



Higher Learning Commission
A commission of the North Central Association

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January 28, 2013

Dr. Suzanne Laura Miles
Chancellor (Interim)
Pima County Community College District
4905C E. Broadway Blvd.
Tucson, AZ 85709-1005

Dear Dr. Miles:

The monitoring report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

On behalf of the Commission, staff accepts the report on Assessment of Student Learning. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2020 - 2021.

Also enclosed is a copy of the institution's Statement of Affiliation Status, which reflects the actions taken by the Commission. For more information on the interim report process contact Lil Nakutis, Process Administrator, Accreditation Services, at lnakutis@hlcommission.org. Your HLC staff liaison is Karen J. Solomon (ksolomon@hlcommission.org); (800) 621-7440 x 127.

Thank you.

HIGHER LEARNING COMMISSION



STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: January 28, 2013

STAFF: Karen J. Solomon

REVIEWED BY: Katherine C. Delaney

INSTITUTION: Pima County Community College District, Tucson, AZ

EXECUTIVE OFFICER: Suzanne Laura Miles, Chancellor (Interim)

PREVIOUS COMMISSION ACTION RE: REPORT: A monitoring report due 1/15/2013 focused on Assessment of Student Learning.

ITEMS ADDRESSED IN REPORT: The office of the Commission received Pima County Community College District's report on the above topic on 12/20/2012.

STAFF ANALYSIS: Pima County Community College District hosted a comprehensive visit in September 2010. The comprehensive visit team recommended this monitoring report on assessment based on the following rationale:

...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.

Pima County Community College District submitted a very thorough and detailed report on the topics raised by the comprehensive visit team. The monitoring report was organized around the topics related to assessment that were highlighted in the comprehensive visit team report: (1) faculty buy-in and participation in student learning outcomes (SLOs) and assessment, (2) changes and improvements in curricula and courses made based on faculty review of the data associated with SLOs and institutional outcomes, and (3) assessment of general education (institutional) outcomes.

1. Faculty buy-in and participation in SLOs and assessment.

Faculty buy-in and participation in SLOs and assessment have increased as a result of the following: Improved training, outreach and education in SLOs and in the use of TracDat to report SLO progress; implementation of mandatory and voluntary assessment activities; and revised responsibilities and tasks of SLO leaders. Additionally, use of a new SLO Faculty Interface for grade reporting reveals that almost 100 percent of PCC faculty are engaged in the SLO process. Results from Summer 2012 show that 100 percent of faculty are addressing each institutional SLO in their courses.

In addition, in November 2010, the chair of the PCC District Board of Governors released a statement establishing the expectation that every faculty member, full- or part-time, will actively participate in the SLO process and that the administration will enact policies to ensure this involvement occurs. These immediate actions related to College Board Policy and support enforced the need for issues to be addressed college-wide and demonstrated the seriousness with which the College viewed the need to improve and strengthen its assessment processes.

2. Changes and improvements in curricula and courses made based on faculty review of the data associated with SLOs and institutional outcomes.

The College developed and implemented a targeted, multi-step plan to improve the process of SLO assessment and documentation and to streamline institutional processes related to use of SLO assessment data. Along with this plan, the College has embedded SLOs into the curriculum development and program review processes to ensure faculty and administrative review of outcomes-related data informs curricula and program improvement and development. These and other actions have increased the number of disciplines making changes to curriculum and/or pedagogy. Specifically, all disciplines achieved progress towards completing the cycle of assessment; nearly one third successfully carried out an initial assessment and made a change to curricula or a course as a result.

The monitoring report detailed all of the processes the College initiated in order to achieve the part of assessment that results in curricular and co-curricular change and improvement (i.e. closing the loop). An impressive list of these changes and improvements were included in the monitoring report.

3. Assessment of general education (institutional) outcomes.

Improvements related to assessment of general education outcomes are shown through the College's reestablishment of the General Education Committee, use of the ETS PCC Monitoring Report on the Assessment of Student Learning Outcomes Proficiency Profile Test, and implementation of the mandatory SLO Interface for grade reporting. The monitoring report includes many tables and a great deal of data to support these conclusions.

Staff comment: The monitoring report submitted by Pima County Community College District demonstrates very clearly and provides ample evidence of the great progress the College has made with respect to assessment since the 2010 comprehensive visit. As well, the commitment of the College Board, administration, faculty and staff are clearly evident in the many initiatives taken by the College to build and further develop the assessment system at the College.

Pima County Community College District is commended, not only for an outstanding monitoring report, but as well for the great progress the College has made in assessment and the wholehearted response to the team report that enabled such progress.

STAFF ACTION: Accept the report on Assessment of Student Learning. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2020 - 2021.

STATEMENT OF AFFILIATION STATUS

PIMA COUNTY COMMUNITY COLLEGE DISTRICT
4905C E. Broadway Blvd.
Tucson, AZ 85709-1005

Affiliation Status: Candidate: 1972*
Accreditation: (1975- .)

Nature of Organization

Control: Public
Degrees Awarded: Associate's

Conditions of Affiliation:

Stipulations on Affiliation Status: None.

Approval of New Additional Locations: Prior Commission approval required.

Approval of Distance and Correspondence Courses and Programs: The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

Reports Required: None.

Other Visits Scheduled: Additional Location Confirmation: 2012 - 2013; A visit to Pima Community College, 29th St. Coalition Center at 4355 East Calle Aurora, Tucson, AZ 85711 within six months of matriculation of students and initiation of instruction.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2010 - 2011
Year for Next Comprehensive Evaluation: 2020 - 2021
Date of Last Action: 01/28/2013