

Institutional Self-Study Report



Submitted to the
Higher Learning Commission

of the
North Central Association of Colleges and Schools

Evaluation Visit
September 13-15, 2010

Tucson, Arizona
May 2010



PimaCountyCommunityCollegeDistrict

Developing our community through learning

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**Tucson, Arizona
May 2010**



Pima County Community College District

Developing our community through learning

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Introduction

Having coincided with Pima Community College's 40th Anniversary, the Self Study provided an important and timely opportunity for self-reflection, particularly as the College and its constituencies face an uncertain economic situation. The College is accountable to four main constituencies – residents of Pima County, community leaders, students and staff. The Self Study allowed us to thoroughly evaluate the expectations of those communities and the extent to which we are meeting those expectations, to discuss how the future of the College and higher education in general will unfold, and to integrate accreditation issues into the College Plan process.

The Higher Learning Commission's accreditation criteria were built into the 2008-2011 College Plan. Recommendations that emerge from the Self Study process and the HLC Evaluation Report will be integrated into the 2011-2013 College Plan, as will the College's preparation for transitioning to the Open Pathways accreditation model.

Pima County

Pima County is a growing community with a rich and diverse cultural heritage—Native American, Spanish, Asian, Mexican, and Anglo-American, plus numerous smaller communities of immigrants from a wide variety of countries and cultures. Located in Southern Arizona, the county is close to the border with Mexico. In 2007, 967,089 people resided in the County, with White and Hispanic being the two largest ethnic groups. Our community is 51.1% female. Of the population aged 25 years and older, 29.5% had a Bachelor's degree or higher and 87.1% were high school graduates. The percent of families living below the poverty line in 2007 was 10.1%.¹

Overview of Pima Community College

In 1966, when the population of Pima County was less than 350,000, the citizens of Pima County voted to form a junior college district with a five-member governing board and named the new institution Pima College. The College's first classes met in the fall of 1969 at Tucson Medical Center, Villa Maria, and in the town of Marana. The student headcount for fall 1970 was 3,543.

¹ 2007 American Community Survey (U.S. Census Bureau, 2007)

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By January 1971, students were attending classes at what is today's West Campus. In 1982, the Board renamed the institution Pima Community College. The College expanded with the Downtown Campus (1974), Community Campus (1975), East Campus (1981), Desert Vista Campus (1993), and the Northwest Campus (2003). These last three campuses originated earlier as learning centers.

Organization and governance

PCC is governed by a five-member Board of Governors, elected by the voters of Pima County. The Board sets policy for the College and employs a Chancellor to run district-wide operations. The [College administration](#) is divided into four office divisions and six campus departments.

Campus Overview

PCC's six campuses provide general education and transfer coursework. In addition, each has signature programs in occupational and equipment-dependent programs.

Each campus is responsible for a service area within the city. These service areas have different demographics, industries, and educational needs.

The Community Campus specializes in Continuing Education and Workforce/Business training. The campus also serves as the center of the College's distance education programs and manages Adult Education, including Adult Education Centers throughout Tucson.

The Desert Vista Campus's signature programs include Culinary Arts, Child Development Associate, Early Childhood Education, and Aviation Technology (located at Tucson International Airport at the Aviation Technology Center). The Center for Training and Development is also located at the Desert Vista Campus.

The Downtown Campus offers many university transfer courses because of its proximity to the University of Arizona. Downtown Campus occupational programs include Building Construction Technology, Automotive Technology, and Welding, as well as innovative business programs such as Fashion Merchandising.

The East Campus provides vocational training in Emergency Medical Technology, Pharmacy Technology, Veterinary Technology, Travel, and Administration of Justice. The campus manages the Northeast and Southeast educational centers, and also offers the full range of transfer courses.

The Northwest Campus's signature programs are Therapeutic Massage, Clinical Research Coordinator, Hotel and Restaurant Management, and Direct Care Professional. Its general education and transfer courses serve recent high school graduates in the county's growing northwest sector.

The West Campus specializes in health-related programs, natural and physical sciences, visual and performing arts, and digital arts, and houses the Archaeology Center and Center for the Arts. The West Campus also provides health care through its on-site clinic.

Each campus has prepared a Campus Evidence Room with materials on programs and activities distinctive to that campus. Detailed descriptions of each campus can be found in the Appendix.

Instructional Programs

PCC offers transfer, occupational and continuing education programs. Within the transfer area, the College offers Associate's Degrees, Certificates for Direct Employment, Post-Degree Certificates, and Certificates for Completion at the Center for Training and Development. As of the census day for fall 2009, transfer area credit enrollment (unduplicated head count) was 23,841 (45% of total enrollment).² Within the occupational area, the College offers Associate Degrees, Certificates for Direct Employment, Post-degree Certificates, and Certificates for Completion at the Center for Training and Development. As of the census day for fall 2009, occupational credit enrollment was 15,980 (30% of the total enrollment).³

The number of degrees and certificates has steadily risen over the last five academic years. In the 2004-2005 academic year, the College awarded 3968 degrees and certificates, and in the 2008-2009 academic year awarded 4325 degrees and certificates, an increase of almost 9%.

Award	2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%
Associate of Art	689	17%	760	16%	783	17%	849	19%	755	17%
Associate of Applied Art	12	0%	7	0%	11	0%	8	0%	13	0%
Associate of Applied Science	584	15%	578	12%	616	13%	702	16%	700	16%
Associate of Business	160	4%	159	3%	174	4%	181	4%	196	5%
Associate of Fine Arts			5	0%	7	0%	11	0%	15	0%
Associate of General Studies	255	6%	277	6%	354	8%	456	10%	403	9%
Associate of Science	133	3%	132	3%	135	3%	152	3%	150	3%
Total Degrees	1833	46%	1918	40%	2080	45%	2359	53%	2232	52%
Total Certificates	2135	54%	2836	60%	2553	55%	2095	47%	2093	48%
Total Degrees/Certificates	3968		4754		4633		4454		4325	

2 Student Characteristics Report 2009

3 Student Characteristics Report, 2008

Introduction

In addition to transfer and occupational, the College offers extensive programs under its Adult Education Division, including Adult Basic Education, English Language Acquisition for Adults, and GED preparation.

The Continuing Education Department offers non-credit activities for children (Pima Kids Programs), senior citizens, and other segments of the community. The programs range from study tours, to skills improvement with computers and enhancing well-being. In the previous year, 9,208 students enrolled in these courses.

Student Profile

According to the most recent Student Characteristics Report for fall 2009, there were 34,360 students registered at the College as of the fall 2009 census day. The annualized unofficial FTSE for the fall term was 9,560.1. The largest campus by enrollment is the West Campus (12,743, fall 2009), followed by Downtown Campus (10,386) and East Campus (6,896). Enrollments at the remaining campuses were 6,301 at the Northwest campus, 5,430 at the Community Campus, and 4,608 at the Desert Vista Campus. In addition to the campuses, the Northeast Education Center served 1,371 students, the

Public Safety/Emergency Institute, 351 students, and the Southeast Education Center, 183 students.



There were 7,846 students enrolled in Adult Education (AE) and 210 students in credit enrollment in the Center for Training and Development (CTD) during FY 2009. For ABE, 43% of those students were male and 57% female. For CTD, 16% were male and 84% female. The ethnicity breakdown of ABE students is 68% Hispanic, 15% White, 8% African American, 7% Asian American and 3% Native American. For CTD, 60% White, 21% Hispanic, 6% African American, 8% Native American, 3% Asian American and 2% designated Other.

Pima Community College is classified by the U.S Department of Education as a Hispanic-Serving Institution. Of the 31,140 students who indicated an ethnicity/race, 9,866 were solely Hispanic (31.5%). An additional 1,346 indicated either other or multiracial. The remaining reported data show that Whites are 52.8% of the enrollment, African Americans are 4.5%, Asians are 4.0% and Native Americans are 3.0%. The Desert Vista Campus had the largest percentage enrollment of Hispanics at 58.8%.

In the fall 2009 semester, 33,870 of the students enrolled reported their sex, and of those 55.4% were female and 44.6% were male. 490 students did not report their sex.

Pima Community College offers many different instructional delivery methods to meet the needs of its students. Of all students registered for credit classes on the fall 2009 census date, 80.1% (27,533) were enrolled in at least one traditional course and 20.9% (7,173) were enrolled in at least one online course.

The demographic characteristics of our student population are reported in each term, including sex, ethnicity, age, education level, attendance method and more. [Characteristics reports](#) for the most recent fall term are on the College's public webpage.

Employee Profile

The College employs 377 full-time faculty members, including 330 instructional faculty and 47 educational support faculty (counselors and librarians), and 1,223 adjunct instructors (excluding full-time instructors on overload contracts and administrators and staff who also teach). The number of full-time and adjunct instructors has increased in step with increases in student enrollments.

The number of administrators declined from 61 in November of 2008 to 52 in November of 2009, and full-time staff positions shrank from 934 to 899, as the College has adjusted to the reductions in State financial support and other impacts of the financial crisis. (See the chapter on Criterion 2 for a description of the steps the College has taken to respond to the recession).

Budget

Pima County Community College District's annual external audit is conducted by the Arizona Office of the Auditor General at the close of each fiscal year. The current Independent Auditor's Report, dated December 3, 2008, is published in the Financial Section of the Comprehensive Annual Financial Report ([CAFR](#)) for Fiscal Year Ended June 30, 2009, which is available in the Evidence Room.

The College maintains its accounts in accordance with generally accepted accounting principles of fund accounting for public higher education and the uniform system of accounting and financial reporting promulgated by the Arizona Office of the Auditor General.

In addition to the annual audit, the institution is subject to periodic evaluation by financial rating organizations and currently enjoys excellent ratings from both Moody's Investor's Service (Aa2) and Standard and Poor's (AA-). The College's management of its debt and the growth of the County contribute to these ratings.

Pima Community College makes allocations and expends funds in accordance with state law through an annual budgeting process. Oversight and direction are provided through the Pima Community College Board of Governors. For fiscal year ended June 30, 2008, approximately 69 percent of the College's operating budget was spent to support instruction and academic support services at the campus level. The remaining 31 percent was allocated to institutional support. The College receives funds from state appropriations, from property taxes levied on county residents, and from tuition, fees, grants, contracts, and gifts. Income is also generated through the operation of auxiliary enterprises.

The chapter on Criterion Two includes information on how the College has responded to the recession and the State of Arizona's budget crisis.

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Federal Compliance

The College meets all applicable federal laws and regulations governing institutions of higher learning and regularly reports its compliance to the Department of Education. A complete description of the College's Federal Compliance is contained in the section on Federal Compliance.

2000 Self Study

The College conducted the last self study for accreditation renewal in 2000. During the process, the NCA team identified a number of specific strengths and concerns.

The HLC Review Team commended College leadership for the high level of understanding of the relationship between the community and the College, as well as for its leadership in implementing organizational practices, a revised meet and confer process, and strategic planning activities. Additionally, the College was commended for its support of faculty professional development activities and for the role of the Planning and Institutional Research office. The College was also commended for practicing sound fiscal management, strong financial performance and the development of a fiscal allocation model.

Strong community participation and support was indicated by the passing of a bond in 1995, as was the College's responsiveness to business and industry needs and the consequent support of local business and industry.

The HLC Review team commended the College's facilities for being attractive, functional, and conducive to teaching and learning. College facilities were found to be well-equipped, particularly in occupational programs and instructional technology. District-wide information technology improvements were commended, including the creation of information systems to support College functions, the implementation of a high-speed network, and the creation of computer commons on campuses for student and public use.

In the area of instruction, the College was commended for providing a comprehensive slate of occupational programs, a system for developing and improving new programs, and for appropriately aligning transfer programs to the state universities. The NCA team highlighted the College's distance learning, Adult Education, and library system as strengths. The review team also noted the College's One-Stop student services model and the high quality and commitment of the Student Development staff.

The team also identified several areas of concern that needed to be addressed:

- Substantiate assessment (now called Student Learning Outcomes)
 - The College has responded by establishing a standing committee on Student Learning Outcomes and implementing TracDat software for gathering SLO data.
- Allocate resources among campuses equitably
 - Resource allocation has been regularized and centralized so that all campus budget requests are reviewed on an equal footing and prioritized according to overall District needs and budgeting priorities.
- Improve College communications
 - The College portal, MyPima, has improved communications, as have various organizational restructurings that more clearly identify communications channels. The employee Intranet also improves access to important information.
- Fulfill construction and renovation plans
 - Campus remodeling and the construction of the new Northwest Campus were completed. Additional remodeling to implement the one-stop Student Services model was completed in fall of 2009. Downtown Campus remodeling under Title V will be completed by the time of the 2010 site visit in September.
 - At its April 2010 regular meeting, the Pima Community College Board of Governors approved a list of capital improvement projects for fiscal years 2011 and 2012. The list of new buildings and renovations includes:
 - Northwest Campus: a new building for classrooms, laboratory space and faculty offices. The new building will free up existing space, allowing the creation of a Student Center that will include a computer commons, a tutoring area and other facilities.
 - East Campus: a new building for classrooms, faculty offices and other educational space. Also, space currently covered by an overhang will be completely enclosed and turned into educational space, and extra parking will be added to the west side of the campus.
 - West Campus: A renovation of the Fitness and Sports Sciences Building will update its heating and cooling and improve space utilization to better serve PCC's student-athletes and the community.
 - PCC will pay for these projects using federal stimulus funds allotted to PCC, previously appropriated money from Proposition 301 and unspent fund accumulations that the College has saved as it planned for future capital needs.

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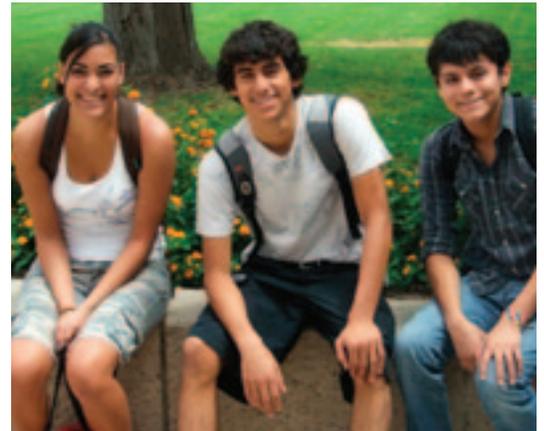
- Address retirements and professional development
 - The College has refined its hiring processes to ensure that personnel continue to be highly qualified and reflective of the diversity of the community. It has established an Educational Development (ED) system that provides extensive courses and materials for professional development to all employees. The College undertook a major audit of faculty qualifications (for both full-time and adjunct faculty), and as senior faculty have retired, the College has moved quickly to hire qualified replacements.
- Improve technology for management and instruction
 - The College continues to improve and expand the use of technology for both management and instruction. The introduction of MyPima was a major step in digitizing many formerly paper-based processes as well as providing digital support for all credit classes. The College uses Blackboard Vista for its online instruction and provides training for full-time and adjunct faculty who wish to teach online, hybrid, or web-supported courses. Administrative processes are increasingly digital, including application and hiring processes.
- Improve occupational education, specifically scheduling for degree/certificate completion
 - The College provides scheduling to ensure that students can complete programs in evening and weekend classes, as well as traditional daytime sections. Under-enrolled sections are not canceled when they are necessary for students to complete a degree or certificate.
- Improve developmental education
 - The College has established a standing committee for developmental education and included development education as a key aspect of the planning process.
- Improve library services by expanding information literacy instruction, increasing library collections particularly in terms of electronic access to information, and increase staffing
 - Information literacy instruction has expanded in both face-to-face and electronic formats. The libraries provide instruction for entire classes as well as online tutorials, including video tutorials, for students and faculty.
 - The libraries have increased their collections of electronic books and expanded the reference and journal databases.
 - Staffing remains at what might be seen as less than optimal levels, due primarily to severe budget restraints in the current economic climate.

Detailed explanation of the progress made in these areas can be found throughout the 2010 Self Study report.

2010 Self Study

The 2010 Self Study was overseen by a committee of College administrators, faculty, and staff, as well as student and community representatives. The Accreditation Renewal/Self-Study Steering Committee was also responsible for preparing for the HLC evaluator team visit scheduled for September 13-15, 2010. Subcommittees were established for each criterion, as well as for the Introduction, Technology and Design, and Federal Compliance. A working group was established in fall 2009 to organize, index, and collect data and documents for the resource rooms at District and at each Campus. A list of Steering Committee and Subcommittee members precedes this introduction.

Documents supporting the Self Study Report are housed in the District Evidence Room, room B-218, normally used as the Chancellor's Conference Room. However, because the preponderance of evidence documents is now in digital formats, the College created an online evidence room as well, the Pima Community College Accreditation Archive. This site is built on the same software as the MyPima portal and thus is familiar to college employees and easy for the Evaluators to navigate. The Accreditation Archive is intended not only to support the current accreditation renewal process but also to provide over time a central digital repository of documents related to accreditation, particularly as a foundation for the transition to the Open Pathways accreditation model. Documents specific to the individual campuses are housed in campus evidence rooms.



The College has engaged the entire College community through professional development activities to promote transparency and accountability in the process. The Office of the Provost developed a series of workshops to educate administrators, faculty, and staff about the accreditation, the HLC criteria, and the role of College employees, students, and community members in the renewal of accreditation of PCC. The themes of the workshops were an overview of accreditation, accreditation and student learning outcomes, and preparing for the HLC Review Team visit. The Criterion 5 Subcommittee also held campus forums to elicit additional information on the ways in which the College serves its constituents.

The College administered an Organizational Climate Survey (OCS) in the fall of 2008. The survey gathered input from employees, students, community leaders and residents of the county. The employee survey sought to gather information about the work environment. A total of 987 employees completed the survey. The student survey was completed by a total of 1,233 students and gathered information designed to improve the quality of educational services provided by the College. The overall results of both the employee and student surveys have a precision of at least +/- 2% at the 95% level of

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confidence. The portion of the survey given to community leaders confirmed that PCC is viewed as crucial to the continued development of Pima County. Specific results of the survey will be discussed in Core Component 5d.

