituencies**
  ***District Office***
  Chancellor
  Board of Governors – 5 (full board membership)
  Accounts Payable
  Administrative Support Specialist
  Advanced Fiscal Analyst, Acting Fiscal Analyst
  Advanced Program Manager
  Assistant Registrar – Systems & Enrollment Services
  Assistant Vice-Chancellor of Facilities
  Assistant Vice-Chancellor of Finance
  Assistant Vice-Chancellor of Student Services
  Benefits Manager
  Business Manager
  Chief of Police (District)
  Community members (Tuesday breakfast meeting) - 26
  Curriculum and Articulation group - 5
  Development Manager
  Developmental Education - 2
  Director of Budget Reporting
  Director of Employee Service Center
  Division Dean of Adult Education
  Executive Assistant
  Executive Director of Financial Aid + 7 staff members
  Executive Director of Planning and Institutional Research
  Executive Vice-Chancellor for Administration
  Executive Director - Athletics
  Executive Director – Pima Foundation
  Faculty Senate Leadership group + PCC Education Association – 40
  Human Resources – 11
  Institutional Research and Planning Staff – 6
  Library Directors – 4
  Marketing and Public Information Center Staff – 7

Program Manager
Program Manager - Public Safety & Emergency Services Institute
Program Services/Internship Staff - 3
Provost
Purchasing Director
Registrar and Director of Admissions
Self-Study Coordinator
Self-Study Steering Committee (Accreditation Renewal)
Senior Assistant to the Provost and Executive Vice-Chancellor
Staff Session at District Office - 22
Student Government Representatives – 11
Student Learning Outcome Facilitators - 5
Student Services Coordinators - 2
Student Services Specialists - 7
Support Coordinator
Support Technician
Veterans Affairs Specialist
Vice Chancellor for Grants and Community Relations + 5 staff
Vice Presidents for Student Development – 6

### Community Campus
President
Vice President for Instruction – 2
Vice President for Student Development
Dean for Workforce and Business Development
Program Manager – Public Safety and Emergency Services Institute
Human Resource Analysts – 5
Executive Director Contracts, Grants, and Compliance
Information Technology Staff - 25
Advisory Committee members – 8
Instructional Designers – 11
Faculty – 8
Staff - 43
Students – 16

### Desert Vista Campus
President
Vice President for Instruction
Department Chair/Lead Faculty - Aviation
Faculty - 20
Staff – Exempt - 17
Staff – Non-Exempt – 15
Students - 5

### Downtown Campus
President
Administrative Team – 3
Dean of Instruction
Program Chairs – Manufacturing, Machine Tool, Computer Aided Drafting, Building and
Construction Technology, Automotive
Advisory Committee members - 5
Campus Coordinator – Honors Program
Spanish 203 class
Faculty – 16
Staff – Exempt - 6
Students - 11

### East Campus
President
Vice President for Instruction
Vice President for Student Development
Dean of Instruction
Department Chairs - 6
Advisory Committee member – Administration of Justice
Faculty – 14
Exempt Staff – 11
Non-exempt staff – 15
Students – 6

### Northwest Campus
President
Vice President for Instruction
Executive Assistant
Administrative Assistant
Directors
Dean of Instruction
Executive Director/YMCA
Librarian
Student Services personnel
Faculty – 25 (including librarians and counselors)
Staff - 30
Students - 20

### West Campus
President
Vice President for Instruction
Vice President for Student Development
Dean of Instruction
Librarian
Advisory Committee member – CIS program
Advisory Committee member – Fashion Merchandising program
Deans – 4
Faculty - 40
Staff – 35
Students – 38

## G. Principal Documents, Materials, and Web Pages Reviewed
Academic Success Indicators – 2010
Action Plans (Art, Biology & Environmental Technology, Physical Sciences)
Adjunct Faculty Guide
Admin (CP) VC for Information Technology – 4 Column Report (TracDat)
Administrative Services Work Group Minutes
Advisory Committee Minutes
Arizona General Education Curriculum
Arts, Communication, and Humanities Division
Assessment Committee Final Report - 2006
Assessment Committee Minutes – 2005-06, 2006-07
Assessment Plan, Objective One: Math Developmental Ed, Post-test
Assessment Plan, Objective Two, General Education, Outcomes Report
Assessment Plan, Objective Three: Writing Developmental Ed, Post-test
Assessment Research
Assessment Update – Dept. Chair Meeting – 9/12/2003
Assigned FTSE/FTFE Ratio
Assigned Semester FT Faculty Equivalent

Audited Financial Statements – 6/30/2009 and Single Audit Reporting Package –
6/39/2009
Automate Adjunct Faculty Approvals - 2010
Average Student Need-Based Financial Aid
Board of Governors Members
Bond Capital Projects, 1998 and 2003
Cabinet Minutes
CAFR Comprehensive Annual Statements – last 3 years
Campus Community Activities Report
Campus Facilities Plan – Northwest Campus
Campus Service Area Maps
Capital Development Report – Administrative Services
Capital Project Planning/Master Planning
Cash Handling Procedures Manual
CDAC Guidelines
CDAC Minutes
Center for Learning Technology Budgets FY11
Chancellor's Cabinet Meeting – 8/17/10
Climate Survey, 2008
College Catalog, 2010-11
College Plan 2004-06, Final Report
College Plan 2006-08
College Plan 2008-2011 and PowerPoint presentation
College Plan – Actions Completed
College Plan – Initiative #2 – Improve Student Success in Developmental Education
College Plan – Strategy 2.6 - Completion
College Plan - Status Report on the 2008-2011 Plan – August 2009 and 2010
presentations
College website: www.pima.edu
Community Collaborations (YMCA) – Northwest Campus
Community eNews – 9/2010, vol. 2, issue 1
Community Relations and Institutional Outreach – Plan of Action
Comprehensive Annual Financial Report – 2005, 2006, 2007, 2008
Connecting the College to the Community – Plan of Action
Continuing Education Schedule – fall 2010
Contract Training Syllabi – ACC 101, EDN 101 and BMS 158B
Cost Per Full-time Student Equivalent
Course Characteristics – CRNs by Instructional Delivery Methods – fall 2009 and spring
2010
Course Syllabi – Downtown Campus - Sampling
Curriculum Alignment, Unification, and Placement
Curriculum Council - Minutes
Department Chairs/Lead Faculty Directory – 2010-11
Detail Budget Management Report – 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008,
2009, 2010, 2011
Developmental Education and Retention Committee Recommendations – March 2010
Developmental Education – Course Syllabi – Northwest Campus
Developmental Education Pilot – Northwest Campus
Discipline Leader Reports – 2008
Distance Education Enrollment Statistics
Distribution of Grades by Semester & Instructional Delivery Method, Fall 2009
Distribution of Grades by Semester and Instructional Delivery Method, Spring 2010
District Average Class Size - fall 2005-07
East Campus Writing Contest 2010
EDU/EDS – 4/10 Annual Report (TracDat)
Facility Master Plan
Faculty Certification Application and Contracts
Faculty Policy

Faculty Salaries
Faculty Senate – Agendas and Minutes
Finance Report – 2006, 2007, 2008, 2009
Financial Aid Awards – 2007-08, 2008-09
Full-time Student Equivalent
General Education Outcomes – 2002-03
Gender of Students
Graduate Exit Survey - 2009-10
Grants Data – Current Status
Growth of Online Education - 2005-2010
Honors Program Manual
Institutional Response Regarding Distance Education
Instructional Design Process
Internship Courses – 2009-10
Internship Employers - List
IT Business Continuity Plan
IT Capital Purchases Plan
IT Project Charter v21
IT Project Charter – Campus Server Visualization
IT Project Procedures v2
IT Overview FY 2010 – May 2010
IT Overview FY 2011 – August 2010
Libraries Collection Analysis Statistics – Preliminary 2002-03
Library Annual Reports – 2001-02, 2003-04, 2004-05, 2005-06, 2006-07
Library Resources and Resource Center – Northwest Campus
Master Plans
Minutes – Downtown Campus - Sampling
MyPima and Blackboard Vista Login Data
National League for Nursing Accrediting Commission, Two-Year Follow-up report, 11/12009
NCA Monitoring Report on Assessment – 9/30/2002
New Economic Realities (video)
Non-Credit Enrollments by Fiscal Year – 2006-2010
Northwest Facilities Plan, 2010
Online Courses - Best Practices
Online Education (web)
Online Master Course Reports
Organizational Charts – District Departments
Organizational Charts – Functional Chart for Community Campus
Organizational Climate Survey – 2008 – Executive Summary
Organizational Climate Survey – 2008 – Resident Survey Findings
PCCEA website
Percent of Successful and Withdrawal Grades for Fall 2003-07
Performance Indicators
Professional Development website
Program Accreditation Document – Veterinary Technician Program
Program Review Cycle Chart
Program Review 2009, Group II and 2010, Group II – CD
Program Review Action Plans
Program Review Groupings – 2001-2014
Programs, Concentrations, Agreements and Materials – East Campus
Request for Online Course Development/Master Course Revision
Schedule of Classes – fall 2010
Self-Study Report – 2001
Self-Study Report - 2010
SLO Assessment – Frequently Asked Questions
SLO Committee Annual Report, 2007-08, 2008-09
SLO Committee Financial Report 2007-08