As the Planning Committee began its work in the fall of the 2009-2010 academic year on the next planning cycle, it began discussions on integrating the results of the Self Study, including the recommendations to come from the HLC visiting team, into the 2011-2013 College Plan.

The 2010 Self Study timeline was as follows:

2010	Fall 2010	The Higher Learning Commission evaluator team visits the College (September 13-15, 2010.)
	Summer 2010	The College completes final preparations for the HLC visit, including the creation of an exhibit room with College materials. The College submits the written self-study to the HLC.
	Spring 2010	The Lead Faculty member completes the written self-study report.
2009	Fall 2009	The Lead Faculty member sends a draft of the written self-study report to Chancellor's Cabinet for approval.
	Spring 2009	The Lead Faculty member sends an early draft of the written self-study report to Chancellor's Cabinet for review.
2008	Fall 2008	Benchmarking is completed and regular progress updates are provided to Chancellor's Cabinet.
	Spring 2008	College representatives benchmark other institutions and review exemplary self-studies.
2007	Fall 2007	The Lead faculty member, working with the AVC of Academic Services, consults regularly with the Chancellor and Provost to determine how to proceed with benchmarking and overall preparation for the self-study.
	Spring 2007	The Lead faculty member is identified. This faculty member will write the self-study. Preparations begin for the HLC visit.

Summary of HLC Accreditation Criteria

Criterion 1: Mission and Integrity

Core Component 1a will include the College's mission and goals, the purposes of Board Policies, College Regulations, and Standard Practice Guides, the purpose of the College Planning process, the availability of "mission documents," and definitions of internal and external constituents. Core Component 1b will outline the diversity of the College's learners and their "right to freedom from discrimination," the fall 2009 enrollment figures, the ways in which the College works to attract a wider range of students, its Affirmative Action/Equal Employment Opportunity policy, and the responsibility of

the College in a diverse community. Core Component 1c will detail the importance of ensuring that the College's mission is understood throughout its organization, that organizational changes are communicated throughout the College, and that the Mission is supported by the community and the College faculty, staff and administration. Core Component 1d will outline the structure of the College's administration and governance, the way these structures, faculty, and student leadership help to enhance the fulfillment of the College's mission, and the organization's support and promotion of effective leadership and collaborative processes. Core Component 1e will discuss the College's honesty and integrity, its positive representation in the community, its fairness in dealing with both internal and external groups, and the oversight and safety measures that are in place to ensure the success and well-being of students, faculty, and staff.

Criterion 2: Preparing for the Future

Core Component 2a will outline the College's regular review process in regards to demographic and economic trends that impact its operations, and will also discuss the studies and initiatives used in the analysis of such data. Core Component 2b will detail the College's sources of support for quality educational programs, including its human resources and financial resources. Core Component 2c will discuss the evaluation and assessment processes that help the College in its improvement strategies, including the College Plan Cycle, reviews and surveys conducted by Support and Financial Services, and how the results of such assessment tools are utilized in the revision of improvement strategies. Core Component 2d will outline the alignment of the College's planning strategies with its Mission, including the College Plan, Operational Activities and Plans, and Human Resources, Financial, and Infrastructure planning. Finally, this section will explain how the structure of the College supports its mission.

Criterion 3: Student Learning and Effective Teaching

Core Component 3a will provide an overview of the College's goals for student learning outcomes, including their integration into daily practice. Core Component 3b will explain the College's minimum qualifications for instructional faculty and the hiring process and detail the ways in which the faculty is supported in its strategies for effective teaching, including professional development, evaluation and recognition, faculty mentoring, the Developmental Education program, the utilization of technology, and partnerships for curriculum development. Core Component 3c will review the College's creation of effective learning environments through student preparation programs, the incorporation of the Governor's P-20 recommendations, Developmental Education strategies, external partnerships, expanded College outreach, the development of an instructional facilities model, and the improved use of technology and facilities. Core Component 3d will outline the College's support of student learning and effective teaching through the creation of effective learning environments, utilization of technology and Developmental Education resources, the student services center, and expanded College access.

Criterion 4: Acquisition, Discovery, and Application of Knowledge

Core Component 4a will detail the ways in which the College's Board of Governors, administration, PCC Foundation, students, faculty, and staff demonstrate the value placed on a "life of learning" and how this is connected to the College Plan. Core Component 4b will outline how the College incorporates a wide range of knowledge and skills into its educational programs, institutional outcomes, general education, and mentoring activities, in agreement with the College Plan. Core Component 4c will detail ways in which the College organizes its curricula in order to prepare students for a diverse and technologically advanced global community, including program reviews, student follow-up, and curricular evaluation processes. Core Component 4d will outline the College's strategies of support to ensure the acquisition, discovery, and application of knowledge by its faculty, students and staff. This includes the utilization of library, laboratory, student, and training services, the responsible application and use of knowledge, and ethical conduct and integrity.

Criterion 5: Engagement and Service

Core Component 5a reviews the College's key constituencies, both internal and external, and outlines the emphasis placed on transparency, feedback, and communication between the different groups. It also outlines how the College learns from its faculty and students. Core Component 5b describes the College's engagement with its community and constituencies. Core Component 5c discusses the ways in which the College demonstrates its responsiveness to its constituencies through collaboration with other educational organizations and community boards. Core Component 5d details the evidence that the College's internal and external constituencies value its services, primarily through the Organizational Climate Survey (as well as a relative lack of employee turnover), trend data, and community participation.

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.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

The Mission of Pima Community College, which guides all its activities and programs, consists of four key elements: the College Vision, the College Values, the Mission Statement, and the College Goals.

The College Vision states that “Pima Community College will provide access to learning without limits of time, place, or distance.” The Vision emphasizes *access*, the very essence of a community college, which, unlike the typical four-year college or university, does not have selective admissions. It also defines access as not limited by “time, place, or distance.” In these three simple words, the Vision recognizes that education in the globalized twenty-first century cannot be limited to the traditional college-aged resident student. The average age of students at Pima Community College is 27 (and climbing), and according to the Organizational Climate Survey, 69% of responding PCC students work (41% work full time); thus, the traditional daytime class schedule would deny access to a large number of currently enrolled students. Likewise, because of the average community college student’s multiple commitments (job, family, studies), Pima Community College provides not only multiple campuses and centers that are convenient to many students’ homes and workplaces but also online sections of many of the most in demand courses. A recent survey conducted by the Standing Committee for Informational Technology found that the highest relative percentage of students taking online courses was in the age range of 30 to 50 years old. These are also the students most likely to have external career and family commitments that would make attending traditional on-campus lecture classes difficult. The Vision Statement recognizes that access is a prime responsibility of the College.

Vision must be guided by values, and the Mission of Pima Community College states that the College Values are “Accountability, Diversity, Innovation, Integrity, People, [and] Quality.” *Accountability, diversity, and people* direct attention to the College’s

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responsibilities to the various constituencies it serves. In terms of conventional Census Bureau categories, Pima Community College serves a community composed of many different ethnic, linguistic, and religious origins; increasing immigration not only from Mexico and Latin America, but from Africa, Asia, Western Europe, the former Soviet Republics, the Pacific Islands and other regions have refashioned Tucson and Pima County over the course of the College's forty year history, but for many prior generations immigration has set the tone for local history and culture. Native American peoples of the region (Yaqui, Apache, Tohono O'Odham) have looked to Pima Community College for educational programs and opportunities. And if we broaden the definition of diversity to include those not traditionally considered "college material," individuals



from families without a tradition of college education, or who are not of traditional college age who may need education or training in midlife, or who may require special services because of physical or learning disabilities, then these three values become even more crucial to the College's mission.

Innovation, integrity, and quality direct attention to how the College serves its constituencies. Innovation includes adopting appropriate educational

technologies in order to enhance learning opportunities and provide better access to them; it also includes keeping abreast of educational research and applying the best new teaching techniques to instruction. Innovation is particularly important today and therefore is embedded in the College Plan, particularly Initiative 4 (Create Foundations for Creativity and Innovation) and Initiative 5 (Master Technology), but also informs the other initiatives, such as Initiative 3 (Redesign Student Services). New and more effective methods of providing student services and adjusting budgets and priorities in step with evolving student populations, community needs and economic conditions involve innovation, and as this self study report will show, Pima Community College has taken bold steps in these areas. For example, in response to the report by the Exeter Corporation, the College has restructured student services to ensure efficiency and consistency among all the campuses. The College Chancellor and Executive Vice Chancellor for Administration, working with the Board of Governors, recognized the recent changes in the economic environment and made adjustments to the budget to minimize their impact on the College and particularly on instruction.

However, innovation for its own sake can lead to mistakes and inappropriate expenditures. Innovation guided by integrity and quality will eventuate in improved access and learning. The College has clearly formulated policies regarding such issues as human research subjects, intellectual property and copyright, and plagiarism, and has recently upgraded its procedures for monitoring and ensuring faculty qualifications and certification (as detailed in the chapter on Criterion 3). These and other actions ensure that the College acts according to its stated values.

The College Vision and Values lead to the Mission Statement: “The mission of Pima Community College is to develop our community through learning.” The Mission Statement emphasizes whom the College serves, the people of Pima County, and how it serves them: through learning, whether that be traditional transfer and general education, occupational and technical degrees and certificates, Adult Education (AE), workforce development and continuing education, or personal interest classes. The means by which the College fulfills its mission are enumerated in the seven College Goals:

1. To improve access to all College programs and services.
2. To provide excellent teaching and responsive student services.
3. To prepare a highly skilled workforce.
4. To create student-centered partnerships with colleges and universities.
5. To provide effective developmental and adult basic education.
6. To create partnerships with business and industry, the local schools, government and other constituencies that enhance the community.
7. To foster responsible civic engagement.

Each of the sections of this report will describe in detail how the College meets these goals.

Practical implementation of the College Mission is guided by board policies, college regulations, and standard practice guides (SPG’s). Board policies “establish institutional goals” and “stipulate a stance or direction Pima College must take to pursue those goals.” College regulations “state the purpose of the Board Policy, delineate scope and responsibility, and define general parameters for developing the related Standard Practice Guide[s]” which in turn “detail the process of implementing a regulation” and “give direction to those who conduct activities under the regulation.” Policies, regulations, and SPG’s are adopted by the Board of Governors at public meetings after a period of public comment and review, including presentation at Faculty Senate and Staff Council. Both drafts and final versions are posted on the College website.

As Pima Community College has evolved over the course of its forty year history, from temporary quarters at a former airport to multiple campuses and centers across Pima County, its mission has had to evolve as well. Since 2004, the College has followed a unique strategic planning process that is holistic, horizontal and integrated and that focuses on areas the College wants to strengthen. The planning process is built on a multi-year cycle. Each cycle begins with a review of the Mission. Appropriate changes are made to the Mission to ensure that it can guide the future of the College. The Board of Governors approves the new Mission, and the Mission is published on the College website and in all official publications, such as the catalog. The Mission Statement is also included on brochures, stationery, and other College materials.

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The College Mission and the Strategic Planning Process

After the Mission has been approved by the Board of Governors, the new planning cycle continues under the direction of the College Planning Committee. The Mission, supported by an [Environmental Scan](#), constitutes the context of the planning process. Thus the College ensures that the ethos of the mission is adhered to at every level of the College Plan: initiatives, strategies, actions, responsibility and deadlines. Each initiative specifies which of the College Goals it supports:

Initiative	College Goals
Initiative 1: Provide Evidence of Student Learning	1,2,3,4,5,6
Initiative 2: Improve Student Success in Developmental Education	5
Initiative 3: Redesign Student Services	1,2
Initiative 4: Create Foundations for Creativity and Innovation	1,2,3,4,5,6,7
Initiative 5: Improve the Use of Physical Assets	1,2,6,7
Initiative 6: Master Technology	1,2,3
Initiative 7: Strengthen Administrative Operations	1,2

At the conclusion of the planning cycle, the Chancellor's office [reports](#) the results of the plan to the Board of Governors. The office of Planning and Institutional Research provides data to document the success of the plan. For example, PIR compares PCC's performance in retention, graduation rates, and affordability to several other comparable community colleges in different parts of the United States ([Pima Community College Performance Indicators—Benchmarking Institutions](#)) as well as to the [other community colleges within Arizona](#).

The [current College Plan](#) followed the process generally described above. The current three-year plan gives specific direction to Pima Community College as it responds to the community and advances into the future. The College is committed to meeting the changing needs of a diverse student population, local employers, and state and federal governments. The College Plan initiatives respond to the needs of those constituencies using detailed strategies and specific actions. All action items in the initiatives are linked to criteria the College must meet for accreditation renewal (HLC Core Components). It should also be noted that drafts of this Self Study Report were reviewed by the Planning Committee. As the College develops the next Plan, it will incorporate feedback from the HLC Evaluation Team Visit Report into the planning process.

The [initiatives](#) focus on wide-ranging and challenging issues affecting student success and internal College operations. Two initiatives address student learning and related issues, encompassing college-wide strategies to improve teaching effectiveness and create effective learning environments, while also enhancing the College's Developmental Education program to improve student success. Both initiatives support a commitment to high academic standards across all programs offered by the College. One initiative

focuses on the redesign of Student Services by improving internal processes and staff training, which of course is also important to improving Developmental Education. Five strategies have been developed to encourage creativity in College operations, a topic that is the focus of one initiative and has strong links to other strategies throughout the Plan. The Plan also emphasizes improving the use of College physical assets and incorporating sustainable design and maintenance practices. Mastering technology, a common theme throughout the Plan, is the topic of one initiative. The final initiative calls for a strengthening of administrative operations through five strategies that explore automating College operations, addressing College risk and liability, and increasing public information about operations. Strategies that address current College challenges and build upon existing College strengths were identified throughout the comprehensive planning process. The College Plan strategies respond to the wide spectrum of community needs.

The current College Plan was developed over a two year period that included extensive participation by different constituencies, including groups internal to the College and external organizations with expertise relevant to the planning process. These communities came together through a structured series of meetings to develop the initiatives in the current Plan.

The planning meetings covered many important themes. Key topics included the identification of the data required for the Plan; institutional measures and benchmarks; evaluation of external publications related to higher education issues at the local, state and nationwide levels; consideration of College strengths, weaknesses, opportunities and threats (SWOTs); and an evaluation of a recent environmental scan. The development process concluded with presentation of the Plan to the Board of Governors and won the Board's approval, with Accountability being added to the College Values. Thus, the process ended full circle, with appropriate modification of the Mission in light of the issues unearthed by the planning process.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Fine-grained aspects of the Mission are not only articulated in the College Plan, but in specific Board policies. For example, the Mission recognizes the diversity of its learners, its various other constituencies both internal and external, and the larger society in which it operates and which it serves. As stated earlier in this section, Tucson and Pima County are highly diverse in numerous ways and have been so for generations. Nonetheless, subtle changes in the ethnicity of the population have occurred, as shown in the table below. Although changing definitions of ethnic groups and inconsistencies in self-identification make it difficult to draw hard conclusions, the table indicates that the

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student population of Pima Community College generally reflects that of the community at large; likewise, the ethnic identities of PCC employees generally mirror those of both the student population and the population of the county. Interestingly, the percentage of both students and employees who self identify as white has dropped more than the percentage of county residents who self identify as white. Again, only a general picture can be drawn from these figures, but they indicate that the College reflects the ethnic diversity of the community.

Ethnic Diversity in Pima County and at Pima Community College

Ethnicity	2000 County	2007 ¹ County	1999 ² Student	2008 ³ Student	1999 ⁴ Employee	2008 ⁵ Employee
White	61%	57.8	61%	54%	70%	60%
Hispanic/Hispanic American	29%	32.7	28%	31%	21%	18%
Black/African American	3%	3.6	4%	4%	4%	2%
Asian/Asian American	2%	2.6	4%	3%	3%	1%
Native American	3%	3.4	3%	2%	2%	
Mixed & Other	2%	2%	n/a	6%	n/a	3%
Not provided			n/a	n/a	n/a	15%

A number of board policies embody the Mission's recognition of diversity. For example, Board Policy [BP-3112](#), Equal Educational Opportunity, states that "The Board of Governors affirms that the Pima County Community College District is an equal educational opportunity institution. In support of this commitment, the Board of Governors authorizes and directs the Chief Executive Officer [the Chancellor] to implement regulations and procedures to facilitate opportunity for equal access to, retention in, and completion of college educational programs." Similarly, [BP-3121](#), Minority Education, states, "*Pima Community College recognizes the value of its multicultural student population and is committed to supporting programs and services that will enable students from ethnic minority backgrounds to achieve their educational objectives.*" Setting aside for the moment the numerical differences between men and women in college enrollment and completion, and the different proportions of certain minorities within the community, Pima Community College data indicates that the success of ethnic minorities as measured by [graduation and transfer rates](#) generally compares well with that of white students. Various programs and services of the College which support and encourage minority success are listed under Criterion Five; but a few illustrative examples include NASA (Native American Student Association) and other

1 Adds up to more than 100% because the Census Bureau now permits respondents to check more than one category.

2 2000 Institutional Self Study Report

3 2008 Organizational Climate Survey

4 2000 Institutional Self Study Report

5 2008 Organizational Climate Survey

similar student organizations; active involvement in and support of such organizations as LULAC (League of United Latin American Citizens); and the College's assistance in founding the Tohono O'Odham Community College.

The College also recognizes the importance of diversity in its employees. Board Policy [BP-1501](#), Affirmative Action/Equal Employment Opportunity, states that "Pima County Community College District reaffirms its commitment to affirmative action and equal employment opportunity for all qualified persons without regard to race, color, national origin, religion, sex, sexual orientation, disability, age, or on the basis of membership as set forth in USERRA, or any other basis which is proscribed by law."

The purpose of having diversity among its employees, as stated in College regulation [RG-3121/A](#), Minority Education, is specifically to ensure "a commitment to equity in programs and services," to create a positive institutional climate for all learners, and to recruit "a proportionate number of multicultural/ethnic minority" personnel that mirrors the diversity of the student population. Such wording directs us to look beyond mere legal compliance. As the College [EEO/AA](#) office webpage makes clear, genuine diversity is not only a matter of numbers, but of values and institutional climate. Consequently, the EEO/AA office not only tracks PCC's compliance with federal laws and regulations but actively pursues means by which the College can meet the goals and values of the Mission. These means include training and updates for Human Resources personnel tasked with preliminary reviewing and vetting of candidate applications and resumes. The EEO/AA office also reviews all hiring selections before job offers have been made.

Board Policies are publicly available to all constituencies on the College website, most readily on the [Quick Facts](#) webpage, which summarizes the general policy on diversity in the following statement: "***PCC does not discriminate in its program of education, employment, and all other activities on the basis of race, color, national origin, sex, sexual orientation, age, disability/handicap, or veteran status.***" Students may find an additional statement regarding their rights on the [Students' Rights](#) webpage and a statement regarding their responsibilities as citizens of a diverse college community in the [Student Code of Conduct](#).

Core Component 1c: Understanding of and support for the mission pervade the organization.

According to the 2008 Organizational Climate Survey, 85% of employees know the mission, values, and goals of the College, and 70% are familiar with the College Plan. The Mission is repeatedly stressed at College gatherings and is reiterated on College documents and publications. Many employees include the College Mission Statement in their e-mail signatures. More importantly, however, the Mission pervades College actions and guides decisions on a daily basis. The Board of Governors bases its decision on the Mission, and administrative decisions on policy, curriculum, and relationships with

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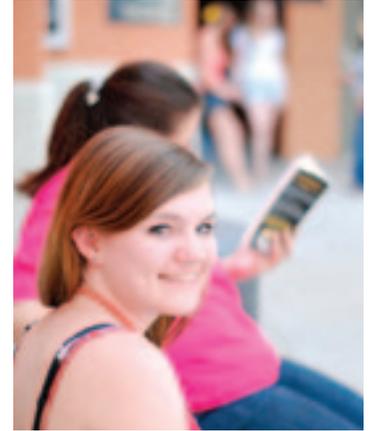
internal and external constituencies enhance the College's fulfillment of its mission. For example, in "develop[ing] the community through learning" and "prepar[ing] a highly skilled workforce," the College has been involved in the Joint Technological Education District (JTED) since its inception and has developed dual enrollment fast-track programs for JTED students. The College also provides basic adult education and GED instruction and testing through Adult Education (PCCAE) and personal interest and skills development classes through Continuing Education. The College also works closely with Pima County One Stop Career System to assist in retraining of displaced workers. The College recognizes that developing the community through learning entails such partnerships and other involvements in preparing members of the community for both careers and post-secondary education.

The most significant way in which the Mission pervades the College is through the College Plan, for it is the Plan which translates the Mission into concrete and specific initiatives, strategies, and actions. "Accountability," for example, includes verifying that students are in fact learning; Initiative 1 of the Plan, "Provide evidence of student learning and teaching effectiveness," addresses the College's responsibility as an educational institution to measure and improve student learning outcomes. Action 1.1.1 specifically guides the work of the Student Learning Outcomes standing committee, which in turn guides the faculty in developing and utilizing outcomes assessment instruments to improve instruction and curriculum. Initiative 1 also addresses student preparation, including improving dual enrollment for both transfer and occupational programs (e.g., JTED), strengthening student preparation in the key general education areas of mathematics, writing, and science, and strengthening partnerships with other colleges and universities. Each of the initiatives in the College Plan similarly guides the decisions and actions of College units, committees, and working groups, and each of the initiatives refers to aspects of the College Mission (Strategy 1.4 states, for example, that the College will "Value and support effective teaching to develop the community through learning" and Initiative 4 enjoins the College to "Create foundations for creativity and innovation"). This alignment of the College Plan with the College Mission is the most powerful means by which the Mission pervades the College, from staff to faculty to administrators to governors.

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Beyond a common understanding of and support for the mission, Pima Community College has a clearly delineated organizational structure that specifies how decisions are made and responsibilities are assigned, and who is responsible for results and accountability. The College is governed by a Board of Governors (BOG) elected from

the community representing the five county electoral districts. Each member of the Board serves a six-year term; the terms are staggered so that there will be some continuity of experience and knowledge. The Board holds monthly public meetings on the second Wednesday of each month, during which they receive regular reports from key administrators, College constituencies, and members of the public. All new policies and proposed changes to current policies are given public readings to allow interested parties the opportunity for comment before final Board approval. Regular reports are provided by the Chancellor and the Executive Vice Chancellor for Administration, and occasional reports are provided by other administrative departments on important current issues as needed. College constituencies that provide reports to the Board at each meeting are Student Government, Staff Council, and Faculty Senate. Additionally, officers of the Pima Community College Education Association (PCCEA), American Confederation of State, City, and Municipal Employees (AFSCME), and Association of Classified Exempt Staff (ACES) provide reports at Board meetings as needed. In order to keep informed of community resources and needs, external organizations are invited to present reports to the BOG as well; these have included representatives of the local real estate industry, regional economic development organizations, education lobbyists for the State Legislature, and local educational organizations. Opportunity for individual members of the community to speak is provided during the public comment period, and BOG agendas, minutes, and packets are posted to the College website.



Primary responsibility for College operations is delegated by the Board to the PCC Chancellor. As chief executive officer, the Chancellor oversees all aspects of College operations with the assistance of College Administrators, including the Provost, the Vice Provost, Executive Vice Chancellors, Vice Chancellors, and Assistant Vice Chancellors, as well as Campus Presidents. The administrators convene twice a month as the Chancellor's Cabinet. The Cabinet "serves as the chief college-wide administrative advisory committee to the Chancellor. The Cabinet reviews college operations, strategic directions, [and] resource allocation, as well as college policy and procedures." Twenty-two standing committees focus on specific functions of the college, including curriculum, planning, diversity, dual enrollment, information technology, professional development, and student learning outcomes. Task forces and working groups are utilized on an as needed basis to address specific short-term issues.

The administrative structure of the individual campuses mirrors that of the District. Campus Presidents report directly to the Chancellor. At the campus level, the Vice Presidents of Instruction report directly to the Campus President, while the Vice Presidents of Student Development report to the District-level AVC for Student Services. Each campus also has a President's Cabinet composed of senior campus administrators, including the Division Deans; the President's Cabinets serve as advisory committees at the campus level, just as the Chancellor's Cabinet does at the District level. District and Campus administrative structures are available on the PCC public website.

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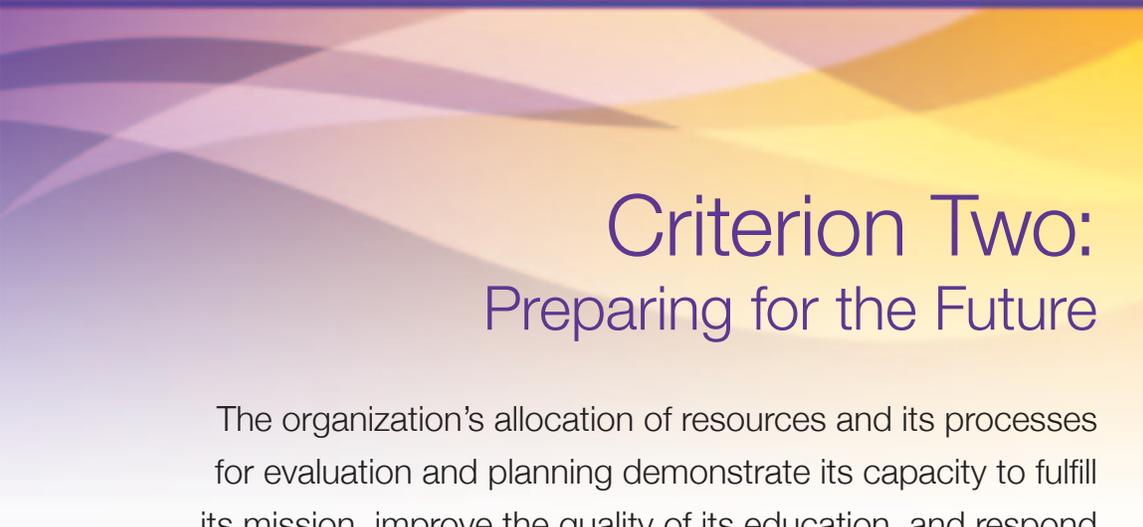
Core Component 1e: The organization upholds and protects its integrity.

Integrity is the consequence of action that flows from and conforms to the words and values of the Mission. As detailed earlier, one of the most important ways in which the College ensures that its activities conform to its Mission is through the College Plan. Assurance that implementation of the Plan stays on track comes through a feedback process whereby responsible administrators or departments report back to the Planning Committee and the Chancellor on their progress in achieving the actions in a timely manner. During the plan cycle, the Chancellor presents regular progress reports to the Board of Governors and at the end of the cycle issues a final report. [College Plan](#) documents and reports are available to all internal and external constituencies on the College website.

While maintaining accurate College documents, making them easily accessible to all constituencies, and subjecting them to regular review are essential to maintaining the College's integrity, it is equally important that College publications be accurate, up to date, and reflective of the Mission. Each annual issue of the [College catalog](#) is painstakingly reviewed and edited to ensure it is accurate and up to date. The catalog provides extensive information not only on course and program descriptions but on the Mission, financial aid, Arizona General Education Curriculum ([AGEC](#)) requirements, fees, and other matters of importance to current and potential students.

Other ways in which the College upholds its integrity include:

- The Faculty [Qualifications and Certification](#) office and the Human Resources Department ensure that faculty meets high standards of responsibility and pedagogy.
- [Professional development](#) for all employees.
- Due process for employees and students.
- Extensive oversight of College processes and business practices.
- Consistent application of policies and practice across the District.
- Considered and appropriate oversight by the Board of Governors.



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.

Introduction

Pima Community College undertakes numerous activities to plan for the future and ensure that College operations continue to be strong and able to support students and programs under ever-changing community needs and issues. Notable activities include a comprehensive strategic planning process, which involves students, employees and members of the local community, and commissioning an Organizational Climate Survey, which was carried out by an external company. These activities, and many others, are described in this chapter.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

The needs of Pima County residents are in constant flux because of numerous factors, including the economy and changing demographics resulting from migration to the area. To ensure that PCC continues to meet the changing needs of the community, many activities have been carried out to prepare for the future and monitor the changing needs of the community. This section reviews those activities.

Strategic Planning

Pima Community College uses multiple approaches to prepare for the future, taking into account a broad spectrum of factors. Central to all preparation activities is the College Plan and the associated planning process. There have been [two previous](#) College Plans, and the [2008-2011 College Plan](#) is currently in progress. Typically, the Plans cover a 2-year period. However, the current 2008-2011 Plan covers three years in order

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to ensure that it is fully aligned with the accreditation renewal process. The next Plan will run from 2011-2013, returning to the 2-year duration, and will also incorporate the transition to the Open Pathways accreditation model.

Each Plan, regardless of duration, is structured as follows:

1. Large-scale initiatives that will be the focus of efforts are identified. An executive administrator is responsible for each initiative.
2. Strategies under each initiative are developed to provide information on the major activities that will be carried out. An administrator is responsible for each strategy. The timeline for completion of the Plan is determined at the strategy level, with each strategy assigned a completion date.
3. Detailed Action Items are determined for each strategy, with an administrator responsible for each action. All activities are associated with a specific action item, and those activities roll up to the strategy and initiative level.

In the following sections, a brief overview is given of the planning process and the current 2008-2011 College Plan.

Planning Process

The development of the current 2008-2011 College Plan was an ongoing process over the preceding two years. It involved extensive participation by different communities, including groups internal to the College and external communities with expertise relevant to the planning process. These communities came together through a structured series of meetings to develop the initiatives in the Plan.

The first meeting was held in October 2006 when the Planning Committee convened to review the planning process. The membership of the Planning Committee can be found in the full [2008-2011 College Plan](#). Preliminary discussions continued through November and December 2006 and included a review of the status of the 2006-2008 College Plan implementation.

Regular meetings of the full Planning Committee throughout late 2006 and into 2007 involved students, faculty, staff and administrators. In addition, the Planning Committee identified potential external panelists and subsequently invited selected individuals to share economic development and planning issues pertaining to their areas of expertise. The representatives included members of the business and education communities. Six expert panelists made presentations to the full committee and participated in question-and-answer sessions that provided valuable information and guidance on the development of the Plan. The panelists included city water use experts, a Pima County development, planning and zoning project manager, and local town managers. These experts helped identify issues that would be important to our community over the next three years.

In addition to hearing from members of the community, the planning meetings covered many important themes. Key topics were the identification of the data required for the Plan, institutional measures and benchmarks, evaluation of external publications related to higher education issues at the local, state and national levels, consideration of College strengths, weaknesses, opportunities and threats (SWOT analysis), and an evaluation of a recent [environmental scan](#). Taking into account the input of the different participants and the results of the ongoing discussions, the full committee engaged in many open discussions to formulate the new initiatives. Nearing the conclusion of the 2007 school year, the initiatives began to take shape and development leaders were selected. Initiative work groups comprised of planning committee members, College employees, and members of external business and education communities were also established.

Developments continued through an iterative procedure in which the initiative leaders and their work groups held discussions and then reported back to the full committee. Feedback from the full committee guided the discussions in follow-up initiative meetings. This process continued from fall 2007 to March 2008 as the initiatives, strategies and action items were fine-tuned to fully capture the needs of the College and our community.

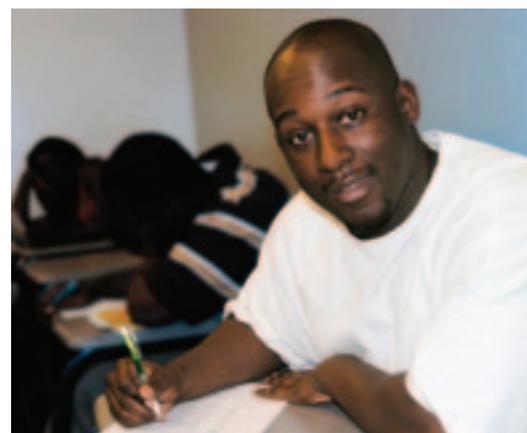
A draft of the Plan was presented to the Board of Governors at a workshop held on April 9, 2008. Members of the Board provided feedback and discussed issues relating to the Plan content. The Board recognized that accountability is a central theme of the Plan and recommended that Accountability be added as a new College Value. The feedback from the Board of Governors was incorporated into the strategies. The Plan was presented to the Board of Governors for formal adoption on May 14, 2008. The three-year Plan came into effect on July 1, 2008, and will run through June 30, 2011.

Following approval of the Plan by the Board in May of 2008, summary booklets and glossy brochures describing the Plan were prepared and an [electronic copy](#) of the Plan was posted online.

The planning cycle for the 2011-2013 College Plan began shortly after the release of the 2008-2011 Plan. A similar process to the one described previously is underway, with the major change being an increase in the number of scheduled expert panels.

Implementation of the 2008-2011 College Plan

Progress on the 2008-2011 College Plan is being tracked using the software TracDat™. Regular reports providing updates on strategy due dates are distributed to the Chancellor's Cabinet. Activities are reported back from the positions responsible for Plan items to the Office of Planning and Institutional Research, for incorporation into



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TracDat. An annual report is prepared and presented to the Board of Governors that includes a summary of activities carried out to date. The first report on the 2008-2011 College Plan was presented to the Board in August 2009. Copies of the [PowerPoint](#) and [Status Report](#) are available online.

Organizational Climate Survey

During the fall of 2008, the College contracted with [ETC Institute](#) to conduct four surveys as part of a comprehensive [organizational climate assessment](#). The purpose of the surveys was to gather input from employees, students, community leaders and residents to objectively assess efforts to achieve the values, goals, mission and vision in the College's Strategic Plan. ETC Institute was selected to carry out the survey through a competitive process. ETC is a leading community-based market research firm. They have worked with corporate, government and non-profit organizations across the US.

Key findings included:

1. 100% of the community leaders who responded believe Pima Community College is important to the overall quality of life in Pima County
2. 86% of the residents who responded rated the quality of education provided by Pima Community College as good or excellent; 13% rated it as average
3. 84% of the students who responded were satisfied with their overall experience at Pima Community College; only 9% were not satisfied
4. 82% of the employees who responded were satisfied with their employment at Pima Community College

The results of the recent survey are directly incorporated into the planning cycle for the 2011-2013 College Plan, forming the basis of focus group discussions at the August and September 2009 Planning Committee meetings. Additional results from the Climate Survey will be discussed in detail elsewhere in this Report.¹

Reliable Information to Support College Operations

Data at PCC

Pima Community College is a data-driven institution that seeks to fully utilize data and information to improve student success and College operations. The information used includes both centrally collected College data, and external data relevant to PCC and the community. The data are reported out in a number of ways, including a college-wide reporting platform, periodic releases over email, and discussions at meetings. Data are utilized by many groups across the College, including the Planning Committee, Chancellor's Cabinet, and the Board of Governors. In addition, data are included in presentations to external groups and at conferences.

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¹ See particularly the chapter on Criterion Five.

College Data Collection

PCC uses the Banner™ system to collect and store College data. This is a transactional database with five modules: Student, Finance, Financial Aid, Human Resources, and General. The Administrative Systems Work Group meets regularly to review updates needed in Banner to ensure the College has the full functionality needed to meet changing requirements in Financial Aid and other areas. To support reporting and provide a static record of data included in externally mandated reporting, the student Banner data are “frozen” at a number of predetermined times for each fall and spring term: the first day of term, the end of add-drop, the census date, and the end of term. The freeze process takes a snapshot of the transactional data, which is recorded permanently in Banner views. Other freeze periods are utilized for other terms. Data Dictionaries are maintained on different aspects of the Banner tables and views, providing information on what each data element means and how it can be used.

One recent change to the College data collection is the addition of a new term to Banner. This term provides a central store of data on students in the Adult Education (AE) section of the College. Data entry began during the 2009-2010 academic year.

In addition to the main Banner data, PCC constructs data collection interfaces for other important data, as needed. One example is an online recruitment interface that can be accessed by any recruiter from any of the campuses. This interface, which is accessed using a typical web browser, enables the collection of standardized data on recruitment events which is then incorporated into Banner. Reports can be developed using the recruitment data through an approach that is consistent with other reporting.