SLO Committee Report 2010
SLO Facilitators' Minutes, 2008-09, 2009-10
SLO Feedback – All Faculty Day – 2010 - Data Set from Faculty Feedback
SLO Final Report – 2007, 2009, 2010
SLO Quick Guide, July 8, 2007
SLO Quick Guide for Faculty
SLO Recommendations with Status – 2007-08
SLO Sample Programs
SLO Year-End Reports
Special Session with Faculty – Student Data PowerPoint
Staff and Administrative Written Correspondence Protocols - 11/16/2009
Student Assessment Quick Guide
Student Characteristics by semester – EOT fall 2009 and spring 2010
Student Clubs
Student Learning Outcomes – 7/2007
Student Learning Outcomes – Summary of Faculty Feedback (All Faculty Day, Jan. 2010)
Student Learning Outcomes – Video
Student Learning Plan – Internship Programs
Student Orientation in BlackBoard Vista
Student Orientation PowerPoint presentation
Student Registration Analysis – fall 2010
Student Residency Status by Instructional Delivery Method – 2007, 2008, 2009
Team Accomplishments 2009-2010 and 2010-2011
Technology Changes, 1999-2009
Third Party Comments
Tohono O'odham Community College Self-Study Report
Tohono O'odham Community College – Website
Top 10 Occupational Programs Listing
Transfer Rates to Arizona Universities
Transfer Report – 6/19/2009
Tuition and Fees, 2004-08
Unit Assessment Report – BIOL 100 (TracDat)
Unit Assessment Report – CHEM 130 (TracDat)
Unit Assessment Report – Physics (TracDat)
Unit Assessment Report – Reading, Writing, and Mathematics (TracDat)
Upward Bound – Northwest Campus
Utilities Development Plan
Utilization Calendar – East Campus
Weekly Contracts and Grants Update – 8/31/2010
WIRED Grant Quarterly Report Final – 6/30/2010
Workforce and Business Development Contract Agreement Summary – 9/15/2010
Working Guidelines for Deployed Instructional Designers - DRAFT

Online Courses Reviewed
ANT112, ART105, ART205, BIO 100IN, BUS125, CHM151IN, CSA120, ECE190, EDU285, GLG101IN, HCA154, HIS142, HUM131, MUS151, SPA101


## II. COMMITMENT TO PEER REVIEW

### A. Comprehensiveness of the Self-Study Process.
The Steering Committee contained members from the campuses and the District Office and from a variety of functional departments.  In addition, there was a student member and four community members.  The coordinator and editor for the self-study was a faculty member who was appropriately given release time in order to fulfill the coordinating and writing/editing responsibilities.  There were numerous subcommittees as well, addressing the criteria for accreditation, compliance issues, resource rooms, and design of the self-

study.  The team believes that PCC made a good-faith effort to appropriately conduct comprehensive preparation for the visit and create a meaningful self-study document and other background documentation to support its assertion that PCC meets the criteria for accreditation.

As part of the process of educating the employee community about self-study, the Provost Office held workshops for all employee levels.  In addition, the Climate Survey, administered in 2008, served to inform the process by providing feedback from students, employees, business leaders, and a sampling of community residents.  As evidence that the self-study process provided valuable information for the College's overall improvement, results were integrated into the 2011-2013 College Plan as goals and activities during this period.

**B.  Integrity of the Self-Study Report.**
The self-study was organized around the criteria for accreditation and compliance.  Much of the supporting documentation was provided for the team via online archives and website documents.  There was some frustration among the team members regarding the lack of ease of locating online documents.  The team believes that the online resources could have been better organized or indexed in order to find things more easily.  The team had to repeatedly ask college staff where or how to find resources.  Team members asked for access to several online courses so that they could review them ahead of the visit and access was provided.

While sometimes teams believe that self-studies are too descriptive, the PCC self-study could actually have been more descriptive.  In the Sunday evening team meeting, most team members indicated they had not gotten a good sense of Pima and its institutional climate or "personality" from the self-study.  There seemed to be uneven amounts of information about topics, e.g., there were numerous pages about adult education but very little about the College's Career and Technical programs.

**C.  Adequacy of Progress in Addressing Previously Identified Challenges.**
The College has adequately addressed the concerns of the 2000 visiting team except for ongoing concerns about the assessment of student learning outcomes, to be described and discussed in the Criterion Three section of this report.  The College is to be commended for maintaining fiscal stability in a time of diminishing resources and for resolving many of the former issues associated with inequitable resource allocation among the campuses.

**D.  Notification of Evaluation Visit and Solicitation of Third-Party Comment.**
The College made good-faith efforts to solicit third party comments.  PCC solicited third-party comments through the College website at http://pima.edu/selfstudy/public-comment.shtml with instructions and the timeline for submission.  There were a number of comments submitted for the team's review, nearly all of which were positive.

## III. COMPLIANCE WITH FEDERAL REQUIREMENTS
The team's findings regarding compliance are attached at the end of this report.

## IV. FULFILLMENT OF THE CRITERIA

**CRITERION ONE: MISSION AND INTEGRITY**. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**1.  Evidence that Core Components are met.**
As evidenced in meetings with faculty, staff, students, and the governing board, those constituencies demonstrated a uniform understanding of and support for the College's

mission. The College documents clearly articulate the mission and vision, including its commitment to diversity.  Through interviews with community members, it was apparent that they strongly support the mission of the College and report overwhelming appreciation for the many ways the College supports the community.

There is widespread support for the "one college" concept as demonstrated in meetings with administrators, faculty, students, staff, and advisory committee members at the various campuses.  There is movement of employees between and among the six campuses and College administration uses this mobility to give opportunities for growth and leadership to its employees.

Pima Community College District is governed by an elected five-member Board of Governors as mandated and defined by Arizona statute.  Four of the members have served Pima for several years, while the newest member began serving only a few months prior to the HLC visit.  The Board appears to be very supportive of the Chancellor and his vision for the institution.  In addition, the Board was very open about their passion for PCC and the surrounding communities and provided anecdotal evidence regarding their participation in various College activities.  One of the primary institutional goals as conveyed by the Board was to continue strengthening PCC's role as an educational ambassador for the community.

A careful examination of the 2010 Board minutes shows that the role of policy implementation has been delegated to the Chancellor, while the role of policy creation has remained with the Board.  By clearly defining these roles, the Board has provided PCC with a stable operational environment.  During Board meetings, community constituents are allowed opportunities to voice their ideas and concerns, which the Board can then take into account when developing new institutional policy.  In an effort to be as open and transparent as possible, the Board has made documentation of policy very available as new policies can be easily located on the Pima website or found in bound volumes on each of Pima's campuses.  Because there has been longevity among several board members, refresher orientation offered to the Board every few years might prove beneficial.

Board members at Pima Community College are enthusiastic and well-informed about the business of the College.  It is important that the board members understand their statutory responsibilities to provide policy guidance to the college rather than to participate in its day-to-day operations.  Overall, the Board seems to have Pima's best interests at heart and has the resolve to assist their Chancellor with the changes necessary for the College's continued growth and effectiveness.

Pima College is a diverse institution with a commitment to employ a faculty and staff that reflect the diversity of its students and its local community. For example, 31% of the students at PCC are Hispanic/Hispanic American and 18% of the employee community is of that ethnicity with 3% reporting "mixed and other."  The College's commitment to diversity is also evidenced by its support for the development and ongoing relationship with the nearby Tohono O'Odham Community College (TOCC), established by the Tohono O'Odham nation in 1998.  PCC actually "loaned" an executive level employee to become TOCC's first president.  As part of the ongoing agreement between the two colleges, PCC has assisted in the development of curriculum and other matters at TOCC.

**2.  Evidence that one or more specified Core Components need organizational attention.**
None

**3.  Evidence that one or more specified Core Components require Commission follow-up.**
None

**4.  Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
None

**Recommendation of the Team**
Criterion One is met.

**CRITERION TWO: PREPARING FOR THE FUTURE.**  The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

**1.  Evidence that Core Components are met.**
Pima College has a strategic planning process that normally has a two-year span; during this particular planning period, there is a three-year plan meant to honor the accreditation preparation process and reflect possible improvements suggested by self-study. The planning process includes all employee groups of the College, and is informed by feedback from external entities representing, e.g., economic development interests in Tucson and the surrounding communities.  The process is also informed by results of surveys administered both within and outside the College student and employee community.  An important addition to the planning process has been the implementation of TracDacTM, a software package that is also used by the College for assessment tracking.  Further, the College has been able to adjust its strategies for sustainability in terms of responding to the recent and ongoing recession by reaching out to its communities for information and advice.

Pima College is developing a culture of data-driven decision-making through the use of dashboards, interactive reports, executive management reports, and college-wide systems such as Pima Reports and TracDat. Staff in the Office of Planning and Institutional Research Department, along with administrators and faculty confirmed that these reports enhanced communication channels through the ability to distribute information to appropriate internal stakeholders and facilitated discussion leading to continuous improvements of programs and services.  The continuation and expansion of these reports will support the College's efforts to be transparent, develop a culture of evidence, and be responsive to the students and communities it serves.

PCC provides opportunity for faculty advancement through the Step Progression Plan (SPP) for Faculty which was piloted during the 2005-06, 2006-07, and 2007-08 academic years.  The *Faculty Personnel Policy Statement 2009-2010* states: "The SPP, including criteria for step advancement, is expected to have the positive effects of enhancing an individual faculty member's professional development and personal growth."  Recommendations regarding step criteria and advancement are reviewed through the Meet-and-Confer process.  Meetings with faculty members indicated they believe the process is appropriate, although unfortunately funds are not currently available to support the initiative.