PCC collects other specialized data. One widely used example is the Student Intent data. The first time a student registers for class in each semester, he or she is asked to answer questions relating to:

1. Reason for attending PCC (for example, program intent)
2. Do they plan to return in the next two terms?
3. Reason for not returning

The figure below shows the intent screen that students complete. If students specify that they are pursuing a PCC degree or certificate, they have the option to update their program area. As this data are collected in each semester, they provide longitudinal information that can be used to study student success. While intent data have been collected for several years, the options for reason for attending PCC were revised in Fall 2009 to be more representative of the goals of College students. The intent data are fully integrated with the student data in Banner and can be used in combination with the full student records. The Accreditation Archive includes two presentations in which the intent data have been shared with leadership at the University of Arizona and example intent reports.

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One notable finding in the results for the fall 2009 term is that, of the students who specified that they did not intend to return to PCC, 86% were not returning for one of the following reasons: 1) transferred to a four-year college/university, 2) completed program of study, or 3) achieved educational goal. This result shows that of the subpopulation of students who self-identify as not intending to return in the next two terms, 86% were successful at PCC.

The image shows a screenshot of a web-based form titled "Student Intent". At the top, there is a blue header with the title. Below the header, there is a paragraph of instructions. The form is divided into several sections. The first section is for "Name" and "Address", with fields for "Last Name", "First Name", "Address", and "City/State/Zip". The second section is "Reason for attending PCC", with a list of radio button options: "Pursuing a PCC degree or certificate", "Seeking options for transfer to a 4-year college/university", "Seeking options for personal interest", "Seeking options for job skills", and "Seeking options for career advancement". The third section is "Do you plan to return to PCC again?", with radio button options: "Yes", "No", and "Not sure". The fourth section is "If you plan to return to PCC again, what are your primary reasons?", with a list of radio button options: "Completed program of study", "Advanced educational goal", "Transfer to a 4-year college/university", "Change in employment", "Relocation", "Military commitment", "Financial need/assistance", "Personal reasons", "Academic/program completion", and "Other, not on list". At the bottom, there are fields for "Year Educational Goal/Target Set" and "Level of Degree/Goal Set", and a "Submit" button.

The student intent screen completed by each credit student during registration at the start of each semester.

Reporting and Utilization of College Data

The College uses a number of different software tools to report on College data. This includes simple analyses and reports generated using Microsoft Access and Excel, refreshable reports with built-in prompts that access the Banner data directly, fully interactive reports utilizing a “drag-and-drop” approach (limited current release) and interactive dashboards. The dashboards are the newest reporting approach at the College, and an accountability dashboard has been developed.

Broadly, PCC reporting falls into four main categories:

1. Externally mandated reporting (Federal IPEDS, Commission AIDUs, etc.)
2. Pima Reports
3. Decision Support Data
4. Ad hoc reports and analyses

Pima Reports

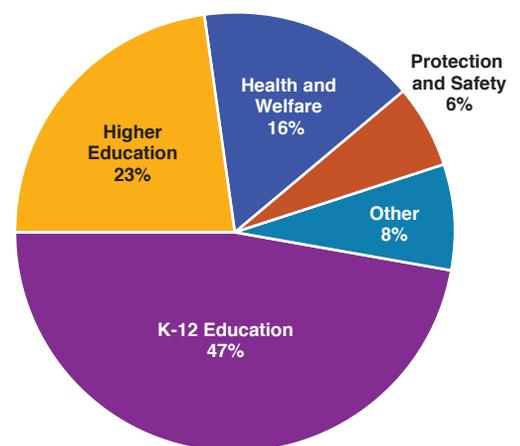
PCC has a college-wide reporting system called Pima Reports, which provides a central repository of reports that are accessible to any employee with the relevant security permissions. Currently, there are approximately 300 Pima Reports covering a wide range of College data. The reports connect directly to the Banner database and have built in parameters, enabling employees to obtain the specific information that they need. Pima Reports provide current and accurate data on a timely basis, using a consistent approach for each data type, which can be used to support college operations. Report examples include scheduling, class enrollments, census date student characteristics, and information on missing grades. Only qualified staff and administrators are permitted access to Pima Reports.

Decision Support Data

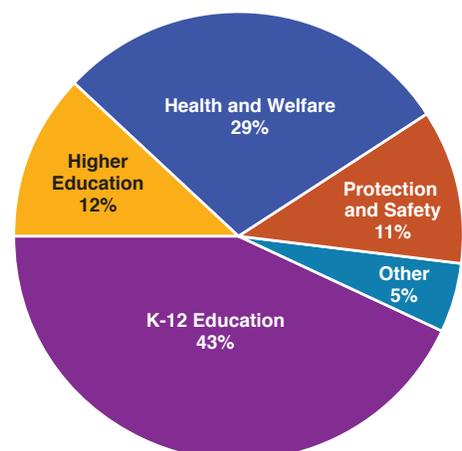
A new series of reports is under development that provides high-level Decision Support Data. The content of the reports was determined during work sessions of Chancellor’s Cabinet held in 2007. The reports include data on all aspects of the College, including students, finance, human resources, grants, recruitment and marketing, and facilities. Approved reports are distributed electronically to pre-determined groups at set output periods. A full list of the reports, output periods, and distribution lists can be found in the Evidence Room.

The first reports of this type to be released were a series of student characteristics data for the spring 2009 census date, which were released to all administrators on March 31, 2009. The reports included data on twelve characteristics including ethnicity, age, marital status and day of the week taking class. These reports will be released every fall and spring semester after the census date and at the end of the summer term. Where possible, the reports include comparable data for Pima County from the American Community Survey (ACS), U.S. Census Bureau. The County data are updated as new ACS data become available. For the Fall 2009 release, student intent data were added. To support the usage of the reports, the Executive Director of Planning and Institutional Research met with each campus cabinet in late 2009 and early 2010 to review the data in the reports and obtain campus input on how the data could be made more useful and accessible.

Comparison of Major Arizona Appropriations Categories FY 1979



Comparison of Major Arizona Appropriations Categories FY 2009



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Ad hoc reports and analysis

In addition to the reporting described above, PCC prepares numerous ad hoc reports across all areas of the College. The Office of Planning and Institutional Research completes over 300 ad hoc requests per year, which includes reports on student success indicators, surveys of students in different programs in support of program accreditation, projections of student enrollment for the upcoming term, and statistical analyses of different student data. In addition, numerous ad hoc reports are prepared by other areas of the College, including Finance and Human Resources.

External Data

Beyond internal reports and analyses of PCC data, the College utilizes external information. The College monitors economic trends in the community to support operations. This includes preparation of an environmental scan, which is discussed by the Planning Committee, and expert panels, which are held during each planning cycle. Experts are selected who can provide information on the changing needs of the community.

PCC also utilizes the [EMSI](#) software to monitor employment trends. EMSI is a commercially available software tool that provides information on regional labor markets, industries, occupations, workforce trends, and economic impacts. It is routinely used by PCC to determine the need in the community for different types of programs. There is one EMSI license holder on each campus, and three in the Office of Planning and Institutional Research. To strengthen College use of EMSI, the software and its uses were discussed with Chancellor's Cabinet in Spring 2010.

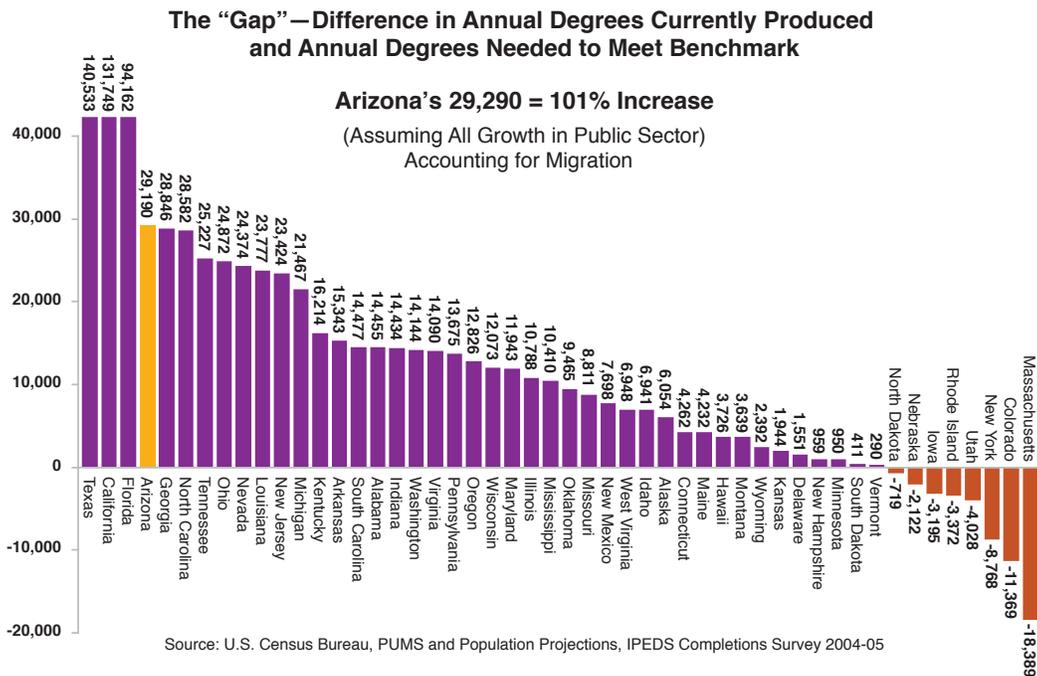
Economic trends related to College funding are also tracked to ensure the College is able to operate successfully in changing economic conditions. The charts below provide examples of the type of changes in this area.

The College also uses a range of other data sources, including Think AZ and national education reports. Additional activities in this area include the Interim Budget Review and attendance at bi-annual economic presentations by University of Arizona economics professors.

Additionally, PCC uses TracDat to track student learning outcomes. This will be discussed in detail in the Criterion 3 chapter.

Special Initiatives to Review Societal and Economic Trends

The College actively seeks outside input and expertise to learn more about societal and economic trends. This occurs in various venues, but input is primarily obtained in the College Planning process, College Board of Governor's meetings and All College Day events. The planning process was discussed in an earlier section.



External Speakers at College Events

The College regularly invites speakers to the monthly Board of Governors’ meetings. These speakers inform the College Board and administrators about community and state issues. The Board of Governors and the Chancellor identify the topics that will be discussed at the Board meetings. Topics from 2004 to 2009 included state of Arizona lobbyist updates, planning for the reauthorization of the Higher Education Act, local K-12 challenges, Arizona Board of Regents challenges facing Arizona, an overview of private foundations and their role and a presentation by Sonoran Desert Homeschoolers about the history of homeschooling in the community.²

PCC has an annual All College Day event, which includes different speakers from the community. For example, in August 2008 President Robert N. Shelton from the University of Arizona attended the event. For the last few years, speakers at All College Day have been recorded to ensure that they are available to all staff.

National Center for Higher Education Management Systems Studies

In 2006, Pima Community College contracted with the National Center for Higher Education Management Systems (NCHEMS) to undertake a study of unmet needs for baccalaureate education in Pima County and the capacity of the higher education system in the state to respond to those needs. The results of this report identify a lack of baccalaureate degrees in the state of Arizona and specifically in Pima County. The report also illustrates the growing need for baccalaureate degrees in Arizona and the lack of capacity to meet this need. The state of Arizona subsequently commissioned a report

² Further information about Board of Governors presentations is located at: www.pima.edu/board/minutes/.

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from NCHEMS that corroborated the need for increased baccalaureate degrees in Arizona. The gap in degrees identified in Arizona is 29,290. This places Arizona in 47th position out of 50 states as illustrated by the following chart.

In response to the College and State of Arizona NCHEMS reports, PCC initiated a process to increase baccalaureate capacity in Pima County and Southern Arizona. The College initiated four 90/30 degrees with Northern Arizona University: a Bachelor of Arts and a Bachelor of Science degree in Interdisciplinary Studies with an emphasis on Public Management; and a Bachelor of Arts and a Bachelor of Science degree in Interdisciplinary Studies with an emphasis on Humanities. A 90/30 degree allows students to complete 3-years of courses at PCC and 1-year at the University. The full range of partnerships that PCC has with other institutions, including a new agreement with Arizona State University, will be discussed in detail in the chapter on Criterion 5.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

PCC's Response to the Recession

No one needs to be told that the United States has been in recession since 2008. The impact of the financial crisis with its attendant effects on local and federal budgets and on real estate values has been felt especially strongly in Arizona, a state which has traditionally been dependent on real estate development and sales as a major driver of its economy. The College Administration recognized the impending disaster early in 2008 and intensified its monitoring of the local real estate market. Because the College receives the largest proportion of its funding from county real estate taxes, the Administration knew that the housing downturn would eventually lead to decreases in property tax revenue growth and that there was a potential for devaluation of existing properties.

In November of 2008, in response to then-Governor Janet Napolitano's warnings of serious State budget deficits, the College took the following steps:

- Placed holds on all discretionary spending
- Eliminated non-critical administrative travel
- Froze administrative and staff hiring
- Increased debt collections
- Reviewed ways to reduce administrative overhead

However, the College was determined not to freeze faculty hiring or to reduce faculty ranks, as instruction is a critical mission of the College (see the Employee Profile in the Introduction).

As anticipated, the financial problems of both the county and the state intensified in 2009. The FY2009 State contribution to PCC's budget was reduced by \$1,462,742, and an additional reduction of \$1.5 to \$1.6 million was anticipated for FY2010. The Governor's budget proposal for FY2011 also included additional cost cutting measures for the remainder of FY2010. Among these measures was elimination of most of the non-formula programs administered by the state Department of Education, retroactively to January 1, 2010, including Adult Education. A memo from the Superintendent of Public Instruction notified affected parties that FY2010 third quarter funds would be held until the fourth quarter, pending legislative vote on the recommended eliminations.

The State Legislature and the Governor approved an amended budget for FY 10 and the budget for FY 11 with zero state funding for adult education. The Associate Deputy Superintendent for Adult Education Services is working with several college presidents across the State to use stimulus funding for ensuring adult education programs across the State continue for at least through FY 11. These actions directly affected PCC's Adult Education program. On March 23, 2010, the Chancellor announced that the College would use \$400,000 of federal stimulus funds to keep PCCAE running until July 2011.

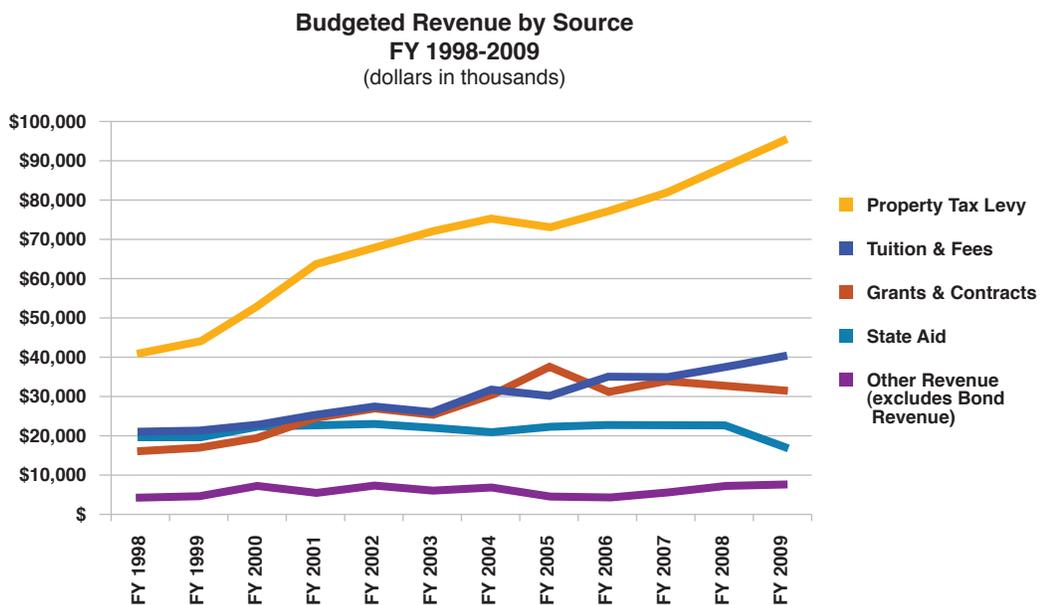
At the county level, an April 28, 2009, [memorandum](#) sent by the County Administrator to the Pima County Board of Supervisors predicted a five-year (2010/11 through 2013/14) revenue generating capacity decline of as much as 6.8% in the primary property tax base and 14% in the secondary tax base of the County. This contrasts to an increase in the tax base of 53.6% and 62.6%, respectively, in the period 2005/06 to 2009/10, during the height of the real estate boom (plus two-year lag for valuations). The memorandum also noted that current real estate values were "substantially above the economic factors that create them, such as personal income, population, and employment." In other words, the prices of real properties were artificially inflated and seriously out of sync with both demographics and people's ability to purchase, and the memorandum implies that the downward adjustment is likely to be longstanding. These observations are further borne out by the decrease in building permits and the increase in foreclosures. Data derived from the Pima County government [website](#) show a marked decline in the number of new single family home building permits between 2006 and 2009:

Permits Issued	
1/1/06-12/31/06	3416
1/1/07-12/31/07	1769
1/1/08-12/31/08	944
1/1/09-12/31/09	826

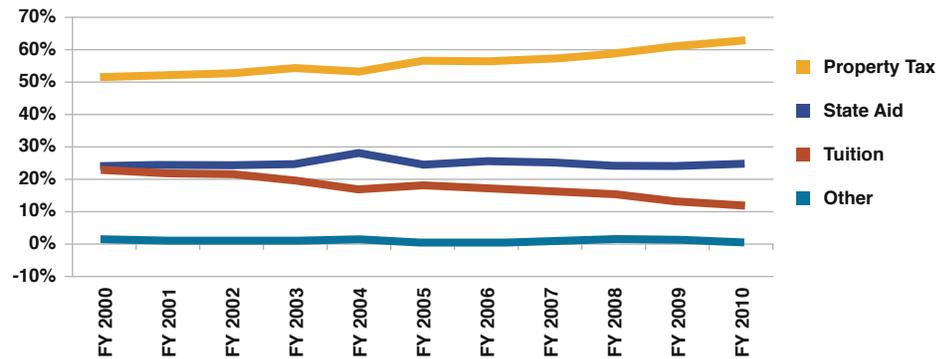
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As of January 2010, Arizona ranked #2 in the nation for foreclosure rates: 1 in every 132 households, a rate exceeded only by Nevada (CNBC report of 1/12/10). Given that there is a two-year lag between adjustments in market prices and tax valuations, the County predicted that the devaluations would hit beginning in the 2010/2011 fiscal year and reach a low point in FY2013/14 and would constitute a cumulative total property tax loss of \$37.5 million dollars. Therefore, the College can expect no further increase in county tax revenues to support its operations, and may in fact face reductions.