The office of District Grants and Community Outreach, part of which operation is also called the Grants One Stop Center, is well-staffed and is building a process of grants research, pre-award and post-award functions.  The office coordinates grant activities among campus personnel and its functions will serve the College well as it needs to seek alternative sources of funding in a time of diminishing resources.  Three of the College's six campuses are designated by the U.S. Department of Education as "Hispanic Serving" institutions and have recently been awarded Title V grants totaling $7.5 million.  Recent grants have significantly expanded the College's capacity to serve

its students and communities by supporting several important programs: Aviation, Nursing, Respiratory Therapy, Radiologic Technology, and Early Childhood Education.

Based upon a review of financial statements and interviews with key personnel at the College, Pima College has made significant progress toward remaining financially sound while weathering the state's fiscal crisis.  In fact, the past several Comprehensive Financial Reports (CAFR) and financial ratings from both Moody's and Standard and Poor's, confirm Pima College's economic viability.

Pima College's operational budget for 2010-11 includes a 30.9% allocation for instruction, a 14.3% allocation for academic support, a 10.2% allocation for student services, a 16.6% allocation for institutional support, and a 7.2% allocation for plant operation and maintenance.  The operational budget allocations are divided among the individual campuses based on the PCC's Resource Allocation Model (RAM).  RAM is a system by which funds are distributed to each campus based on enrollments.  Many Pima budgetary employees specifically praised the successful implementation of RAM regarding the academic support allocation.  These employees stated that RAM helped officials make, e.g., more efficient adjunct faculty decisions.

The future appears promising for Pima College regarding tuition and operational revenue.  The Board of Governors approved a tuition increase for the 2009-2010 academic year from $49.50 to $51.50 per unit for residents and from $249 to $259 for non-residents.  Combined with increased enrollment, the recent tuition increase has helped PCC enlarge operational revenues from $102 million in fiscal year 1998 to an expected $236 million for fiscal year 2010 (operational revenues exclude bond proceeds and use of college equity).  However, it should be noted that state funding has decreased from 19% in FY1998 to less than 10% in FY2009 and this trend is expected to continue for the foreseeable future.  To partially offset these losses, PCC has employed many cost saving measures, including freezing salary increases and administrative positions.  Based upon the increase in operational revenue and the College's measures to combat state funding losses, the institution appears positioned to remain economically solid.

The program review process is both comprehensive and well-organized at PCC. Significant efforts have been made to routinize the review of programs in occupational and academic/transfer groupings through 2014.  In addition, review of student services functions such as admissions and enrollment, assessment and testing, financial aid, and the library is included in the program review process.  Interviews with the program review staff confirmed the dedication to identifying programs that are in need of an action plan for revision or elimination, to involving campus deans and faculty in the process, creating visibility for the action plans by posting them on the College's intranet, and instituting progress reports for informed decision-making by College leadership. Although they are challenged by current staffing levels, program review has become part of the PCC culture and further integration of Student Learning Outcome's assessment efforts into the program review process has been taking place.

The Executive Vice Chancellor of Administration is responsible for the development and operation of all campus facilities and grounds.  Although each campus has its own designated facility personnel located onsite, final approval for any major facility-related change must come from the District Office.  Based upon physical observations and data provided, the Pima College facilities and grounds appear to have been properly maintained and up to modern educational standards and in ADA compliance.  Of particular note, both the Northwest Campus and the Desert Vista Campus should be mentioned for their truly unique architectural beauty and functionality.  Overall, the institution should be commended for the cleanliness and student-friendly atmosphere created throughout the facilities and grounds.

A review of human resources recruiting and hiring procedures and practices revealed a department that acts ethically and legally.  Interviews with employees confirm this as a vast majority of employees felt they, and their colleagues, are treated fairly.

**2.  Evidence that one or more specified Core Components need organizational attention.**
Numerous administrators and staff members expressed dissatisfaction with the amount of time it takes to hire employees.  The Human Resources department was characterized as having dedicated and knowledgeable staff that offers clearly defined structures and procedures related to the hiring process.  However, the amount of time required to fill all levels of positions, from full-time front line jobs to top campus leadership to part-time tutors, is widely judged as being frustratingly long.

During employee interviews with the team regarding hiring practices, some new hires said they understood and effectively navigated the online hiring/screening process, but would have liked to have human feedback to let them know about the status of their applications

Many employees provided examples of substantial facility changes that directly affected academic programs without any prior notice given to key personnel responsible for those areas.  In addition, although the College has developed a facility master plan (dated July 2010 and available on the PCC intranet), many employees seemed to be unaware of its existence.  These situations have caused some employees to believe their opinions and needs are not valued. The team found no evidence that campus personnel are given the opportunity to participate in facilities planning nor does a formal facilities planning committee exist.

The team believes there has been ample time to address the library challenges identified by the 2000 visiting team related to staffing and a designated "lead voice" at the District level.  The team acknowledges the effect of the economic climate on the acquisition of new personnel but it has been a decade and these challenges persist. While the most visible role of the academic library is circulation services, there should be an institutional priority to attract (and retain) a diverse group of skilled library personnel who perform other core library responsibilities.  Such staffing can ensure the necessary balance of equitable academic library operation to fulfill the College's goal to develop its Information Literacy (IL) program as well as to provide support to students and faculty (i.e., tutorials, direct services, ancillary services, and training). There is currently a vacancy in the District-level position that oversees library operations and the Chancellor assured the team chair that there is intention to fill that position in the near future. One of the campuses also has a vacant library position that it has determined not to fill at the present time.  Library staffing and district-level advocacy must remain a priority for the institution.

**3.  Evidence that one or more specified Core Components require Commission follow-up.**
None


**4.  Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
None

**Recommendation of the Team**
Criterion Two is met.


**CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.** The

organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

### 1. Evidence that Core Components are met.

Pima Community College has a broad array of career and technical education (CTE) programs available across its campuses. Most of the health related programs and a number of other occupational programs are accredited by national agencies. In spite of current budget constraints and significant enrollment growth in a number of CTE programs, supply and equipment budgets have been sufficient to maintain effective instruction. Several programs are housed in, or have access to, outstanding facilities such as the aviation and public safety programs. A random check of advisory committee minutes verified that CTE programs are meeting twice per year and have broad, active representation from business and industry. Overall, the College's CTE programs are effective, efficient, and uniformly strong.

Interviews with individual faculty members and with the faculty as a whole demonstrated that the faculty are engaged and committed to the teaching and learning process. The group meeting and individual meetings conducted by team members with students confirmed that students perceive PCC faculty as both caring and engaged in the teaching and learning process. Observations of land-based and online courses validated this engagement.

As a result of survey results, internal scanning, and advice from a consulting group, the College identified a strategic planning initiative to redesign student services. To implement the strategy, the College has taken a bold and comprehensive approach to its redesign. The initiative included extensive planning, specific action items, budget considerations, staff training, and timelines. Student support employees were challenged and supported through the process which resulted in obvious improvements for students, employees and institutional efficiencies. The redesign even included revamping physical facilities in the student support areas so that each of the six campuses has a consistent appearance and workflow.

PCC has recently initiated the use of TracDat, a software program which is designed to capture all four aspects of the assessment process including the outcomes, measuring the effectiveness of the outcomes, results of these assessments, and the changes made to the curriculum after review of assessment results. This process appears to be seamless for some of the occupational programs, especially those that have extensive program accreditation requirements. In addition, the College has hosted various staff development conferences, sessions, and workshops on assessment topics.

PCC has created a course for adult students titled "Progress." This three credit course provides students with life skills management. Students told team members they are impressed with the course and how it helps students become part of the educational community. They appreciate the classroom interaction and have formed strong bonds with their classmates, a significant factor in retention.

Students have an opportunity anytime during their educational experience to use MyPima (campus portal) and MyDegreePlan (degree audit software). MyDegreePlan tracks student progress through a degree program and identifies which courses are still needed to complete. If a student wishes to change his/her major, they can also learn which courses already taken can count toward completion of the new major. The ease of tracking is a great complement to face-to-face advising and helps to ensure that students do not take courses not needed for completion.

Meetings with faculty, students, staff, and advisory committee members, along with tours of the campuses, indicate that Pima College campuses are well-maintained and well-equipped to serve students' learning needs. The College provides adequate technology and support for faculty and students. Examples include the grant-funded learning labs

located at the Downtown Campus along with the Center for Integrated Learning which centralizes many student learning resources at the Downtown Campus.

Interviews with technical services staff who support distance learning courses at the Community Campus revealed robust processes for managing both the development and revision of online courses. PCC course schedules show a variety of modalities and 12% of the courses offered at PCC are taught online demonstrating that online education is a clear growth area for PCC. This represents the second highest number of course sections outpacing other alternative delivery instructional methods. While staffing and time constraints limit the ability to do more with multimedia in online and hybrid courses, the team commends the technical services staff for having an organized, systematic approach to maintaining the infrastructure for distance education.

The centralization of the Faculty Certification process is a future-oriented strategy as confirmed by interviews with Human Resources Analysts in the Faculty Certification and Contracts Office and the self-study. The centralization has provided consistency, streamlining of adjunct faculty certification in an online database, and a team approach that involves the campus department chairs, deans, and vice presidents, and hiring and final approval of adjunct faculty.

PCC library's regular assessment of the effectiveness of its resources that support learning and teaching is a work in progress. Interviews and review of library evidence reveal the Library recently completed its pilot program (an anonymous citation analysis modeled from Cochise College combined with the production of a series of video tutorials with a companion self-grading quiz). The team anticipates the College will continue to implement the incorporation of information literacy into the General Education competencies, the maturation of the library's assessment plan, and utility of the data to inform library resource decision-making processes and IL programs.

In the self-study, PCC describes its commitment to adult education primarily through its extension centers, which are facilitated by partnerships with the community. Discussions with administrators and observations of classes in session at the El Rio Center demonstrated success, including an 85% graduation rate on the GED, concern and care for students and a comprehensive operation for the education of adult students preparing to earn a General Education (GED) and the workplace. Additionally, the El Rio Center had adequate facilities in the form of student study areas, a library, and staff support for the students to be successful. The small class sizes observed enable personal attention. The mission and goals of the El Rio Center as a community center are in keeping with PCC's own goals. Partnerships of this type further reinforce the resourcefulness and commitment of PCC to the community it serves. While maintaining a state funding source is challenging at this time, PCC would do well to continue providing these exceptional services.

The Financial Aid office was repeatedly recognized by other college departments as being proactive in its efforts to train non-financial aid employees on how to assist students with financial aid questions. Consistently, student support personnel stated that they felt well trained to help students become more independent. These employees stated that they knew when to turn over students to financial aid experts to assist with more complex questions.

Evidence that PCC creates and supports effective learning environments is found in the College's distance learning program. Documents examined and courses reviewed prior to the visits and interviews with students, faculty, staff and administration demonstrated that a series of processes are in place that ensure the development and delivery of courses that meet learning outcomes. There is a robust faculty training and course development system. Support services and staff are in place that both effectively support current needs and potentially meet anticipated growth. Plans are in place to

address technical changes and to maintain content currency.  The recent decision to join *Quality Matters* as an affiliate member of the state consortium is one specific example of the planning and forward thinking of the distance education team.

The Center for Learning Technology (CLT) at the Community Campus serves as an example of how PCC values and supports effective teaching.  The self-study and interviews with campus faculty and CTL staff indicated that the services, training, and support available through the CTL, especially the decision to deploy Instructional Designers to campuses two days a week, provide a valuable resource for improving the quality of instruction and expanding the pedagogical tools used by faculty.

Meetings with Information Technology staff and administrators, tours of the facilities, and a review of project documents and objectives completed since the last self-study, demonstrate that the IT infrastructure is integral to supporting learning throughout all aspects of the college.  Faculty have access to a wide range of instructional technologies, media resources, and state of the art classrooms.  The IT Department demonstrates an ability to balance the central priorities of the District with the local needs of the campuses, and there are sufficient redundant systems to manage unplanned system failures and maintain business continuity should there be a catastrophic event.

The concept of helping the student to be self sufficient is valued and supported by College employees.  The team heard consistently from employees that teaching students how to navigate, access and understand the institution's online offerings is an example that the College has created a climate for learning.

The fact that that College offers a full menu of student support services at each campus (library, counseling, tutor centers, computer labs, bilingual employees) shows its commitment to supporting students regardless of campus location.

## 2.  Evidence that one or more specified Core Components need organizational attention.

To carry on the initial success of the student services redesign initiative, the College needs to continue to offer training to student support employees and must maintain exceptional communication channels.   Additionally the College should follow through on Initiative 3's action item 3.4.9 to measure effectiveness, usefulness and satisfaction with the redesigned services.  For example, financial aid employees report anecdotally that there are fewer student complaints about being "bounced around", but it will be important to conduct more quantifiable assessment of the successes and challenges of all the student support services.

It is evident to the visiting team that student service employees benefited by being administratively organized under one unit during Initiative 3's time of change.  It would be beneficial for the College to determine whether student services will continue to be centralized or if student services will revert to its original reporting structure, i.e., reporting to the individual campus presidents.

Examination of the self-study materials, discussions and interviews with senior leaders, Vice Presidents, Deans, and faculty indicate that the College is making an effort to address the challenges in Developmental Education.  The institution has taken a number of steps during the last ten years to address the previous team's concerns about lack of a centralized Developmental Education program.  Among these steps are implementing mandatory placement in math and writing, and mandatory orientation and advising.  In addition, the institution recently formed a standing Developmental Education and Retention Committee that has prepared a well-researched report with many recommendations cross-walked to the *College Plan* to improve the success of students taking Developmental Education courses.  Timelines for implementing the initiatives

have been established and updates are reported to the Chancellor. Nonetheless, student success (course and degree completion) has not improved given implementation of initiatives over the years.  The institution's extensive demographic and assessment data in Developmental Education identify where there are vulnerabilities and in which academic areas.  Based on analysis of data, the institution would benefit by aligning initiatives and activities with targeted discipline cohorts, rather than implementing a list of broad-based projects.  The College needs to accelerate steps toward a solution to these challenges.

Significant enrollment increases in some CTE areas, such as the self-paced automotive technology and building and construction technology programs, have created a situation in which enrollment capacities have been reached due to space and staffing limitations. Increased student demand in these and other high demand programs will require that the College develop a plan or strategy to either cap student enrollment or to expand facilities and increase staffing and supply budgets.

During campus interviews, students praised the value of having support from College tutoring centers, but relayed concerns about the inconsistent quality of tutor center staffing.  Evaluation of the quality of tutoring centers across the campuses should lead to the identification of areas for improvement.

PCC should maintain its commitment to provide access to the library and equitable allocation of space.  The team understands that increasing enrollment undoubtedly places a strain on the availability of space throughout the College.  While the team applauds the use of Title V funding to re-engineer some library space, further examination of evidence and interviews revealed some emerging ideas about repurposing some library space for other uses.  The team encourages the College to identify and maintain dedicated library space for individual study, group study, and library instruction.

## 3.  Evidence that one or more specified Core Components require Commission follow-up.

Pima College has not yet demonstrated that is has a complete and functioning system for assessing student learning outcomes that can assure the College that its graduates are meeting intended learning goals and that it is using data to improve curriculum and instruction.  In evaluating the current system, in implementation since fall 2005, the team carefully weighed the evidence presented to it through the self-study and its onsite investigation to determine if the processes have generated results which testify to the achievement of stated goals for learning at the institutional, program, and course level; enable the College to strengthen and improve the capacity for student learning; demonstrate sustainability with the faculty and staff responsible for creating effective learning environments; and, that the efforts inform planning and budgeting processes.

Dependent largely on indirect measures of learning and demographic information, data collected by the College takes many forms: grade point averages, grade distributions, instructional delivery statistics, graduate exit surveys, internship and externship site evaluation results, enrollment and completion of former students at the state universities, pass rates on certification/licensure exams, feedback from advisory committees, and program reviews. The usefulness of these data depends at the outset on clear and useful statements of intended learning outcomes.

The College has developed a comprehensive and detailed plan for the process of writing student learning outcomes (SLOs) for all programs and disciplines, as well as Five Institutional Outcomes.  However, while a few programs and disciplines have worked diligently to complete these assessment instruments, there does not appear to be complete 'buy in' from all faculty and staff in assessing these outcomes.  Team members heard many comments such as the following: "not all disciplines are buying in." "It is

extra work." "There is no way to measure outcomes in my discipline." "Faculty feel they will be compared to other faculty and they don't want that."

During interviews with team members, the SLO faculty leaders acknowledge that this process is far from complete and that a majority of the disciplines have not used the data for continuous improvement.   In fact, team members heard from the SLO leaders that while 90% of the programs have developed written outcomes, 70% have assessed those outcomes, and only 10-15% of the discipline areas have "closed the loop" in terms of completing all steps of the assessment process.  The low percentage was confirmed in interviews with faculty during campus meetings, e.g., one meeting with 35 faculty at the West Campus.  A review of the TracDat four-column assessment reports confirm that several disciplines have not completed all steps of the process.

Team members also viewed a 2010 video presentation of faculty on Student Learning Outcomes with five faculty discussing assessment questions, for example: how have SLO's helped you improve your course?; What are some successful methods you've found to involve faculty?; Has the SLO process generated any surprise findings?  While faculty in Business, Wellness, and Psychology identified specific changes in courses, curriculum, or methodology, others asserted they are just getting started. A summary of faculty feedback at All Faculty Day in January, 2010, focused on these two questions: "How has SLO benefitted your program and/or PCC as a whole?"; and, "What evidence do you have that student learning has improved?"  In 27% of 179 total responses, specific evidence was cited; just starting, no evidence yet, 40%; data collected but not used, 10%.  These responses seem to confirm what the team heard from the SLO faculty leaders about the relatively low numbers of faculty who are "closing the loop."

In the area of measuring general education outcomes, PCC has identified five institutional outcomes: Learn, Communicate, Innovate, Participate, and Aspire.  Several programs were checked for information about these five institutional outcomes and there was no evidence in the sampling that the outcomes were incorporated.  The programs reviewed were: Criminal Science Management, Truck Driving, Computer-Aided Design, Interior Design and Translation and Interpretation, each of which had also undergone program review in September 2009 or earlier.  In addition, of these five programs, only one had identified any planned assessment activities with no action taken and one program completed a portion of the assessment tables on TracDat.  At one point, a General Education Standing Committee was formed but then became a subcommittee of the College Curriculum Council.  Some faculty commented to the team that they thought this change had the impact of "lessening the importance of general education."   The Academic Profile Test, meant to measure performance in general education, was administered in FY2002-03 but no similar measure has since been conducted.  No evidence was found of any documented measure of achieving general education goals when a student either completes a degree or transfers to a four-year institution.  There are some indirect measures such as the graduate exit survey which asks students if they think they achieved the institutional outcomes.  There is also the Organizational Climate Survey which asks students to respond to this statement: "I am able to experience intellectual growth here."  These indirect measures plus the results of national certification/licensure examinations for some graduates is insufficient to truly capture the results of the College's institutional outcomes.