The College budget proposal for 2009-2010 projected a 2% increase in property taxes offset by continued sharp decreases in state support. In light of these realities, the Board of Governors reluctantly approved increases in both resident and nonresident tuition: from \$49.50 per unit to \$51.50 for residents, and from \$249.00 per unit to \$259.00 for nonresidents. The Board also reaffirmed that there would be no salary increases, that staff and administrative positions would continue to be reduced through attrition, and that further operational reductions would be identified. The College has evaluated programs that do not directly support its core missions and has altered funding of several non-critical programs. For example, the College no longer funds the cash match required by the Small Business Administration to operate the Small Business Development Center, and has put the Study Tours program on a self-sustaining basis. It also had earlier discontinued funding of the Achieving a College Education program, on which it had spent nearly \$1.1 million dollars, only to see fewer than a dozen students from the program actually graduate from college (i.e., at a cost of \$100,000/student). The College is currently reviewing its developmental education program, which costs the College \$23 million annually, to determine its cost effectiveness in terms of student retention



**Budgeted General Fund Revenue Sources
as a % of Total Budgeted Revenue
FY 2000-10**



and success, and it is assessing its occupational programs in terms of their relevance to current employment realities.

On the other hand, given that the College was otherwise in sound fiscal condition and that staff and administrative reductions had placed some pressure on remaining personnel, the Board of Governors approved an increase in the work week, from 37.5 hours to 40.0 hours, with a 4% increase in pay; faculty on-site responsibility increased from 27.5 hours to 30 hours with a 4% salary increase. This move enabled the College to increase productivity by 6% with minimal impact on the overall budget.

All these measures to increase efficiency and productivity and to allocate resources in more effective ways enable the College to better serve its increasing numbers of students. Historically, people have turned to higher education in times of economic uncertainty. Dislocated workers have always looked to Pima Community College for retraining, and those who aspire to a four-year degree turn to the College as a cost-effective way to get the first two-years of their college educations before transferring to the more expensive four-year colleges and universities. This option will become more attractive as the State universities substantially increase their tuitions to offset decreases in State appropriations. For example, resident tuition increased between 9.8% and 13.9% at the State universities for the 2008-2009 academic year. At PCC, full-time student equivalent enrollment in fall 2009 rose 12 percent over fall 2008. Early figures for spring 2010 show a similar trend.

In March of 2010, the Board of Governors, having intensively reviewed the State's financial situation and the state of the local economy, issued a [Statement on the College Budget](#) for 2010-2011 that directed the administration to take additional cost-cutting measures. On March 16, the Board issued a [second statement](#) clarifying its position on Meet and Confer issues.

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The College anticipates some relief of these local and state funding problems by Federal initiatives proposed by Congress and the Obama Administration. The College has an Assistant Vice Chancellor for Federal Initiatives who works in concert with the College's federal lobbyist [Van Scoyoc Associates, Inc.](#) in tracking higher education legislation from when it is a bill till it becomes a law, in establishing an annual plan on federal advocacy activities, developing and submitting letters of advocacy in a timely manner, setting up timely meetings with congressional offices and committees related to advocacy efforts, coordinating press activity/letters to editors in support of PCC priorities, formulating annual legislative agendas & appropriation requests, providing language recommendations on proposed legislation, identifying congressional champions to support the college's needs and legislative priorities, and monitoring of competitive grant opportunities.

The College also actively collaborates with multiple national organizations through membership or participation in annual leadership and legislative summits, such as the American Association of Community Colleges Legislative Summit, the Hispanic Association of Colleges and Universities Annual National Forum, Higher Education Government Relations, and the [Council for Opportunity in Education Leadership Summit](#). These connections provide a venue for the College to advocate for the College at the national level on pending or proposed legislation and to support specific appropriations requests to the Arizona legislative delegation as well as maintain supportive relations with specific federal offices that provide grants to community colleges.

Examples of federal legislation that the College has been monitoring in this federal legislative session include HR4196, Community Colleges Emergency Stabilization Fund (\$700 million, formula-based emergency funding to states to grant to community colleges) and HR3221, Student Aid and Fiscal Responsibility Act (SAFRA). The SAFRA bill proposes to originate all federal student loans through the Direct Loan Program rather than through private lenders, a provision that is anticipated to generate a savings of \$87 billion dollars. Within the SAFRA bill are two grants that community colleges may apply for directly: the American Graduation Initiative and the College Access and Completion Fund. The goal of the latter is to increase the number of college graduates by 5 million by the year 2020. SAFRA also provides \$2.55 billion for Minority Serving Institutions to provide students with the support they need to stay in school and graduate, \$2.5 billion to help Community Colleges construct, renovate, and repair facilities, and ensure that funding is used for facilities that are primarily used for instruction, research, or student housing. The goal is to ensure that Community College students can learn in modern, updated, state-of-the-art facilities. Additionally, SAFRA provides \$40 billion to increase the maximum annual Pell Grant amount to \$5,550 in 2010 and to \$6,900 by 2019, and to simplify the FAFSA form.

Financial Resources

The College is in a solid financial position as indicated in the Comprehensive Annual Financial Reports (CAFR). The College maintains strong financial ratings with Moody's and Standard and Poor's (Moody's rates the various College bond debt from A1 to Aa3) and has received the Certificate of Achievement for Excellence in Financial Reporting from the Government and Financial Officers Association for 16 consecutive years.

The College budget has grown steadily over the past 10 years with operating revenues growing from about \$102 million in FY1998 to \$192 million in FY2009 (these revenues exclude bond proceeds and use of College equity). The distribution of revenue sources has changed as the share of the budget funded by the state has decreased from approximately 19 percent in FY98 to less than 10 percent in FY09. This trend is likely to continue as the state of Arizona is anticipating budgetary revenue shortfalls through at least FY2012. Compensating for decreased funding from the state has been increased revenue from local property taxes. As such, the College has been able to maintain modest tuition increases for its students, and tuition has remained a fairly steady proportion of the total college budget. However, it should be noted that with the downturn in the economy and the housing market starting in 2008, assessed valuations of real property in Pima County are likely to decline and thereby negatively affect the College's future property tax revenues growth.

Resource Allocation Models

The College employs resource allocation models in order to equitably distribute resources between the campuses based on changes in enrollment. Specifically, an adjunct faculty model allocates to the campuses the funding necessary to hire adjunct faculty based on estimated enrollment. During the year, the campus budgets are adjusted positively and negatively based on actual enrollments. This model ensures that the campuses have adequate resources to support additional course sections if demand increases above original estimates. The College also employs a staffing resource allocation model, which was discussed previously in this component.

Capital budget process overview

The capital budget is developed during the year as each of the campuses and the District Office submit requests for equipment and facility projects that exceed \$2,500. The units submit proposed projects, the estimated costs, and the criteria categories, and identify if the projects are eligible for alternative funding sources, including grants, contracts, or Proposition 301 (Workforce Development) funds. The campuses and District Office units submit hundreds of project proposals each fiscal year through a capital budget database system. Once the projects are submitted, District Finance, Facilities, and Information Technology staff review the requests, refine cost estimates, and consolidate related projects into district-wide projects. The campuses and District Office units then prioritize their respective projects in terms of necessity and urgency. Finally, the Campus Presidents, Executive Vice Chancellors and Vice Chancellors or their representatives meet

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to review and discuss all of the identified projects and a capital budget plan is developed. The process is time intensive, but is collaborative and shows dramatic improvements in terms of developing better oversight and management of college-wide projects to ensure that the College is replacing and upgrading facilities and equipment consistently and is responsibly addressing college-wide needs.

The Capital budget is summarized into five category types that are intended to help identify the type and necessity of projects. Below are the categories with a few examples of each:

Fire, life, health, and safety:

This category is comprised of projects that address health and safety concerns, building, or other code requirements. For example: funds to repair and replace sidewalks and stairwells that may present tripping or other hazards; a project to address required kitchen modifications for childcare facilities; and funds to address drainage problems at campuses.

Program Accreditation

This category is comprised of projects that are required as part of program accreditation requirements. Projects have included enhancements of nursing facilities, public safety equipment, and childcare playgrounds. Projects may be funded by a combination of contract program revenues and grant funds.

Lifecycle

This category requires the tracking and planning for regular ongoing capital equipment and plan requirements through regular funding sources, for example refreshing computer and network equipment on a planned cycle to ensure that equipment is kept up-to-date with current requirements. Similarly, the capital budget process now consolidates district-wide projects, such as parking lot repaving, roof maintenance, flooring replacement, and exterior painting, to ensure that all facilities are maintained to the same standard.

This category includes projects that are regular, ongoing equipment replacement and facility upgrades. Many lifecycle projects include funding over multiple years, as maintenance requirements are continuous. As part of the College Plan, the College has been working to better identify and plan for regular equipment and facility replacement. Lifecycle projects include the ongoing replacement of computers so that the College is able to replace academic and administrative computers and classroom audio-video systems on a five-year replacement cycle. Similarly, there are college-wide projects to improve and update restrooms, update signage, repave parking lots, and replace roofs and ceiling tiles.

A student information technology fee was added in FY08 to provide a regular source of funding for updating academic computer equipment such as student computer labs.

Obsolete Equipment

This category includes the replacement and repair of equipment and facilities that have become obsolete. A number of these projects are funded from State [Proposition 301](#) funds that the College has dedicated to ensuring that students are trained on equipment that they will be using when they enter the rapidly changing workforce. Included in this category are projects for health occupations programs and food services equipment, and science lab equipment. Also included in this category are the large expenditures for the replacement of the Central Plants (two chillers, two boilers, building pumps, and control systems).

College Plan

The final category includes projects that address various initiatives of the College Plan. Included in this category are projects that will improve service delivery, improve the efficiency and effectiveness of college operations, or enhance College program offerings. Examples of these projects are:

1. Student Services Redesign
2. New applicant tracking system that allows for online job applications
3. Continuing replacement of antiquated analog telephones with digital Voice Over IP phone technology
4. Development of workflow applications.

Student Fee Reviews

Background

In addition to general tuition, certain fees are assessed to support direct costs associated with specific course delivery. For example, students in a pottery course are charged a modest course fee to cover the cost of clay and other supplies that are used for students' art projects.

To the extent possible, fee charges are held at levels that do not limit student access to particular courses or programs. Student fees are programmatically driven and consistently collected across campuses. Because they are based on projected costs for specific goods and services, revenues from fees are applied categorically to the purposes for which they were assessed. While fee increases are occasionally necessary, student fees are decreased when possible. The Student Services Fee was lowered from \$2.50 to \$2.00 in 2008-09.

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Review Process

Changes to student fees are reviewed annually, with changes in fees for the upcoming fall term reviewed and approved by the Chancellor's Cabinet in the spring. The District Finance Office provides fee summaries and fund balance information to the Cabinet to facilitate the district-wide review and proposal process. The District Finance Office subsequently compiles the course fee changes for Cabinet review.

Fee Categories

Pima Community College fees are categorized by type into the following four categories: Service Fees; Course Fees; Individual Use Fees; and Revenue Fees. Descriptions of each category and examples follow. Additional details on fees can be found [online](#).

1. Service Fees

Service Fees support specific costs for services that are intended to benefit all students. Changes to Service Fees are included in the annual budget process and approved by the Board of Governors. Examples include Student Services Fee, Technology Fee and Registration Fee.

2. Course Fees

Course fees are assessed to support costs associated with instructional delivery and related services in particular courses or programs. They are driven by programmatic needs and are applied and collected consistently across the district. Course fees include those charges, in addition to tuition, that are directly related to completion of the objectives of the specific course. These fees may be assessed on a flat fee per course or on a per credit hour basis, but students may be charged additional fees when there are additional materials, services, or facilities required for the delivery of specific courses. Course fees include non-district facilities, equipment, services use fees, field trip fees, instructional materials, consumable supplies and insurance (for students in health-related programs).

3. Individual Use Fees

Individual use fees may be imposed to cover the costs of unique services that benefit individual students or the cost of individually-incurred expenses. This includes student record fees, out-of-country application fees, international student insurance fees, testing and service fees, and fines.

4. Revenue Fees

Revenue fees reflect the requirement for certain programs to operate as self-supporting entities, or reflect the absence of one or more of the revenue streams that support the College's general fund programs. Examples of revenue fees include community education program fees, contract education, skill center (i.e., Center for Training and Development) fees and child care fees.

Financial modeling and planning

The College has in place and develops, as needed, financial projection models that allow for scenario-based and business plan-based decision-making. For example, financial projection models have been used to:

- estimate the revenues and costs of new programs based on various enrollment and staffing estimates
- determine the return on investment of capital expenditures
- estimate the impact of state legislative actions
- provide a long range budgetary view of revenues and expenses with five-year budget models that incorporate tax levy projections, tuition estimates, and expenditure projection.



Grants development and oversight

In recent years, the College has enhanced the grants support area to increase its effectiveness in securing grant funding and to improve the oversight over grants. There is now a Grants One Stop center, which has been responsible for the acquisition of major grant funding, including Title V grants. The formation of the One Stop center has resulted in a significant growth in grants to the College in recent years.

In order to maximize the college's ability to secure grants, the College has changed its grants procedures and operations. The most significant move was to obtain DUNS numbers for each campus, which opened up and multiplied the college's ability to pursue grant opportunities by six (the number of PCC campuses) rather than having only one DUNS number for the whole District. Such changes in the college's approach to pursuing grants have resulted in a \$17 million increase in grant awards received in a period of five years. Since the change, the college successfully secured seven major grants. Three were from the US Department of Education, Title V Part A, Award for Hispanic-Serving Institutions (HSIs) totaling \$7.5 million dollars, and four were TRiO Upward Bound Grants totaling \$4 million dollars.

Of the college's six campuses, three are designated by the US Department of Education as HIS's based on their 25% or more Hispanic student enrollment. Such designation allows these three campuses to pursue grant programs that are specifically for HSIs.

When federal legislation becomes law and ensuing grant opportunities are within such law, the college's Office of Federal Initiatives notifies the College's Grants One Stop Center. The Grants One Stop Center at the District Office then works with grant proposers at each campus to ensure that grants are appropriate and address the College Plan Actions first, and that matching funds are available and supported by the college, if required, and to ensure compliance with grant proposal requirements. Awarded grant

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programs are monitored monthly for compliance with the requirements and parameters of the federally approved grant program activities and to ensure that grant programs are on track to meeting their objectives and that funds are spent according to the grant's budget and federal regulations.

The College has a total of 40 active grants for a total of \$20,353,551 in funding. Sources of these grants are 19 federal (\$16,752,629), 19 state (\$3,554,341), 1 local government (\$36,581 City of Tucson) and 1 non-profit (\$10,000 Every Voice in Action). Major federal grants that the College has received from the US Department of Education include grants from the Title V program and TRIO.

The Title V program, "Developing Hispanic Serving Institutions", helps colleges and universities enhance and expand their capacity to serve Hispanic and low-income students. The West and Desert Vista campuses received Title V grants in 2006. Those Title V grants have funded upgrades in costly health science equipment for training medical professionals at the College's West Campus and the creation of an Avionics Technology program to expand the Desert Vista Campus' Aviation program. In 2008 the Downtown Campus was awarded a [Title V grant](#) in the amount of \$2,869,876. This has been used to redesign curriculum and instructional delivery to take advantage of new technologies for diverse students through a Center for Integrated Learning (CIL). The grant will give the College increased flexibility for delivering classes and skills training to a diverse student population, including working adults. Funding for each of the College's three Title V grants is allocated across the five-year life of each grant.

Five TRIO Grants have been awarded to PCC, including four 5-year Upward Bound TRIO grants at \$1,000,800 each for four of the college's campuses, and one 5-year Educational Talent Search grant for \$1,593,510. The grants are in partnership with 17 local high schools, serving a total of 1,211 high school students (Upward Bound & Talent Search combined) in assisting and promoting student success in their pursuit of a post-secondary education.

The major grants received by the college have been instrumental in upgrading facilities, laboratory space, curriculum, lab and instructional equipment and technology in these programs: Nursing, Respiratory Therapy, Radiologic Technician, Early Childhood Education, Aviation Technology, and the Student Learning Centers. They also have enabled the College to work closely with local educational agencies in encouraging high school students to pursue post-secondary education. Other grant sources provide much needed funding for the Adult Education program.

Human Resources

Pima Community College understands the importance of its employees to support its mission and vision. The College includes people as one of its values, and two of the College Goals reference the importance of human resources: Provide excellent teaching and responsive student services; and to prepare a highly skilled workforce. Student Services have been a major area of focus for the College since 2007 and is discussed in detail under Criterion 4. In this section, the human resources base is described.

The College has a number of policies, processes, and tools that help the institution realize the values and goals related to human resources. In turn, this strengthens the College's resources to support the educational programs and improve quality in the future.

Employee Policies

The College has [Personnel Policy Statements](#) that outline the institution's expectations of the employee and the conditions of employment, including documented salary and wage schedules and parameters, and that describe available benefits, including professional development funds available for each employee group, and disciplinary procedures. The policy statements are updated annually through a collaborative process with the various employee groups. The statements are:

1. [Personnel Policy Statement](#) for College Employees (common policy for all employees)
2. [Administrative Personnel Policy Statement](#)
3. [Classified Exempt Personnel Policy Statement](#)
4. [Classified Non-exempt Personnel Policy Statement](#)
5. Faculty Personnel Policy Statement for [37.5](#) and [40 hour](#) work week

There is also an [Adjunct Faculty Guidebook](#) that provides basic information about the College, as well as benefits, responsibilities, campus services and contacts pertaining to Adjunct Faculty that apply across campuses.