Pima College has, in fact, provided budgetary resources in assessment in the form of faculty stipends, identification of SLO faculty leads, participation in HLC Assessment Workshops, investment in the TracDat system, and a robust Institutional Planning and Research Office.

The College has been advised in previous Higher Learning Commission visits about the importance of assessment and has, in the opinion of the visiting team, had ample time to make more progress than has been presented in the self-study and discerned through meetings with faculty, staff, and administrators.

The visiting team recommends a monitoring report be submitted to The Higher Learning Commission, on January 15, 2013. The report should outline in detail that results have been used for continuous improvements in a majority of programs and disciplines and for the Five Institutional Outcomes.  The team believes that by successfully addressing the assessment issues described herein, PCC will be able to demonstrate with confidence that Pima College students are meeting and/or exceeding performance goals and will be able to identify deficiencies and what they have done to address those.

**4.  Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
None

**Recommendation of the Team**
Criterion Three is met.
.

**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.**
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**1.    Evidence that Core Components are met.**
Pima College promotes a life of learning for students that extends beyond the classroom by providing an array of co-curricular activities for students including internships, clinicals for health-related programs, practicums, cooperative agreements, field experience in archeology, and service learning components in scheduled courses. These co-curricular activities provide practical experience in applying the skills and knowledge acquired in courses.  Interviews with Student Life and Student Government representatives and meetings with faculty indicate that students participate in these activities.

PCC is preparing a highly-skilled workforce by increasing the number of internships or practical experiences.  Internships, service learning, and job shadowing are coordinated through the program manager position.  A Student Learning Plan provides the framework for departments and includes the Internship Liability Statement.  A review of the Accreditation Archive indicated that 174 students served in internship positions in the community in fall 2010.  The Accreditation Archive provides a list of the employers that the internships served.  Discussions with the Advisory Committee members and with the Internship Program Manager confirmed that the internship programs are valuable to business and industry.

Information provided in the self-study and confirmed through interviews with students, staff and administrators during the site visit demonstrated that PCC values lifelong learning; this was exemplified by the PCC Adult Education (PCCAE) program.  PCCAE provides a range of services and educational opportunities in support of its community and potential students ranging from adult literacy programs to GED courses and Adult Basic Education.  While there are ongoing funding concerns due to the current budgetary situation, PCC has further demonstrated its commitment through its efforts to find alternative sources of funding.

A discussion with advisory committee members validated that Pima College has established active advisory committees for the occupational programs.  These committees meet at least twice a year and communicate via e-mail.  These members are integral in evaluating and validating the relevance and currency of the courses and programs.  Advisory membership consists of alumni, employers, and other constituents knowledgeable in their respective occupational areas.

The program review process serves the purpose of strengthening existing programs, altering existing programs, terminating programs, and developing new programs.  The process is coordinated by the District Office, and the Program Review Process Steps outlined on p.12 of the self-study document the framework for this review.  Discussions with district office staff, faculty, and advisory committee members revealed that their input was used in the process and they were informed of the Program Review results.

The evidence and subsequent interviews clearly demonstrate PCC supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.  In August 2008, the College successfully launched its Employee Development (ED) program.  This online source enables all employees (regular, adjunct, and temporary) to view a calendar of events, catalog of descriptions, register for a workshop, print an individual learning report, and create an individual development plan.  The college also provides an Opportunity for Acting (OA) program will allows faculty and administrators to assume the responsibilities of a said administrative position for a short period of time --including the salary-- note this type of opportunity is not extended to non-exempt employees because of credentialing considerations.  Promotion-based professional development opportunities for non-exempt employees is Based in the Step Progression Process which creates a pathway for shadowing an identified position.  In order to assist faculty to improve their skills, knowledge and abilities, the College allocates Faculty Professional Enrichment Funds annually in the amount of $1,000 per year per faculty member which may be carried forward for up to two years, for a maximum accrual of $3,000.  Interviews with faculty and administrators indicated that these funds are available and expended.

There is a recently developed Faculty Resource Center which is well received and well used by the faculty.  Faculty interviews and observations revealed that the majority find the instructional designer who helps with online courses especially helpful.  The added value of the Faculty Resource Center is it provides a space for faculty to work more closely with each other.

The College has appropriate policies that address intellectual property, copyright, and human subjects research.  The College also has, as part of its Student Rights and Responsibilities, a Code of Academic Ethics that defines cheating and plagiarism and penalties for violations.  The College libraries also include information in their instructional sessions about appropriate citation of source materials and research methods.

**2.   Evidence that one or more specified Core Components need organizational attention.**
None

**3.   Evidence that one or more specified Core Components require Commission follow-up.**
None

**4.   Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
None

**Recommendation of the Team**
Criterion Four is met.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1.  **Evidence that Core Components are met.**

The College's Adult Education program is well integrated within the community as evidenced by its strong partnerships with numerous organizations and agencies. College documents identified over 20 formal partnership agreements with community organizations, governmental agencies, school districts, health providers and other educational institutions.  These partnerships contribute to the strong reputation that the Adult Education program has earned both locally and across the state and region.

Pima College's efforts in workforce education are comprehensive and well-documented. PCC engages in customized training, robust open enrollment programs, and continuing education that is designed to meet the needs of its constituencies.  These efforts are organized and delivered for the District by the Office of Workforce and Business Development at the Community Campus.  This arm of the College is very flexible, offering both non-credit and credit courses, continuing education units and certifications. In addition, personal enrichment courses are offered that address community interests in culture, recreation, wellness and fitness, languages, arts and other similar topics.

The Organizational Climate Survey administered to community residents in 2008 indicated strong support for the College, with generally high ratings regarding their perceptions of the College's value and the quality of its educational programs and services.  Forty seven percent of the respondents indicated that they had taken at least one class at the College.  Based on the over 1,200 individual responses, the Climate Survey provided strong evidence that the PCC is serving the community well and is valued by community residents.  At the community breakfast meeting with the visiting team, attendees indicated that the College is viewed as an institution that will work with business and industry, other institutions of higher learning, tribal colleges, and other community groups.

Reports, documents and college goals indicate that Pima College has been active in the formation of partnerships and articulation agreements between the College's academic departments, occupational programs, regional universities and community agencies. The establishment of these partnerships and articulation agreements reflect the College's commitment and dedication to enhancing student learning in and out of the classroom as well as after they have completed their community college coursework.

Among PCC's multiple transfer agreements with other colleges and universities, the PCC-ASU Transfer Admissions Guarantee (TAG) is a solid example of a new program that builds and strengthens partnerships.  Arizona State University representatives involved with TAG described the College transfer staff as being "a pleasure to work with and enthusiastic."  This and similar transfer programs show PCC's ability to engage with external communities to support student achievement.

According to student surveys, community surveys and interviews, it is clear that students appreciate that PCC offers multiple, full-service convenient campus locations.  This is an example of how Pima learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

PCC has developed strong working relationships with area high schools as evidenced by the growing dual enrollment program over the past several years.  Dual enrollment numbers have grown from 1,766 enrollments in 27 locations during the 2006-2007 academic year to 2,650 enrollments at 31 locations in 2008-2009.

PCC's campuses make their facilities available to the community for a wide variety of individual and organizational events and activities.  The College's Community Activities Report, which identified facility usage for these community service functions, provided documentation of PCC's support for its many and varied constituencies as well as evidence that each campus is an integral part of its local community.

Career and technical education programs make use of advisory committees to gather input from experts in their related fields.   This involved approach to the engagement and service aspect on the institutional level is beneficial.  Continued utilization of advisory committees to support program development is critical to maintaining and growing a strong network of external stakeholders.

The College's arrangement with the city of Tucson for the utilization of the Public Safety Academy for its law enforcement and fire science programs is exemplary. This cooperation between the College and city provides PCC students with access to one of the premier training facilities of this type in the United States.

Pima College's assistance to the Tohono O'odham Community College (TOCC) during its start-up was a unique and notable example of engagement and service.  PCC initially assisted TOCC with administrative support.  The two colleges furthered their collaboration with an arrangement whereby PCC assisted with curriculum development and dual enrollment credit until TOCC obtained Higher Learning Commission accreditation.  Partnership activities continue to be developed, as noted on both colleges' web sites and in PCC's self-study materials.  A recent example of continued collaboration is the establishment of a scholarship office on the Desert Vista campus for members of the Tohono O'odham nation.

**2.  Evidence that one or more specified Core Components need organizational attention**
None

**3.  Evidence that one or more specified Core Components require Commission follow-up.**
None.

**4.  Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**
 None

**Recommendation of the Team**
Criterion Five is met.


## V. STATEMENT OF AFFILIATION STATUS

**A.  Affiliation Status -** No change

**B.  Nature of Organization.**

    **1.  Legal status –** No change

    **2.   Degrees awarded –** No change

**C.  Conditions of Affiliation.**

    **1.  Stipulation on affiliation status –** No change

    **2.  Approval of degree sites –** No change

    **3.  Approval of distance education degree –** No change

4. **Reports required.**

**Progress Report -** None

**Monitoring Report**
   **Topic:**        Assessment of Student Learning Outcomes
   **Due Date:**   January 15, 2013

**Rationale and Expectations**
The team is recommending that Pima Community College submit a monitoring report on the topic of assessment in response to Core Component 3a.  The College should submit the report on January 15, 2013, which will provide adequate time for PCC to completely engage its faculty and staff in implementing its assessment plan to its fullest extent.  The team believed that, while there is an assessment plan in place at the College, there was not the expected participation in it given the number of years that assessment activity has been a required (per the criteria for accreditation) element of the teaching and learning process.  The team heard from numerous faculty members and from the Student Learning Outcomes facilitators themselves that there is relatively low participation in all steps of the assessment process and little "buy in" from some faculty.

The College administration has supported assessment processes by implementing the TracDat system and by using the Institutional Research and Planning Office to support various steps of the process, so there should be no reason that faculty cannot move forward with assessment of the student learning outcomes that most have identified.  In addition, it will be important for the College to also assess the five Institutional Outcomes, basically its general education outcomes.  The ultimate expectation is that the College will be able to identify changes and improvements in curricula and courses that have been made based on faculty review of the data associated with student learning outcomes and institutional outcomes.

**Conditions:**
If the January 2013 report does not report convincing evidence of comprehensive and meaningful assessment activity including "closing the loop," then the team recommends that the Higher Learning Commission call for a focused visit on assessment to take place during the following year.

5. **Contingency Report -** None

6. **Other visits scheduled** - None

7. **Organization change request.**
The College did not ask for consideration of any request(s) for change.

D. **Commission Sanction or Adverse Action -** None

   **On Notice -** No

   **Probation -** No

   **Denial or Withdrawal of Status -** No

E. **Summary of Commission Review.**
Timing for next comprehensive visit (academic year – 2019-2020)

**Rationale for recommendation**:
Pima Community College meets the Higher Learning Commission's criteria for accreditation. PCC's governing board understands and implements its role of policy development for the College.  The College engages in strategic planning, aligns planning with budgeting, and remains financially stable.  PCC has well-credentialed faculty and staff who are committed to the College and its students.  The range of programs in liberal arts and career and technical areas serves the needs of the local population well, as does the contract training and other non-credit open enrollment and continuing education offerings. The team found evidence that Tucson and the surrounding communities highly value the College and all the benefits and opportunities it brings to them. Pima College conducted a comprehensive self-study in preparation for the team visit and appropriately prepared its employee community for the accreditation activities.


# VI. ADDITIONAL COMMENTS AND EXPLANATIONS

# ADVANCEMENT SECTION


## REPORT OF A COMPREHENSIVE EVALUATION VISIT


TO

## PIMA COMMUNITY COLLEGE
Tucson, Arizona

September 13-15, 2010


FOR

## The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools


## EVALUATION TEAM

Dr. Rebecca Ann Nickoli, **Chair,** Vice President/Workforce and Economic Development, Ivy Tech Community College, Indianapolis, IN. 46208

Dr. Stephanie Bulger, Vice Chancellor/Educational Affairs and Distance Learning, Wayne County Community College District, Detroit, MI. 48226

Dr. James Charles Butzek, Chief Academic Officer, Front Range Community College, Fort Collins, CO. 80526

Dr. Leo Hirner, Director/Distance Education Services, Metropolitan Community College, Kansas City, MO. 64111

Dr. Rose M. Kuceyeski, Professor/Information Systems, Owens Community College, Toledo, OH. 43699

Dr. Jerome Migler, Provost, Minnesota State Community and Technical College, Moorhead, MN. 56560

Dr. Leslie Anne Navarro, President, Morton College, Cicero, IL. 60804

CM! Winters Palacio, Assistant Professor, City Colleges of Chicago-Malcolm X College, Chicago, IL. 60612

Dr. Janet C. Perry, Director of Institutional Effectiveness, Oklahoma City Community College, Oklahoma City, OK. 73159

Mr. James Ratliff, Librarian, Kalamazoo Valley Community College, Kalamazoo, MI. 49007

Dr. Wendolyn E. Tetlow, Dean of Liberal Arts, College DuPage, Glen Ellyn, IL. 60137

# Contents

**I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION**

Pima Community College (hereafter referred to as Pima College or PCC) is located in Tucson, Arizona, and serves the city and its surrounding communities. The College has six campuses, a District Office facility, and a number of other learning sites, including one at the Davis-Monthan Air Force Base. The Community Campus of PCC is unique in that it hosts the distance learning offerings and houses the Office of Workforce and Business Development and other continuing education functions. Each of the facilities is well-maintained and several have buildings and grounds that complement their beautiful desert settings.

The College is governed by a five-member elected Board of Governors and that Board exhibits continuity with long-term members, but also has a new member with tenure of only a few months at the time of the team's visit. The Board is well-informed and very committed to the College's mission. Community members also expressed overwhelming support for the mission and the activities of the College. The team often heard the refrain that the community is very grateful for the presence of PCC in its midst and understands its many valuable contributions.

In addition to the traditional liberal arts offerings for students expecting to transfer, PCC offers a broad range of career and technical programs, located across its campuses. The College also serves its communities well with customized training, open enrollment non-credit professional and technical courses, and personal enrichment offerings.

The College has recently undergone a significant re-engineering of its Student Development departments, centralizing the leadership in that department for the duration of the project. The College now offers a consistent menu of services across its campuses, consistently structured physical facilities for the department, and consistent efforts to communicate with students. Students, faculty, and staff uniformly expressed positive perspectives on the re-engineering. The team was very impressed with the efforts and the outcomes of this project.

**II. CONSULTATIONS OF THE TEAM**

   *A. Assessment of Student Learning Outcomes*

   Pima Community College has been made aware in the Assurance Section of this report that the assessment of student learning outcomes requires further attention from the College and the Higher Learning Commission. The team recognizes that there has been substantial activity at PCC in addressing its challenges in the area of the assessment of student learning outcomes, including the formation and implementation of College Plan Strategy1.3, conference and workshop participation, a Student Learning Outcomes Standing Committee, identification of Student Learning Outcomes Facilitators and Student Learning Outcomes Discipline Leaders, adoption of TracDat software in 2008 to manage the reporting process, and identifying a means of assessing general education outcomes (institutional outcomes) within programs.

   The Institutional Research and Planning Office has also begun to play a more comprehensive role as well in instituting a college wide assessment process. The team believes that the growing collaboration among faculty and academic administrators witnessed during the visit bodes well for continuing progress and eventual success in addressing the College's ability to "close the loop" in assessment.

   Assessment is not simply collecting data; rather, assessment involves engagement in reflection on the results of data, determination of its implications, and implementation of appropriate changes to courses and curriculum. Furthermore, care must be taken to ensure that the data yield reliable, actionable and valid findings.

PCC  has considerable work to do to have a comprehensive program of assessment.  Efforts must be made to involve faculty to a greater extent, assist them in understanding the meaning of assessment at the course and program levels, develop rubrics and other instruments, have stakeholders engage with and discuss the data, and measure the expected outcomes over time.  Some advice to assist the college in achieving this end is as follows:

- Publish the program goals and expected outcomes in the College catalog to inform the College's internal and external communities.
- Include on the College web site examples of how program faculty, both occupational and transfer, have addressed the full cycle of assessment.

- During the College's "All College Day" in the fall, campuses' periodic meetings and forums, "All Faculty Day" in the spring, College Discipline Area Committees (CDACs) and Department Chair meetings, Adjunct Faculty orientations, and Faculty Senate provide a forum for faculty to present their assessment results including how they were used to implement curriculum changes.

- Faculty need to know that there is a multitude of ways to assess students to determine if their learning outcomes have been met.  The team recommends the following: include links on the assessment web page to the primary assessment web sites which provide numerous examples of how to assess program outcomes with a variety of tools.  Identify some of these tools on the web site.

- The team understands that currently the College's institutional outcomes are the responsibility of the Student Learning Outcomes Committee.  However, it might focus more attention on the institutional (i.e., basically the general education outcomes), to re-establish the General Education Committee as a single entity rather than a subcommittee of the Curriculum Committee.  The College could task them with reviewing and monitoring the College's institutional outcomes to ensure these are being addressed and that the outcomes accurately reflect the College's general education goals.

- Revisit administrative staffing for program review to ensure there is widespread involvement in the process of program review.

*B.  Developmental Education*

To its credit, the institution has collected data about student learning outcomes and course completion in Developmental Education. Over the last ten years, the institution has taken a number of planning steps and implemented pilot projects at certain campuses to address some of the concerns of the team. It's evident that the institution has now made Developmental Education a priority based on plans outlined in the College Plan.

Perhaps a good first step for the Developmental Education Retention Committee is to develop a vision, mission, and philosophy for Developmental Education that is aligned with the institutional vision and mission. The articulation of such an institutional philosophy of Developmental Education will help create a context for the program across the campuses and a uniform approach and attitude about teaching and learning in Developmental Math, Reading, and Writing.  A single philosophy, aligned with the institutional vision, mission, and values, will also help unite the individual campuses' view of Developmental Education and bridge some of the unique campus cultures.

The institution might benefit from taking some very basic steps in its Developmental Education program to address course retention—reducing class size (student-faculty ratio), implementing mandatory placement in Reading, making the distinction between ESL students and Developmental Education students more discrete, and identifying specially-credentialed faculty to teach Developmental Education students.  Likewise, the institution could make Developmental Education offerings more consistent and transparent to students.  The current 2010-11 catalog lists Developmental Education modules, but in discussions with various individuals on campuses, team members learned that these modules are no longer offered.

As noted in the response to Criterion 4b, the institution would benefit from using the data in a more systematic way to target particular Developmental Education disciplines at particular campuses that most need improvement. Initiatives and projects can then be aligned with appropriate cohorts.  While pilot projects are useful for controlling resources, sometimes it is best to scrutinize the results data, pinpoint the problem, create an improvement goal, and then—with the philosophy of the program providing a context—definitively implement a solution. Pima could also benefit from benchmarking Developmental Education results with nationally-normed community college data.  Such projects as the National Community College Benchmark Program (NCCBP) can provide Pima College with an externally-established goal to strive for based on a similar institutional profile.