Recruitment and position review processes

Recruitment and retention of employees are essential to ensuring that the College has the faculty and staff necessary to meet the institutional mission, vision, and goals.

Recruitment practices (faculty and staff)

Vacant positions that have been approved for hire are first recruited through a positional transfer process in which internal candidates are provided an opportunity to apply for an open position. If the position is not filled through transfer, the position is recruited competitively through the use of online notifications, newspaper and journal advertisements, and through online and traditional search services. Both internal and external candidates are encouraged to apply. The process is described more completely in the standard practice guide [SPG-4201-BA](#), Filling Authorized, Vacant Regular Positions. Open positions are posted on the College [Pima Jobs](#) webpage.

A new recruitment tool utilizing a Job Application and Tracking System has been implemented. The College uses the secure online system to manage the recruitment process and communicate with applicants. The system is integrated into the existing Pima Jobs web site, linked from the PCC homepage, so that job seekers can quickly find

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job openings, contact information and more. With the new system, those involved in the hiring process can review application materials online at their convenience, without the need to meet with others involved in the process. Applicants can:

1. Complete an online job application
2. Upload supporting documents, such as a letter of interest and transcripts
3. Edit their applications
4. Check on the status of their applications
5. Select interest cards to receive an e-mail when a job they are interested in is available

Faculty hiring process

The faculty hiring process is outlined in detail in a College Standard Practice Guide, [SPG-4201/BB](#), which outlines the dates and responsibilities involved in the faculty recruitment process. The process is also further explained in the section on Criterion 3b.

Adjunct Faculty database

In order to maintain a robust and efficient pool of qualified adjunct faculty instructors, the College continuously recruits adjunct faculty through job fairs, online applications, advertising, and direct contact with individuals. Applications are screened for qualifications by certification analysts, and qualified instructors are added to a college-wide database in MyPima Groups that can be accessed by all of the campuses when they need to hire adjunct faculty.

Planning for Human Resource Allocation

The College employs a staffing Resource Allocation Model (RAM), which redistributes FTE staffing positions between the campuses based on changes in enrollment. The model includes base staffing levels for each campus and allocates a variable number of positions based on enrollment. If the RAM indicates that a campus is relatively overstaffed versus another campus, a target adjustment is made in which a vacant position at the overstaffed campus is shifted to the relatively understaffed campus.

Job Description Review

Staff and Administrator Compensation and Classification Study

The impact of technology in the workplace, as well as organizational change, personnel movement, salary, a tighter employment market, and other factors motivated the College to undertake a comprehensive classification and compensation study.

An executive committee of 30 employee representatives selected Fox Lawson and Associates LLC to conduct the study. The study began with a general questionnaire followed by a position-specific one. Every administrative and staff employee of the

College was asked to fill out the latter questionnaire describing his or her duties. Peer groups met with the consultants to help regroup employees with common responsibilities and skills.

The [position classification specifications](#) were completed in November 2000. In spring 2001, the Compensation and Classification Study findings and recommendations for staff were presented to the College's Board of Governors. An initial fund was set aside to adjust salaries consistent with recommendations of the study.

Position Cyclical Review

Administrative and staff positions are grouped into three larger job families to facilitate a rotating or [cyclical review](#) process. The purpose of the classification reviews is to update job descriptions according to changes in job-related duties since the previous review. For example, as the College has increasingly digitized its operations, workloads and activities have evolved as well. Employees provide documentation of their day-to-day tasks and answer a series of [questions](#) regarding their positions. If warranted, a desk audit of the position is performed by Human Resources. The Job Evaluation Committee analyzes the documentation and makes recommendations regarding whether any changes to specific job classifications are needed. Recommendations are further approved administratively, and approved positions are changed to another job classification. The budget includes funds to make these adjustments as approved each year.

Performance Reviews

Faculty Success Program

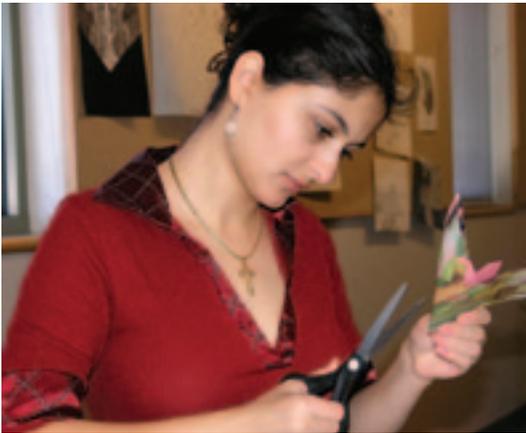
The Faculty Success Program for full-time faculty at the College begins with the Faculty Learning Academy (FLA), begun in 1997. The Faculty Learning Academy introduces new faculty to the College, the College mission and vision, and PCC's diverse student body. The FLA is held annually in August, just prior to the beginning of the fall semester. New faculty also learn about accreditation, student learning outcomes, curriculum and instruction, and online and hybrid classes, governance structures, student services, and MyPima. Ongoing support for new faculty is provided by a first-year faculty mentoring program.

All full-time permanent instructors are evaluated on an annual basis and also structure a faculty improvement plan in consultation with their division deans. The purpose of faculty evaluation and development are to strengthen teaching and educational service in order to enhance student success. There are four key components of the program: 1) Annual or Cumulative Collegial Conference; 2) Student/client evaluations (which also apply to adjunct faculty); 3) Self-evaluation; and, 4) Peer review.

The annual collegial conference and evaluation is designed to ensure the success and support of each faculty member and the instructional and educational support systems of the college. It is held each spring. The faculty member's supervising dean schedules the appointment for the annual conference and evaluation at least three weeks in

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advance to provide the faculty member sufficient time to prepare a self-evaluation. One week prior to the scheduled meeting, the faculty member sends the supervising dean a self-evaluation and any supporting materials. The self-evaluation addresses a number of topics, including achievements, progress towards goals, goals for the upcoming year and professional development activities. The supervising dean prepares a written evaluation for discussion at the meeting. Following the meeting, both the faculty member and dean complete a cover sheet and transmit the self-evaluation, written evaluation and goals for the upcoming year to the Office of Professional Development.



In addition to the self-evaluation and written evaluation, input is also obtained from students, via a student feedback report, and clients. Different forms are completed depending on whether the faculty member is an instructor, a librarian or a counselor. Full details about the Faculty Success Program are given in [Appendix J](#) of the Faculty Personnel Policy Statement.

Staff review process

Although this information describes the exempt employee performance review process, non-exempt staff utilize a similar process for their performance reviews. Pima Community College is committed to developing the personal and professional potential of its employees. Therefore, regular exempt employees participate in performance progress reviews to: develop performance expectations; assist the employee in accomplishing job assignments; provide supervisory feedback; afford the employee an opportunity to discuss successes or difficulties that occurred within the review period; provide measurable outcomes and establish goals for the next review cycle. The formal process is designed to work with and encourage the informal day-to-day practice of performance feedback. The review of job expectations and goals is an ongoing and progressive process that occurs throughout the review cycle.

The process is aimed at promoting lifelong learning and continued professional growth. This review is designed to be completed in collaboration with an immediate supervisor as a measure of job accountability. As the supervisor and the employee work together to develop a professional and personal development strategy, individual goals should be specific, measurable, attainable, realistic, and meaningful

The Plan involves these steps:

Initial Discussion: The employee and supervisor identify job expectations, performance outcomes, and goals for the current position and estimated timelines for achievement. The employee and supervisor identify what professional development (i.e., specific knowledge, skills, and activities) is needed to reach the identified job expectations and goals. Then, to fill those needs, specific resources, such as providers, money, time, and moral support, are identified.

Mid-cycle Discussion: An opportunity for the employee and supervisor to confer and confirm plan progress and make any realignment as necessary.

End of Cycle: The employee and supervisor meet to review cycle achievements and engage in the initial discussion for the next review cycle (Step 1, Initial Discussion, above).

Internal faculty qualifications audit and Certification Process

The College has initiated an internal review of adjunct faculty qualifications to ensure that standards and processes are consistent district-wide. This review has been initiated to ensure that PCC maintains high teaching standards, in support of the College Mission and the Values of Accountability, People and Quality. One key result of the review was the establishment of a centralized faculty [Certifications and Contracts](#) office based at the District Office, led by the Provost's Office. In addition, there is a [PCC Regulation and Standard Practice Guide](#) describing the certification processes.

Despite budget constraints beginning July 1, 2008, the College continues to support and improve professional development offerings to employees. The courses available fall into a number of broad categories:

1. [Orientations](#): Introduction to the College. These are conducted for all faculty, staff, and administrative employees during their first two days of employment, prior to their first day of job duties. Orientations are scheduled the week following Board meetings and include the philosophy and mission of Pima Community College, technology core competencies, safety, and an overview of the professional development online system [Employee Development](#) (ED).
2. [Orientations](#): Introduction to the Job. New employees, including those hired to positions through the internal process, receive a new-job orientation. Job orientations are conducted by the direct supervisor, and a check-list of discussion topics is provided to supervisors to ensure all key topics are covered. This stage of the orientation includes introductions to key personnel, overview of the communications tools available, performance expectations and site resources.
3. [Essential Learning](#): Essential learning consists of orientation, compliance topics and specific topics for each employee group. Knowledge contained in Compliance Topics should be acquired in the first three months of employment. The specific topics covered in these classes vary depending on the employee group. However, essential learning topics are provided for faculty, department chairs and academic deans, non-supervisory staff, supervisors (non-administrator) and administrative leadership.
4. [Cornerstones](#): These courses include topics that may change annually based on the College plan initiatives, need, funding, and the recommendations of the College Professional Development Committee. Cornerstones workshops, though not mandatory, are recommended as a means of continuing education

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to promote personal well-being, to assist in remaining up-to-date in current duties, or to prepare for other College career opportunities. General categories are health and living, technology, process improvement, and communication/team interaction.

5. Special Events: These are special-purpose activities that respond to the needs of a particular audience, are one-time events, and cover emerging issues. Perennial special events include the Student Services Institute, English Faculty Professional Development Day, Counselors Professional Development Day and Exempt Staff Development Day. Other events are offered on a cyclical basis including Department Chair Academy, Basic Supervision and Intermediate Supervision Series, Non-exempt Staff Development Day and Administrative Assistant Development Day.

The primary repository of information on [professional development](#) is the online [Employee Development \(ED\)](#) system. ED is an online training site for regular employees, adjuncts, temporary and student workers. Training tutorials, job aids and custom courses can be housed online. Communication channels have been preset to inform target learners based on job function, campus, supervisor, and employee group. Additional custom courses are available, including topics such as Banner Online modules, compliance topics, customer service for student support and classroom management.

In the first year that ED was available (January – December 2008), 700 employees participated in an orientation to the system, 4,500 learners accessed an online course with 93% completing the course, and 1,500 learners accessed books online. From the faculty group, 176 accessed books and 393 have used ED in some capacity.

Step Progression Plans (SPP)

Administrators

In April 2004, the Board of Governors directed Employee Groups to develop criteria for future step increases for their constituent groups. The Administration had developed draft criteria in the fall of 2003 and subsequently revised the criteria to include a plan and process for implementation. Effective July 1, 2008, the [Administrator Step Progression Plan](#) and Criteria was incorporated as policy. The process to apply for and receive, or be denied, step advancement is the same for all levels and types of PCC administrators. However, the criteria for step eligibility of each group of administrators (Division Deans, Executive Directors, Vice Presidents of Instruction, Vice Presidents of Student Development, Assistant Vice Chancellors, Presidents, and Vice Chancellors or Executive Vice Chancellors) differ slightly in that the criteria are reflective of the types of work in which various elements of the administration are engaged. The step advancement criteria should be achievable and attainable within a fiscal year, verifiable through appropriate documentation, progressive or distinguishable from past years, relevant to the job and/or career, require energy and effort from the employee, and be distinctive to that employee.

Faculty

The Step Progression Plan (SPP) for Faculty was piloted during the 2005-06, 2006-07 and 2007-08 academic years. During 2007-08, a comprehensive review of step criteria was conducted to determine their effectiveness and the extent of any unintended negative consequences. Following the pilot phase, recommendations regarding step criteria and advancement were reviewed through the Meet-and-Confer process and the plan finalized for implementation. Faculty who met the step criteria for academic years 2005-06, 2006-07 and 2007-08 were authorized for step advancements. 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. The College's faculty are its leaders for teaching and fostering learning in others. The SPP emphasizes continued growth and development of Faculty to meet the needs of the students and community in the 21st century and authenticates the past performance and professionalism of PCC Faculty.

Exempt Staff

The Exempt Staff Step Criteria Committee developed draft criteria in the fall of 2003 and through the Meet-and-Confer process subsequently revised the criteria to include a plan and process for implementation. The process to apply for and receive, or be denied, step advancement is the same for all levels and types of fulltime regular exempt staff. In formulating the step advancement criteria, the Committee emphasized that the criteria should be achievable and attainable within a fiscal year, verifiable, progressive or distinguishable from past years, relevant to the job and/or career, require energy and effort from the employee and be distinctive to that employee. Exempt staff recognize that both the individual and the organization benefit through continued professional development and personal growth. The Step Progression Plan is a voluntary, employee-elected means to a monetary reward based on established criteria.

Non-exempt staff

Non-exempt staff step progression (i.e., Professional Goals Plan) focuses on employee development to meet individual and organizational needs in support of the College Mission. As employees pursue and attain professional growth, significant benefits also accrue to the College in the form of increased transfer of knowledge, skills, and abilities, higher productivity, and improved satisfaction and retention. Step advancement within a salary grade is one way for the College to formally recognize, encourage, and reward contributing employee gains through monetary increases. The Step Progression Plan is established by the employee for his or her own professional growth and development and as such, time spent on achievement, other than to attend College-sponsored professional development training, is on the employee's own time. Employees may, with



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the approval of their immediate supervisor, adjust their work schedules to permit time to take College credit courses during normal working hours, so long as the 40-hour work week is observed. The Employee Step Progression Committee established the series of tests that step criteria should meet.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

A major component of the College's evaluation and assessment process is centered on the strategic planning process, which was described previously in this chapter. Additional evaluation and assessment activities include internal and external instructional program review, completeability assessments, and student services review. These topics will be discussed in this section.

Instructional Program Review

Internal

PCC has a program review process for all instructional programs. Occupational and service areas, such as libraries and learning centers, go through program review on a three- or four-year cycle. Library Services also produces an annual report. Transfer programs are reviewed on a five-year cycle. All instructional program reviews are faculty driven with the guidance of the Program Services office.

Internal Program Review consists of the following elements:

- i) SWOT analysis (strengths, weaknesses, opportunities, threats)
- ii) Development of an Action Plan
- iii) Occupational programs complete a labor market analysis and receive input from external advisory committees
- iv) Instructional programs analyze data on enrollments, demographics, completions, financial, grade distribution, and more.

When completed, campus-based programs report to the Campus Cabinet and district programs report back to District administrators. During the presentations, there is a question-and-answer session, so that administrator concerns may be addressed. Based on the feedback received, the Action Plans are revised. Subsequently, the plans are approved for implementation by the appropriate administrator. A mid-cycle status update is required for all programs. Complete program reviews are posted on the Accreditation Archive.

External

Certification, accreditation or licensure

Many occupational programs require external certification, accreditation or licensure. The College has a [Standard Practice Guide](#) for external program reviews, which describes the procedure to be followed. In addition, the Guide explains program unification or deletion which can occur for programs lacking sufficient enrollment to be sustainable. If the program review indicates that the program is having difficulties but is inconclusive, then a feasibility study is carried out to determine whether the program should be unified with another program or discontinued and taught out.

Advisory committees

All occupational programs are required to have advisory committees, for the purpose of providing advice on industry trends, employment needs, program relevancy, currency and effectiveness, experiential learning opportunities, and student learning outcomes. Typically, members of advisory committees include a cross-section of community interests, such as employers, experiential education partners, K-12 educational members and sponsoring agency members. At a minimum, the committees meet twice per year. The roles of the advisory committees are described in Standard Practice Guide [SPG-3201/AA](#).

Completeability assessments

Programs of study must be designed in such a way that students can complete them within two years, either by exclusively taking day classes, exclusively taking night/weekends classes or exclusively taking online classes. Projected course schedules are gathered annually and evaluated to ensure this occurs and adjustments are made to ensure completeability requirements.

The Curriculum Office requests a two-year class projection listing from each of the campuses, and compiles a college-wide electronic list. The data is reviewed to identify any programs that would not be completeable based on the projections. If any programs are identified, the details are forwarded to the Assistant Vice Chancellor for Academic Services and Vice Provost, who works with the campuses to ensure any required adjustments are made.

Curriculum Process

Articulation Task Force

The [Articulation Task Force](#) (ATF), which includes representatives from community colleges and state universities, ensures that transfer courses across the state are equivalent (i.e. WRT101 or ENGL101 is the same at all state institutions). Several faculty members from each higher education institution serve on ATF. The purpose of the group is to ease transferability of credits for students, simplifying the transfer process.

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College Discipline Area Committees

The curriculum process at the college is faculty-driven. It includes Curriculum Alignment, Unification and Placement (CAUP), the Curriculum Council, and College Discipline Area Committees (CDACs), which are college-wide committees of faculty working with an assigned administrator. CDAC activities include curriculum development, textbook adoption, program review, and student outcomes and assessment review for the purpose of curricular improvement. Each campus has a curriculum specialist to facilitate new course development and modification of existing curriculum and to review those courses that have not run in a three-year period. Curriculum is reviewed on a three-year cycle for currency and relevancy by departments and CDACs. The curriculum process includes the following steps:

1. New curriculum or modifications are initiated by faculty
2. Curriculum specialist develops paperwork and obtains approval signatures
3. Yes / No vote by CDAC
4. Curriculum Council vote

New Program Development Process

New programs are proposed through a formal process that includes enrollment and financial projections for the first three years of the program. For occupational programs, labor market information and employer community input is also incorporated, and the availability and applicability of Proposition 301 money to support the programs is considered. Once a new program is approved and implemented, it is reviewed under the existing Program Review process.