*C.  Service Learning*
The Program Manager for Service Learning along with students indicated interest in expanding service learning opportunities.  One way to grow such opportunities is by establishing ongoing, committed relationships with social agencies to both inform them and get buy-in for the benefits of service learning.  Such relationships can lead to the  placement of students in service learning projects.  There are currently some service projects already in place that could be elevated to service learning projects and connected to a course.

The College might consider some of the principles of the "Plus One" service learning system.  This system was initiated at Georgetown University and has been modified and implemented at other colleges.  Plus One involves an institutional commitment to service learning whereby all participating parties contribute to the service learning activity.  Faculty who are interested in service learning through the Plus One option enroll in a training session on Service Learning.  Upon completion of the training, the faculty member designates a course(s), which will be offered with a service learning option for one additional credit.  The faculty member is not paid for the additional credit of service learning; the student is not charged tuition for the extra service learning credit and provides service to the agency, and the community agency provides pro bono guidance/instruction to the student.  All parties are thereby contributing something to the collective enterprise of service learning.

Another option the College might wish to consider is joining Campus Connect, a national organization that promotes service learning, provides assistance in designing service learning projects, and provides small grants to faculty and students to develop service learning projects.  Many good ideas can be gained by viewing the website (www.campuscompact.org) even without joining the organization.

For more ideas, here is a link to an innovative program a community college is sponsoring:
http://www.pvs.maricopa.edu/~servlearn/slice.html.

*D.  The Pima Community CollegeFoundation*
Pima College's Foundation is an underutilized source of support for the College with an endowment of under $2 million.  The team perceives that PCC is well-positioned to seek additional sources of funding to support programs and services beyond scholarship, but has not done so in an intentional or

consistent manner.

PCC would be well-served by undertaking a thorough analysis of the Foundation's mission, revenue generation initiatives and donor support base.  Enthusiastic community and employer support for the College and the relative wealth of some communities within the service area suggest there is much opportunity to grow the Foundation.  Specific aspects of an analysis might include, for example, development of a comprehensive donor database, research on prospective donors (corporate and individual), tracking donors and donations, effectiveness of the web page, fund-raising activities and relative cost-benefit (sometimes friend-raising is as important as fund-raising), and adequacy of Foundation staff to support activities.  It is very important that the Foundation coordinate with key College and campus offices (e.g., with the marketing department or with workforce and business development staff) with respect to targeting potential donors, collecting necessary data and preparing reports and materials to distribute, and ensuring that funds are sought for appropriate purposes. Beyond scholarships, Foundation support could be sought for faculty and staff development and expansion of facilities and programs.

The foundation for Pima College has 34 board members and three College-funded staff employees. In an interview with team members, many members actively voiced their commitment to raising additional scholarships for PCC students.  The Foundation's scholarship efforts should be commended as PCC financial records demonstrate a significant amount of success in this area. However, the Foundation should also consider increased fundraising efforts for additional college needs.  With state and federal funds diminishing for many colleges, these types of fundraising efforts will become increasingly more important for the sustainability of educational institutions.

*E.  Responsibility for Distance Learning*
The transition to a 'distributed' distance learning model at Pima College has already begun to show dividends in terms of full-time faculty acceptance and growth in course offerings. The one concern identified during the accreditation review and site visit had to do with the line of responsibility for the distance learning program.  While the Vice President of Instruction (Instructional Services, Teacher Education, and CLT) at the Community Campus is responsible for the distance learning infrastructure, support services, and courses offered by the Community Campus, the other campus Vice Presidents of Instruction are the responsible entities for the courses offered at their respective campuses.

This plan, as described, addresses the instructional hierarchy; however, distance learning is not a 'place bound' system of learning.  A clearly delineated structure should be identified and implemented to support both students and those supporting distance learning at all locations. Students need to know that they can take their concerns to any representative of the college and not be sent to another location because the course belongs to a different campus.

Even though a working solution is in place, it would make sense for PCC to identify a final arbiter for any distance education issue, question, concerns, etc. that could arise.  Right now the lack of this clearly articulated structure is a potential problem that could be easily resolved.

A review of professional journals such as, but not limited to *Educause*, *Community College Journal of Research & Practice*, *Community College Review*, *Online Journal of Distance Learning Administration*, and the *Journal of Online Learning & Teaching* may provide some insight into how other multi-campus colleges have addressed a distributed model (not only best practices, but what models were not successful).

Another approach for PCC might be to research and/or visit other multi-campus institutions to learn

how other systems manage a decentralized distance learning system.  A set of best practices can be compiled and used to define a clearly delineated structure/chain of command for all distance learning issues.


PCC has a well developed and supported Distance Education program, and the decision to extend opportunities to the campuses is having a positive impact on growth.  Further clarifying the relationship and structure between the other locations and Community Campus should solidify all the positives identified during the site visit.

## F.   *Pima Community College Web Site*
During interviews with HLC team members, College employees voiced a consistent concern with access to and use of the College's web site for programs and services.  The primary concern was that control of the web site is exercised by district marketing.  The inability to make use of the web site for program marketing and student support services has even led to various departments creating web sites using external service providers.  The team clearly understood and appreciated that the College desires to market a consistent message, and the use of the MyPima for services limits access to those users with a system account.

One recommendation would be to investigate peer institutions to identify some best practices for web policies and delivery of online services.  A review of policies and procedures would help all stakeholders understand both sides of the marketing versus services challenge facing web sites for most academic institutions.  Such a review would provide PCC with a set of best practices that could be incorporated into the College Plan and procedures.

Another approach for PCC would be the creation of a web services oversight committee that would include representatives from Information Technology, Marketing, student services, academic departments, libraries, and other stakeholders with the intention to provide electronic services through the public web site and the MyPima Portal.  This committee could be responsible for identifying which services should be supported by the public web site and which by the portal, identify areas needing additional oversight, areas of responsibility, and more.

The combination of internal and external web services does reflect on the college and its mission.  It would be appropriate for members of the Pima College community to have some voice in the design and use of the web resources while also understanding the purpose and role of all these tools.

## G.  *Data and Decision-Making*
Review of PCC's college-wide systems such as Pima Reports and TracDat, as well as data related to student learning outcomes, developmental education, demographic trends, budget, grants, student characteristics, and other such data, demonstrate that PCC is collecting data and using it to make decisions.  There is also evidence that Pima College does benchmarking internally among campuses and within the state.  In the future, to better help develop and set targets in the strategic planning process, and to become more nationally competitive, PCC might want to consider becoming more involved in national benchmarking projects.

Many such benchmark projects cover a wide range of areas from student and employee satisfaction and engagement to student success and learning results. These projects would give Pima College the opportunity to benchmark against similar institutions.  Examples of such projects are Community College Survey of Student Engagement (CCSSE), Personal Assessment of the College Environment (PACE), the National Community College Benchmark Project (NCCBP) , and the Noel Levitz Student Satisfaction Inventory.  Participation in such projects, especially projects specifically

designed for community colleges, would help PCC scrutinize its progress and measure its effectiveness in a broader context.

In addition, there are other national programs that promote innovation and collaboration:  Achieving the Dream (by invitation) and the League for Innovation in Community Colleges are two such programs that encourage institutions to share ideas and learn from one another.  There are many others that might be appropriate for Pima College.  Engagement in national projects helps develop faculty and staff, brings fresh ideas to the campus, and helps to build stronger higher education institutions and more successful students.  Given its commitment to improvement, as articulated in the Strategic Plan, PCC seems particularly well suited to participate in such initiatives.

## III.  RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS, AND/OR PRACTICES

### A.  *Professional Development*

Pima Community College is to be commended on the development and implementation of its professional development programs. It was apparent from discussions with faculty, exempt and non-exempt staff, and administration that all groups were very satisfied with the many opportunities that are available for employees in supporting the College's mission.

The Step Progression Plan was singled out as being perhaps the most creative and entrepreneurial element of the entire Professional Development Program.  Both faculty and staff are supportive of keeping this as part of the overall package of opportunities even though funding for the 'step' part of the process has not been available during the last couple of years. The opportunity for staff to receive tuition reimbursement was mentioned many times during the visit and very much appreciated by faculty and staff.

The College also has offered many workshops across the District covering a variety of topics and interests.  The Public Lecture series is a popular resource for presenting information, not only relating to teaching/learning topics, but to issues that have local, state and national interests. The PCC Perspectives Radio show is yet another example of the college's commitment to fostering professional development.

The visiting team believes that during times of economic difficulties when salaries are frozen and/or limited hiring takes place that recognizing the continued need for offering professional development opportunities to staff can be paramount to improving and or keeping morale high.  The College is encouraged to continue to provide these great professional development opportunities.

### B.  *Availability of Instructional Designers*

Pima Community College has adopted a model of development and support for online programs that deserves recognition.  While most of the resources and support services for Distance Learning are located at the Community Campus, the College's leadership showed foresight in extending services to the traditional locations by assigning the members of Instructional Design Team to spend two days a week on a campus.  It is far too easy for a centralized service to stay central, and this initiative is a clear effort to ensure all faculty and students an opportunity to participate in the fastest growing segment of higher education.  It is clear from the growth in new courses that PCC faculty have appreciated this initiative, and it should serve the College well into the future.