Support Services

The College carries out detailed reviews of support services to ensure high standards and consistency across the district. An external review of Student Services was carried out by the Exeter Group, as discussed in Criterion 4. In addition, the College undertook a Financial Aid Review in 2008.

At the invitation of Pima Community College, Financial Aid Services (FAS) visited Pima Community College (PCC) on February 25 -29 and March 10 -14, 2008 to conduct a Financial Aid Operations Effectiveness Review (OER). The purpose was to review and assess the financial aid operation and its delivery of federal financial aid. It included an extensive assessment of the system technology and business processes.

The Consultants identified:

- Process improvement opportunities supported by technology,
- Workflow improvement opportunities adding more efficiency,
- Business practice changes or enhancements that would improve services to students and other offices,
- Business practice changes that address federal reporting and reconciliation requirements,
- Federal compliance issues,
- Position classification and organizational structure changes that may be better suited to positions and operational needs, and
- Communication and training needs.

The College Plan required a task force to coordinate implementation of recommendations from the FAS report. A Financial Aid Action Plan was developed, a task force was convened and teams were formed to be responsive to five different initiatives. Below are the initiatives and the accomplishments to date.

Initiative 1: Administer Student Aid in adherence with institutional policies and Federal student aid regulations

- Strategy 1.1 Comply with federal Student Aid Regulations related to academic programs, academic calendars and Administration of student aid regulations
- Strategy 1.2 Comply with Federal Student Aid Regulations related to student eligibility and Satisfactory Academic Progress
- Strategy 1.3 Comply with Federal student aid regulations related to default prevention and loan notification, opportunity to cancel and exit counseling
- Strategy 1.4 Comply with Federal student aid regulations related to student withdrawal from College and Return to Title IV Funds
- Strategy 1.5 Comply with Federal Regulations related to Fiscal Administration of Federal student aid programs
- Strategy 1.6 Comply with Federal student aid regulations and document of student aid policies and procedures

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Major Accomplishments:

- Reviewed policies and procedures to comply with Federal Regulations
- Restructured the Satisfactory Academic Progress Policies and procedures
- Developing a comprehensive Default Management Plan that incorporates money management information for students
- Procedures developed to enhance loan notification, opportunity to cancel and exit counseling
- Developing a Policies and Procedures manual that is comprehensive of all employee needs; therefore each section is broken down into Level I, Level II and Level III expectations
- Developed outline and researched technology to assist institutional compliance with alternative educational opportunities with implementation for Fall 2010
- Institution implemented a policy that requires faculty to submit last date of attendance during grading periods to ensure accurate and timely Return to Title IV Funds.

Initiative 2: Master Utilization of Technology

- Strategy 2.1 Master financial aid systems – Modify current Banner processes
- Strategy 2.2 Master financial aid systems – Add to current Banner processes
- Strategy 2.3 Master financial aid systems – Administer corrective processes
- Strategy 2.4 Master financial aid systems – Implement new Banner applications and functions
- Strategy 2.5 Master financial aid systems – Provide and manage access to Banner Financial Aid module, US Department of Education on-line tools and security clearances
- Strategy 2.6 Master financial aid systems – Perform timely system testing

Major Accomplishments:

- Conducted a Banner review to determine efficient and maximize use of system
- Redesigned and implemented security clearances
- Trained and implemented on the use of RORULES
- Developed and implemented a comprehensive module test plan
- Implemented Technology Team to foster greater technology knowledge and usage in financial aid
- Implementation of Document Imaging began January 2010

Initiative 3: Improve Business Practices

- Strategy 3.1 Build effective business practices – Enhance communications with students
- Strategy 3.2 Build effective business practices – Change policies and procedures related to determination of student eligibility
- Strategy 3.3 Build effective business practices – Improve management of Perkins Loan program
- Strategy 3.4 Build effective business practices – Review packaging of federal student loans
- Strategy 3.5 Build effective business practices – Redesign Management of Federal Work Study program
- Strategy 3.6 Build effective business practices – Change disbursement of student financial aid
- Strategy 3.7 Build effective business practices – Improve management of short term tuition loans
- Strategy 3.8 Build effective business practices – Submit new certificate programs to the US Department of Education

Major Accomplishments:

- Implemented communications with students through Pima e-mail and web
- Implementation of ROAMESG allows us to offer real time messages with students regarding the processing of the students file
- Reviewed policies and procedures to comply with Federal Regulations
- Implemented a 3 day turn around for review of student files upon receipt of corrections and completion
- Amended packaging policies to award based on hours attended in an effort comply with institutional goals to reduce student debt
- The Federal Work Study program has been redesigned and continues to seek opportunities to improve operations
- Finance Office implemented a new payment plan that offers a variety of payment opportunities for the students
- Reviewed policies and enhanced operations that needed to be updated regarding disbursement. Future, enhancements will be implemented during Fall 2010 with the implementation plan for alternative education.

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Initiative 4: Enrich Service Orientation

- Strategy 4.1 Enrich service orientation to student financial aid applications and recipients
- Strategy 4.2 Enrich service orientation by asking for student financial aid recipients feedback
- Strategy 4.3 Enrich service orientation by expanding dissemination of consumer information
- Strategy 4.4 Enrich service orientation by improving internal communications
- Strategy 4.5 Enrich service orientation by participating in college outreach efforts

Major Accomplishments:

- Redesigned and developed training for the financial aid staff and colleagues has been designed to focus on one goal - enriching the services offered to the student while maintaining compliance. Often student's perception of service and federal compliance are contradicting, therefore, the financial aid staff continues to develop workshops for students that will help them make the best choices as well as develop a deeper understanding of their commitments.
- Enhanced and continue to develop outreach efforts to the community. Assigned the coordination and management of this effort to one employee to ensure this important institutional commitment is ensured proper coordination and quick responses. An e-mail has been developed for the community to request presentations, as well as strengthened relationships with the Outreach department.
- Promote and support open and philosophical discussions about policies and procedures

Initiative 5: Strengthen Administration of Student Financial Aid Operations

- Strategy 5.1 Strengthen administration of student financial aid operations through better communication
- Strategy 5.2 Strengthen administration of student financial aid operations through staff training and professional development
- Strategy 5.3 Strengthen administration of student financial aid operations by reclassification of positions
- Strategy 5.4 Strengthen administration of Student financial aid operations by reorganization of staffing and operations
- Strategy 5.5 Strengthen administration of student financial aid operations by improving office space

Major Accomplishments:

- The Financial Aid Office has improved communication and continues to strive to ensure that all have the updates as changes occur. Implementation of the intranet will be integral to continue this initiative.
- Financial aid training is continuous with internal staff to ensure consistency in knowledge and practice.
- The Financial Aid Training Team has been extremely busy in designing and implementation of training for the Student Service Center Employees
- The Financial Aid Office has been reorganized and positions were reclassified. Responsibilities have been redistributed to ensure equity and optimum utilization of staffing
- Office space has been reviewed and maximized at the District and Campuses

Student Accounts Process Review

The Exeter Group also reviewed the student payments process and the third-party billing process. Currently, tuition payment plans were reviewed with the intention of improving the plans that are currently in place. The College has developed a [payment plan](#) system for students.

Facilities

Facility Management Information System

The College implemented a facility management information system in order to more effectively track facilities operations. Through the Facility Asset Management Information System (FAMIS), an employee can enter a service request into the system. The request is routed to work control, and routed on to the appropriate shop (e.g. carpentry, painting, electrical). The system is used to schedule work and may ask for an estimate of actual work to be done. There is a dollar value approval process for those items that get charged to departments. Facilities requests over \$2,500 can only be done through the capital process. FAMIS permits tracking of all facilities, equipment, and maintenance cycles, which are managed out of the Maintenance and Security offices and warehouse, located near the Tucson International Airport (where the Truck Driving program is also located).

Facility Condition Audit

In order to ensure the sustainability of the campuses and to develop a long-range planning approach to our capital assets, the College retained the Kitchell Company to conduct a Facilities Condition Audit (begun May 2009) and the GLHN Company to conduct a Utilities Master Plan assessment (begun January 2009). Specifically, these firms are evaluating the structural, mechanical, and electrical systems, reviewing regulatory compliance, and assessing utilities usage at all College facilities. The audit will identify costs associated with deferred maintenance, and include short- and long-term strategies for facilities replacement and renewal. Additionally, the process includes bar coding of

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all equipment and input of tracking information into the College's facility management system. The information derived from the audit will facilitate capital replacement planning and maintenance scheduling and will inform master planning efforts in the future. This project was approved as part of the FY08 and FY09 capital budgets.

Lifecycle planning

The annual capital budget process incorporates a two-year projection. Known and projected capital replacement needs are monitored on an on-going basis. This permits better planning for budgeting and consolidation, as well as consistency. For computers, the current life cycle is 5 years.

Utilities reviews

Capital funding has been allocated for utilities assessments and plan development. PCC is currently holding discussions with Tucson Electric Power focusing on current rates, negotiation of future rates, potential rebate options and alternative power sources.

Technologies

In June 2005, best practices research on recruitment and selection processes was completed through a study conducted by Sibson-Segal Consulting. In addition, in April 2006, internet-based best-practices research was completed for the Phase II processes of Get and Keep Talented Employees. The study reported findings in the areas of time and leave reporting, benefits and leave management, classification and compensation, training, education and development programs, career paths, and performance management.

Financial Services

The College values accountability and transparency of its financial operations. To this end, numerous internal and external audits and process reviews are performed to ensure solid stewardship of public funds.

Internal audits and Review

The Director of Internal Audit position reports to the Chancellor and has access to all College employees and documents required for an audit. The Director meets with the Chancellor each year to develop the annual schedule for routine audits of units that are reviewed on a periodic basis. The annual schedule also accommodates unanticipated priority audit issues that may arise during the year. The Chancellor approves any additions to the audit schedule that may delay audits originally scheduled in the annual meeting. The Chancellor approves finalization of all audit reports. Copies of final audit reports are provided to the Arizona Auditor General in the annual financial audit. In addition, copies of audit work papers are provided to the Auditor General upon request.

External Audits and Review

PCC is the subject of several external audits, including the following:

- a. State of Arizona Auditor General Comprehensive Annual Financial Reports (CAFR)
- b. A-133 Single Audit Reports
- c. Federal government (Internal Revenue Service, Department of Education)
- d. Grantors
 - v) Federal
 - vi) State
 - vii) Private

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Previously in this chapter, details were provided on the specific activities that PCC undertakes in order to ensure the College is preparing for the future. In this section, those activities are revisited with a specific focus on how they relate to the College Mission, Vision, Values, and Goals.

College Plan Alignment with the College Mission

As described under component 2a, the first step in the planning process at PCC is to revisit the College Mission, Values, Vision, and Goals. The Planning Committee discusses each item in turn to determine whether the statements continue to reflect the direction of the College. By discussing these items at the first meeting of the planning cycle, and updating if necessary, the Plan is fully aligned with the College Mission. At other stages of the implementation the College Plans feed back into the Mission and Values of the College. For example, at the April 2008 meeting of the Board of Governors, the 2008-2011 College Plan was presented for the Board’s consideration. It was noted by a member of the Board that accountability is a central theme of the Plan; consequently, the Board approved adding Accountability to the College Values.

To further ensure that the College Plan fully reflects the Goals and direction of the College, each initiative within the College Plan supports one or more College Goals. For example, in the 2008-2011 College Plan, Initiative 1, “Provide Evidence of Student Learning and Teaching Effectiveness,” is identified in the Plan documents as supporting all seven of the College Goals. In addition, all levels of the College Plan

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specify the positions responsible of each activity. Plan activities are the responsibility of administrators or cross-functional groups.

Finally, while initiatives are related directly to College Goals, each Action Item of the 2008-2011 Plan is associated with at least one Higher Learning Commission (HLC) core component. In this way, the College Plan is integrally associated with the HLC criteria, as well as the specific Mission and Goals of PCC.

The strong connectivity between the College's strategic plan and the Mission, Values, Vision and Goals ensure that all planning activities, regardless of the functional areas responsible, directly support the Mission. This is the case for all of the activities described previously in the chapter, but two specific examples are provided below.

Instructional Planning

Planning in this area incorporates a number of topics such as completeability, alternative delivery modalities and frequency of course offerings. As for all planning at PCC, these topics are directly related to the College Plan. To give a specific example, Action Item 1.5.2 in the 2008-2011 College Plan is to "expand access to learning resources for faculty, adjunct faculty and students through multiple modalities." This Action falls under Strategy 1.5, "Develop and enhance learning and educational resources to support student learning and teaching effectiveness." This Strategy was completed in April 2009 and a total of thirteen activities were carried out in support of 1.5.2 alone. This included increasing student access to Student Success courses via the development of modules and workshops, intranet development, MyPima alerts and social networking options.

Technology

The ongoing developments in technology mean that the College must plan carefully for future needs of both students and employees to ensure that technology is fully utilized in support of College instructional programs and operations. Recognizing this importance, Initiative 6 in the 2008-2011 College Plan is "Master Technology", which includes improving training, use, support and communication for technology. Additional areas of focus in the initiative are the protection of information and the development of an intranet, which as of this writing is being constructed as a function of MyPima.

Organizational Structure Supports the Mission

The overall organization of the College, including the Chancellor's and President's Cabinets, Standing Committees, Faculty Senate and Staff Council, is designed to support the College as it continues in its Mission "to develop our community through learning." As necessary, new Committees are formed or reporting structures changed to ensure the College can continue to operate successfully.

The organizational structure is directed by the long-term planning outlined in the College Plan. For example, in response to the Exeter survey of PCC's student services, the College centralized student services operations. This included changing the reporting

structure for the Vice Presidents of Student Development, who now report to the Provost and Executive Vice Chancellor through the Assistant Vice Chancellor for Student Services at the District Office. This change was a direct result of the Exeter survey, which was reflected in the 2008-2011 College Plan Strategy 3.1, “reorganize College leadership of student services to be more centralized and coordinated”.

Further, during the first year of the 2008-2011 College Plan, an ad hoc committee was established to discuss Developmental Education in support of Initiative 2. As a result of the recommendations from that group, the Chancellor established a Developmental Education and Retention Standing Committee for the 2009-2010 year. This committee submitted a final report and proposal to the Chancellor on April 30, 2010, and its proposals will be integrated into ongoing discussions of the Planning Committee on the 2011-2013 plan cycle.



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.

Introduction

From its inception as an educational institution, Pima Community College has put learning at the center of its mission. We consider learning in its broad sense, as including not only traditional developmental, academic transfer and general education classes, but also occupational and technical fields that lead to certificates or associates degrees for direct employment, as well as adult and continuing education. The current mission states that we will “develop our community through learning,” a statement which recognizes the importance and relevance of learning as more than merely acquiring credits or a degree. As many studies demonstrate, learning best takes place through effective teaching; the dynamic between students and teachers is the crucial ingredient of successful learning.

Pima Community College strives to meet its goals of student learning and effective teaching in all programs and disciplines and all modalities, particularly through development of relevant and current curricula, clearly stated learning outcomes with relevant assessments, access to libraries and databases, effective use of technologies, and other means. Most relevant to Criterion 3 are our Student Learning Outcomes (SLO) initiative, our revised faculty standards and more effective search and hiring practices, and our processes of faculty professional development and review.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Overview of the History of Assessment at PCC

In response to concerns raised by the HLC review team in its evaluation of Pima Community College’s 1990 self study report and a subsequent focused visit on

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assessment in 1994, which required that the College submit a formal institutional assessment plan by 1997, the College established a College Standing Committee on Assessing Student Academic Achievement (CSCASAA) to plan and coordinate a coherent approach to assessment. While the Committee's work drew some positive evaluations from the HLC review team's report in 2001, that report also identified some serious shortcomings in the implementation of the CSCASAA's plan.

The review team was concerned with the following shortcomings: Implementation of the assessment plan was not consistent across the District; the data generated by the assessment process was not being used to improve curricula or student achievement; there was little consistency within programs, and the program review process did not include assessment data nor reflect actual use of that data within the programs to set goals for improving instruction or student achievement. The review team also pointed out that such data as was being generated was not readily available to stakeholders. The review team was also highly concerned that general education was not being assessed and recommended that all students attaining a two-year degree should be assessed for their general education outcomes.

In response to the HLC review team's concerns, the College began working in 2001 on unrealized aspects of the assessment plan. The results of that work were reported to the HLC in September of 2002 in an ["NCA Monitoring Report on Assessment."](#) That report detailed at considerable length the assessment process, including matrixes of assessment outcomes criteria for all programs at the College, academic and transfer, occupational, ESL, and developmental education programs. It also described how the College had restructured program review so that all program review working groups received relevant data packets on assessment for analysis and action planning. The College restructured the assessment process to improve implementation of the assessment plan, faculty and [department chair development](#), and the communication and reporting process.

Student Learning Outcomes and Strategic Planning

In 2004 the College instituted a new planning process built on a two-year cycle. In the first College Plan to emerge from this new process, for the 2004-2006 cycle, the Assistant Vice Chancellor of Academic Services and the campus Deans of Instruction were given the responsibility under Strategy 1.5 to "Determine the effectiveness of instructional outcomes measurements." Additionally, under strategy 2.6, the AVC of Academic Services, along with the AVC of Student Services and the campus presidents, was given the responsibility for assessing the effectiveness of the developmental education curriculum in reading, writing, mathematics, and ESL through assessment instruments that measure student success both during and after completion of the developmental education course sequence, and to develop recommendations for curricular changes. The Plan also required that the effectiveness of assessments already in place be reviewed and that exemplary plans at other institutions be benchmarked. The [2004-2006 College Plan](#) also included corollary strategies to improve College communications and restructure the program review process. The [Final Report](#) on the Plan was presented to

the Board of Governors in May 2006 and included information on the progress made in implementing the assessment plan described in the 2002 monitoring report, including a draft framework for Student Learning Outcomes, plans for training faculty and piloting the plan in fall 2006.

The [2006-2008 College Plan](#) included Strategy 1.3, “Create student outcome measures,” assigning responsibility for the supporting actions to the AVC for Academic Services. The actions specified were:

1. Implement Assessment standing committee’s student outcomes measures.
2. Implement Developmental Education standing committee’s student outcomes measures.
3. Review and make final modifications for educational objectives and outcomes.
4. Refine and implement systematic student outcomes, including retention, data gathering, and longitudinal analysis.