# WORKSHEET ON
# Federal Compliance Requirements

## INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

- Self-Study and Executive Summary
- Catalog and Student Handbook
- College Website
- Third Party Comment Solicitation Ads
- Annual Audit of Financial Processes

## EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

*The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution's fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.*

**1. Credits, Program Length, and Tuition:** *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The team has reviewed this component of federal compliance.
Comments: Pima Community College has clearly defined its credit hours using the standard Carnegie unit semester hour and has consistently identified program lengths. In addition, the tuition and accompanying fees are available to the public through its publications and other materials.

**2. Student Complaints:** *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The team has reviewed this component of federal compliance.
Comments: PCC has a detailed student complaint process on its website. Students are encouraged to address their complaints directly with the appropriate department before turning to the formal complaint process. Documentation on all complaints is comprehensive.

**3. Transfer Policies:** *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance.
Comments: PCC publishes its transfer policies in the College catalog and on the College website. In addition, the Arizona statewide transfer policies can be found on its official transfer website:
http://www.aztransfer.com/transferguides

**4. Verification of Student Identity:** *The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance.
Comments:  Pima Community College currently follows the acceptable practice of identifying students through a unique user name and password generated by the College.  The Distance Learning team is investigating other possible tools that may be needed to meet future requirements, and PCC staff plan to include this in their review of Learning Management Systems as they prepare to replace the Blackboard Vista LMS in 2012.

**5. Title IV Program and Related Responsibilities:** *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- *General Program Requirements: The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Financial Responsibility Requirements: The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies: The institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- *Contractual Relationships:  The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

Comments:  The institution has fulfilled its general program requirements.  PCC has had an unqualified audit for the past five years as seen in the documentation provided to the team.  Recently, when the College discovered an error in certain financial aid documentation, they hired a new financial aid director who revised the financial aid policies to prevent any future occurrence.  The institution has demonstrated, and the team has reviewed, the policies and practices for ensuring compliance with default rates, campus crime information, related disclosure of consumer information, satisfactory progress, and attendance policies.  The College did not identify any contractual relationships that fall into the category of 25-50% of the academic content being provided by a non-accredited third party provider.

**6. Institutional Disclosures and Advertising and Recruitment Materials:** *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance.
Comments: Upon examination, team members found that College publications appropriately identified the affiliation of the college with the Higher Learning Commission in several relevant informational and recruitment publications and on the website.

**7. Relationship with Other Accrediting Agencies and with State Regulatory Boards:** *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.*

The team has reviewed this component of federal compliance.
Comments: Nineteen of the Pima College programs are accredited by professional or program accreditors. The team found that no program was currently under sanction, termination, or any other unfavorable status with a program accreditor.

**8. Public Notification of an Evaluation Visit and Third Party Comment:** *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments.* ***Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

The team has reviewed this component of federal compliance.
Comments: The College made good faith efforts to solicit third party comments during the months of May, June, and July of 2010. The majority of the comments were positive with many of the respondents complimenting the College faculty and staff for their efforts.

---

**INSTITUTION and STATE:** Pima County Community College District, AZ

**TYPE OF REVIEW** *(from ESS)***:** Continued Accreditation

**DESCRIPTION OF REVIEW** *(from ESS)***:**

**DATES OF REVIEW:** 9/13/10 - 9/15/10

---

### Nature of Organization

**LEGAL STATUS:** Public

**TEAM RECOMMENDATION: No Change**

---

**DEGREES AWARDED:** A

**TEAM RECOMMENDATION: No Change**

---

### Conditions of Affiliation

**STIPULATIONS ON AFFILIATION STATUS:** None.

**TEAM RECOMMENDATION:** No Change

---

**APPROVAL OF NEW ADDITIONAL LOCATIONS:** Prior Commission approval required.

**TEAM RECOMMENDATION:** No Change

---

**APPROVAL OF DISTANCE EDUCATION DEGREES:** New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

**TEAM RECOMMENDATION:** No Change

---

**REPORTS REQUIRED:** None

**TEAM RECOMMENDATION:** January 15, 2013; Monitoring Report on Assessment of Student Learning

---

**OTHER VISITS SCHEDULED:** None

**TEAM RECOMMENDATION: None**

---

### Summary of Commission Review

---

**YEAR OF LAST COMPREHENSIVE EVALUATION:** 2000 - 2001

---

**YEAR FOR NEXT COMPREHENSIVE EVALUATION:** 2010 - 2011

**TEAM RECOMMENDATION:  2019 - 2020**

# ORGANIZATIONAL PROFILE

| | |
|---|---|
| **INSTITUTION and STATE:** Pima County Community College District, AZ | |
| **TYPE OF REVIEW** *(from ESS)*: Continued Accreditation | |
| | _X__ No change to Organization Profile |

**Educational Programs**

| | | | Program Distribution | **Recommended Change    (+ or -)** |
|---|---|---|---|---|
| Programs leading to Undergraduate | | | | |
| | Associate | 64 | | |
| | Bachelors | 0 | | |
| Programs leading to Graduate | | | | |
| | Masters | 0 | | |
| | Specialist | 0 | | |
| | First Professional | | | |
| | Doctoral | 0 | | |

**Off-Campus Activities**

| In-State: | | Present Activity: | **Recommended Change: (+ or -)** |
|---|---|---|---|
| | Campuses: | Tucson (Community Campus) ; Tucson (Desert Vista Campus) ; Tucson (Downtown Campus) ; Tucson (East Campus) ; Tucson (Northwest Campus) ; Tucson (West Campus) | |
| | Additional Locations: | Tucson (Davis-Monthan Air Force Base) ; Tucson (Northeast Educational Center) ; Tucson (Public Safety/Emergency Service) | |
| | Course Locations: | 55 | |

| Out-of-State: | | Present Wording: | **Recommended Change: (+ or -)** |
|---|---|---|---|
| | Campuses: | None | |
| | Additional Locations: | None | |
| | Course Locations: | None | |

| Out-of-USA: | | Present Wording: | **Recommended Change: (+ or -)** |
|---|---|---|---|
| | Campuses: | None | |
| | Additional | None | |

Locations:
                Course                    None
                Locations:

## Distance Education Programs:

Present Offerings:

Associate - 11.0501 Computer Systems Analysis/Analyst offered via Internet; Associate - 11.0901 Computer Systems Networking and Telecommunications offered via Internet; Associate - 24.0101 Liberal Arts and Sciences/Liberal Studies (AA in Liberal Arts) offered via Internet; Associate - 24.0102 General Studies (Associate in General Studies) offered via Internet; Associate - 43.0104 Criminal Justice/Safety Studies offered via Internet; Associate - 51.0805 Pharmacy Technician/Assistant offered via Internet; Associate - 52.0101 Business/Commerce, General offered via Internet; Associate - 52.0201 Business Administration and Management, General (A.A.S. in Business & Industry Technology) offered via Internet; Associate - 52.0301 Accounting offered via Internet; Certificate - 11.0101 Computer and Information Sciences, General offered via Internet; Certificate - 11.0501 Computer Systems Analysis/Analyst offered via Internet; Certificate - 11.0899 Computer Software and Media Applications, Other offered via Internet; Certificate - 11.0899 Computer Software and Media Applications, Other offered via Internet; Certificate - 11.0901 Computer Systems Networking and Telecommunications offered via Internet; Certificate - 13.0101 Education, General (Certificate (post baccalaureate) in Secondary Educ.) offered via Internet; Certificate - 13.0201 Bilingual and Multilingual Education offered via Internet; Certificate - 13.1001 Special Education and Teaching, General offered via Internet; Certificate - 13.1210 Early Childhood Education and Teaching offered via Internet; Certificate - 13.1210 Early Childhood Education and Teaching (Certificate (post baccalaureate) in Elementary Educ.) offered via Internet; Certificate - 13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other offered via Internet; Certificate - 13.9999 Education, Other offered via Internet; Certificate - 24.0101 Liberal Arts and Sciences/Liberal Studies (Certificate in Liberal Arts) offered via Internet; Certificate - 47.0105 Industrial Electronics Technology/Technician (Certificate (Advanced) in Business & Industry Technology) offered via Internet; Certificate - 47.0105 Industrial Electronics Technology/Technician (Certificate (Basic) in Business & Industry Technology) offered via Internet; Certificate - 51.0707 Health Information/Medical Records Technology/Technician offered via Internet; Certificate - 51.0805 Pharmacy Technician/Assistant offered via Internet; Certificate - 52.0201 Business Administration and Management, General offered via Internet; Certificate - 52.0207 Customer Service Management offered via Internet; Certificate - 52.0301 Accounting offered via Internet; Certificate - 52.0401 Administrative Assistant and Secretarial Science, General offered via Internet; Certificate - 52.0499 Business Operations Support and Secretarial Services, Other offered via Internet; Certificate - 52.0499 Business Operations Support and Secretarial Services, Other offered via Internet; Certificate - 52.0499 Business Operations Support and Secretarial Services, Other offered via Internet; Certificate - 52.0499 Business Operations Support and Secretarial Services, Other offered via Internet; Certificate - 52.0499 Business Operations Support and Secretarial Services, Other offered via Internet; Certificate - 52.1001 Human Resources Management/Personnel Administration, General (Certificate in Human Resources Management) offered via Internet; Certificate - 52.1101 International Business/Trade/Commerce offered via Internet; Certificate - 52.1803 Retailing and Retail Operations offered via Internet

## Recommended Change:
        **(+ or -)**
## Correspondence Education Programs:

Present Offerings:

None