In carrying out these actions, the College identified key members of both the administration and the faculty to send to the NCA’s assessment workshops in Lisle, Illinois. It also revamped the CSCASAA and renamed it the Student Learning Outcomes standing committee, with the new charge of “To review institutional academic assessment and recommend to the Chancellor the goals, activities, and implementation of Student Learning Outcomes.” Members of the SLO committee are drawn from district and campus administration, faculty, and staff.

Student Learning Outcomes Implementation

The SLO Standing Committee, working with the General Education Standing Committee, identified [five institutional outcomes](#) that encapsulate the College Mission: Learn, Communicate, Innovate, Participate, and Aspire. These institutional outcomes have been communicated to the College community through presentations at All College Day, All Faculty Day, the [SLO Quick Guide](#) and [SLO website](#), and ongoing SLO professional development workshops. The committee also established a process to guide faculty in the writing of outcomes criteria: from course objectives (as found in the course descriptions and outlines) to program level outcomes to institutional outcomes. Responsibility for defining course and program level outcomes, assessing those outcomes and analyzing the resulting data, and making consequent changes to curricula belong to the faculty. It is the effective use of the SLO process to make positive changes that stands at the heart of the College Plan Initiative. The purpose is not solely to identify where the College achieves its outcomes goals; it is more important to find the weaknesses in order to improve curricula and student learning.

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To ensure that the SLO process proceeds in a consistent and college-wide manner, the College has appointed five faculty SLO facilitators to guide outcomes activities across the District. The College also provides annual stipends to 65 SLO discipline leaders, faculty whose primary responsibilities are to lead the process by which agreement within the discipline is achieved. They see that resultant data gets back to the discipline faculty for analysis and application to improvement. Discipline Area Faculty have the responsibility of developing specific course and program outcomes and structuring pilot programs to test and refine the system. Responsibility for carrying out the assessments on the separate campuses devolves to the instructional department chairs, particularly in ensuring that adjunct faculty are adequately informed and actively participate in the departmental or program assessments. The first pilots of the process were conducted in 2007 in hard document format in four programs (two transfer and two occupational), Astronomy, Writing, Paralegal, and Early Childhood Education. These initial pilots allowed the Committee to identify issues that would affect the electronic version of the SLO process and to improve procedures prior to full implementation.

A key factor to a successful Student Learning Outcomes process is “completing the loop.” In addition to developing outcomes and administering assessments, the process must include dialogue among faculty for the purpose of interpreting data and implementing improvement plans within the discipline. The final step of the “loop” is to reassess outcomes in order to measure the effect of changes made.

The Social Services (SSE) program at PCC is a good example of a program that has successfully completed the loop. In Spring 2009, the SSE faculty assessed two of their outcomes, “Values and Ethics,” and “Self-Awareness,” through a student survey instrument which they distributed through most of their classes. Only 28% of the students having taken one course could successfully identify the values and ethics components on the survey. Only 59% of these students were successful on the self awareness component. SSE faculty decided upon pedagogical changes that needed to be made, including:

- Addressing these two areas more explicitly in class
- Including “values and ethics” and “self-awareness” statements in their syllabi
- Encouraging students to write a 1-2 page paper on self-awareness and the professional use of self
- Offering extra credit points for turning in a completed and thorough survey
- Encouraging the SSE Faculty Advisor to the SSE student organization to sponsor activities reinforcing the connection between PCC students and national social service organizations that emphasize these areas

In their recent Fall 2009 re-assessment of these two areas, results dramatically improved. For “Values and Ethics,” of students who had taken one course, 92% met the success

criterion. Results in “Self-Awareness” were in the 80% range, once again showing a strong improvement.

The Therapeutic Massage (TMA) program, Mathematics (MAT), Business (BUS) and Art (ART) are other examples of programs that have created outcomes, assessed an outcome and made changes that are in the process of being reassessed. By the time the HLC team visits the college, there will undoubtedly be additional examples of disciplines using the SLO process to improve student learning.

The 2008-2011 College Plan covers a three-year cycle rather than two years in order to coordinate with the Self Study process. It elevated Student Learning Outcomes to the level of an initiative, Initiative One, “Provide evidence of student learning and teaching effectiveness.” The initiative consists of six strategies and twenty-seven specific actions and assigns oversight responsibility to the Provost and Executive Vice Chancellor. Strategy 1.1 states that the College will “Create goals for student learning outcomes that are clearly stated for each education program and make effective assessment possible.” The initiative’s other strategies stipulate how the College will support student learning through learning environments, educational and business partnerships, effective teaching, educational resources, and preparation for the Self Study.

In fulfilling the initiative, the SLO Committee and appropriate staff and administrators reviewed a number of data-tracking software packages and in spring 2008 selected TracDat by Nuventive to manage the assessment process from course and program to District levels. The TracDat system was in place and ready for use by August of that year. TracDat is a robust program that provides a built-in structure for the SLO process that also conveniently drives discussion of what data the College actually needs to improve curricula and instruction. It is also a secure, domain-specific program with capacity for long-term data storage, thus providing the College with a persistent archive of comparable data. TracDat also can link different levels of outcomes, so that the connection between specific course outcomes and institutional outcomes can be followed. Importantly, it also has the ability to map which program outcomes are met in which specific courses and to track consequent actions for improvement. The Department of Program Services can consolidate appropriate data for those areas working on program reviews. TracDat is also being used by the Planning and Institutional Research department to track the progress of the College Plan and its connection to College goals and HLC accreditation criteria.

In the 2008-2009 academic year, disciplines or programs identified four to eight specific outcomes that were integral to student learning; each discipline or program then identified one of those outcomes to assess and began developing an appropriate assessment instrument. By the end of the spring 2009 semester, a majority of all disciplines or programs had administered an assessment instrument.

The General Education outcomes are identical to the college outcomes. These outcomes are titled with a one word descriptor, but they encompass several measurable learning outcomes. In Tracdat, specific program outcomes are related to one or more of the

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general education outcomes. One means of assessing general education outcomes is to roll up the assessments of program outcomes that are directly related. For the Math program is assessing a program outcome (Relate concepts graphically, numerically, analytically, verbally, and in application) that also is a direct measurement of Learn (apply numeric literacy) and Innovate (analyze and interpret). The Math faculty decided to measure general education outcomes through this roll up process in part because it would yield usable improvements to student learning in a timely fashion. They also felt that the most efficient way to introduce the new Student Learning Outcome concept to faculty was to start at the program level.

Occupational programs have been particularly forthcoming in stating course and program outcomes because many of them already had in place achievement standards stipulated by either external advisory committees ([SPG-3201/AA](#)) or professional accrediting organizations. The success of programs such as Nursing, Truck Driver Training, Paralegal, and the Post Baccalaureate in Education is also measured by the high pass rates of graduates who take external certification exams. Likewise, Pima Community College Adult Education (PCCAE) bases its outcomes on standards set by the Arizona Department of Education's [Arizona Adult Education Standards](#). More detailed information on PCCAE, including learning outcomes, can be found in the chapter on Criterion 4.

As a data-driven institution, PCC uses a wide range of other measures to understand student success. The use of data at PCC is described in detail in Criterion 2. *The following are examples of the types of data the College uses to understand student success, in addition to SLOs:*

1. Grades and GPA through the Academic Success Indicator Decision Support Data
2. Ad hoc reports on student success in different subjects and programs
3. Student success by demographics for different instructional delivery methods
4. Along-sequence retention and success of students in developmental education courses, by demographics
5. Enrollment and completion of former PCC students at the state universities, using the state-wide [ASSIST database](#).

Core Component 3b: The organization values and supports effective teaching.

There are a number of means to determine the degree to which effective teaching at Pima Community College is valued and supported: of great importance are the procedures by which the College determines and certifies faculty qualifications, in all programs and for

both permanent full-time and adjunct instructors, and the process by which faculty are hired. Other means include the support provided to faculty by such programs as faculty development, faculty mentoring, and faculty governance. Of considerable importance and interest are student perceptions of the instruction they have received in their classes at PCC.

Faculty Qualifications

For many years, the Arizona State Board of Community Colleges was responsible for setting and certifying the qualifications of community college instructors. In March of 2002, the State Legislature eliminated most of the governance responsibilities of the ASBCC, and certifying instructional faculty became the responsibility of the individual community college districts. Because both full-time and adjunct faculty at PCC at that time held State certification, the College continued to recognize these certificates as minimum qualifications for PCC instructors. However, with the passage of time and the natural changes in the composition of the College faculty, the College realized that establishing College standards for faculty qualification and certification had become necessary. The College also recognized that the process and structure of faculty certification had to be centralized and unified. Following the HLC Statement on Faculty Qualifications and other guidelines in the HLC Handbook of Accreditation, the College adopted the policies now stipulated in [BP-3001](#), [RG-3001/A](#), and [SPG-3001/AA](#).

To ensure currency and completeness of all faculty personnel files, the administration of certification and credentials was taken over by the Provost in early 2009. The office of Faculty Contracts and Certification was established under the direction of the Provost, with the first order of business being a complete review of adjunct faculty files. In February 2010, the Provost's office also undertook a complete review of full-time faculty personnel files to ensure that all required documentation was on file. It was discovered that some files, particularly for faculty who had been with the College for some time, were lacking official transcripts. It was determined that over time, documents had been misplaced or incorrectly archived. Consequently, the Provost notified these faculty members and asked that they provide official transcripts to ensure that all faculty personnel files were complete and provided compensation for the instructors' time and effort in obtaining their official transcripts, including any fees that might be charged by the issuing institution. The Provost has established a staff position in charge of maintaining faculty personnel files for the future.

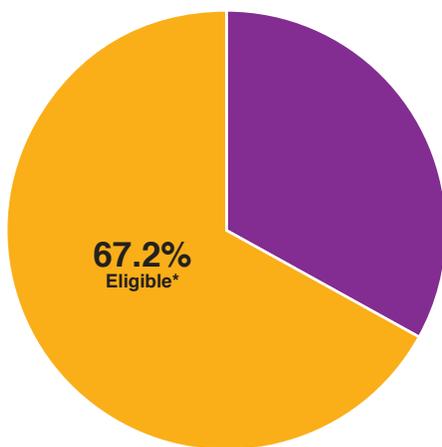
Faculty Hiring Process

PCC's hiring process for full-time permanent instructors is governed by the [Faculty Personnel Policy Statement](#) (particularly Article III) as stipulated by [BP-4201](#) and in detail by [SPG-4201/BB](#). [Flow charts](#) detail the hiring process for both full-time permanent instructors and adjunct instructors. Position announcements are drafted by the Human Resources department, with minimum required qualifications and an itemized description of the application process for potential candidates. Open positions are first announced within the College to permit current employees to apply for a lateral transfer;

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positions not filled by lateral transfers are advertised on a national level in a number of external media, including but not limited to the Chronicle of Higher Education, professional associations' websites, and Career Builder. All open positions are also listed on the College website, from a quick link on the homepage. The College has moved from paper-based applications to a fully online application process. Campus presidents and discipline area faculty are involved in the selection process, from reviewing the position announcement to interviewing and recommending candidates. Human Resources provides members of the faculty advisory committees with a charge and

Faculty Eligible to Retire May 2010



Average Age: 59.9 years
Average Length of Service: 17.1 years

* Based on age of 50 or greater and 5 years or more time of service at PCC

general information on the recruiting process through an ED webinar. Before a candidate can be considered for a position, his or her documentation is fully reviewed and verified by the Faculty Contracts and Certification office. The Board of Governors must approve all new full-time permanent faculty hires. New full-time faculty immediately begin their Pima Community College professional development by participating in the Learning Academy, an annual 2-day workshop event organized by the Office of the Provost that introduces new faculty members to the College, its mission, policies, structure, and benefits.

Pima Community College is comparable to other community colleges in its reliance on adjunct instructors to provide quality and cost effective instruction. Adjunct instructors are also crucial to providing evening and weekend instruction and thus ensuring that sufficient sections are available to students in order to complete their programs. Adjunct instructors constitute approximately 79% of the "head count" of instructors

at the College. While many adjunct instructors seek full-time positions, either at Pima Community College or elsewhere, a significant portion are not interested in teaching full time; many are retired educators or qualified professionals with many years of experience who teach in occupational programs, others are employed in the private sector and teach part time in PCC's occupational programs and provide the benefits of their ongoing career experience to their students. In order to ensure continued high quality adjunct teaching, the College has set minimum qualifying standards for instructors in both transfer and occupational programs, as noted above. Although potential adjunct instructors do not go through the same intensive recruitment and interview process as candidates for full-time positions, they nevertheless must follow a standard application process. Open positions for adjuncts are listed on the College website, and once a potential adjunct has completed the certification process and been approved by the Board of Governors, he or she can contact campus division deans and/or department chairs to inquire about available part time teaching positions on their campuses and to be interviewed in depth. The College also holds an annual Adjunct Faculty Fair to recruit new adjunct instructors. Adjunct faculty are encouraged to participate in professional

development, including Blackboard Vista training and campus or program-based workshops, and are provided with campus-based orientations at the beginning of each semester. Adjuncts are also invited to participate in the development of Student Learning Outcomes and in SLO workshops, such as Student Learning Outcomes Week, for which they receive compensation for their time,

Faculty salaries at Pima Community College are competitive both with other Arizona community colleges and national community college salaries. The faculty salary structure is based on educational attainment and length of experience in the field, as well as on satisfactory completion of the annual faculty professional development plan. The salary structure is approved by the Board of Governors annually, after a Meet and Confer process involving the relevant administrative and faculty units, particularly PCCEA (Pima Community College Education Association). The College also provides health and dental insurance, life insurance, and other benefits in addition to salaries, and full-time permanent employees are eligible for retirement benefits through the Arizona State Retirement System.

The refined procedures for both hiring faculty and determining their qualifications discussed above are particularly important to the College as it goes through a period of increasing retirements. As the 2001 “Report on a Comprehensive Visit” noted, the College was about to face a wave of retirements among experienced faculty and needed to plan for that eventuality. As the chart below indicates, 67.2% of the full-time faculty were eligible to retire by 2010, and while not all eligible instructors will choose to do so, the College can reasonably anticipate that significant numbers will retire annually. Thus, hiring of new faculty will also increase, and the development of a more consistent and thorough procedure for determining qualifications and for hiring was timely.

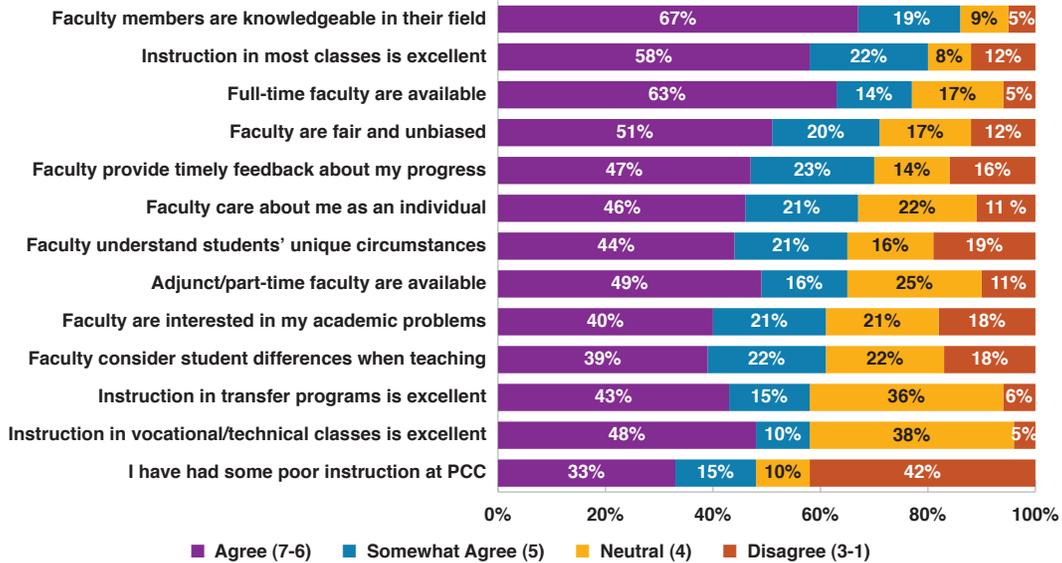
Nursing faculty

The growing demand for nurses in both Arizona and the United States, largely because of the aging of the general population, is well documented. As a consequence, nursing programs are expanding at many institutions of higher learning, creating a high demand for nursing instructors. These two competing demands (growth in the demand for nurses and growth in the demand for nursing instructors) have put upward pressure on nursing faculty salaries. Pima Community College’s normal faculty salary structure was unable to provide sufficient compensation for nursing instructors in this environment, and for several years the College was unable to recruit a sufficient number of new nursing instructors to properly maintain and grow its nursing program. In 2007, the College was warned by the Arizona State Board of Nursing that approval of its program was being jeopardized by the lack of qualified nursing faculty; the Board of Nursing gave the College twelve months from May of 2007 to correct the deficiency. (See BOG minutes of August 8, 2007.) After much discussion and negotiation, the College’s Board of Governors approved a separate salary schedule for nursing faculty which significantly increased their compensation (BOG decision). Consequently, the College has been able to hire additional nursing instructors and meet the State Board’s requirements.

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Agreement With Various Statements Related to Pima Community College's Goal of Providing Excellent Teaching

by percentage of respondents



Source: ETC Institute (Pima Community College: 2008 STUDENT Survey)

Professional Development for Faculty

For a complete description of Pima Community College's professional development for faculty, see the chapter on Criterion 4. The College has put in place a well-designed professional development program for full-time faculty that includes funds for professional development activities, including travel to conferences, as well as annual collegial conferences with their respective deans. The [professional progression plan](#) ensures that faculty will continue to develop their knowledge and skills in order to keep current in their disciplines and to develop their skills in instructional technologies and other pedagogies and modalities. The College also provides professional development workshops on Student Learning Outcomes (SLO's) and supports programs in developing targeted workshops and training sessions.

Student Perceptions of Instruction

In the fall of 2008, the College contracted with ETC Institute to survey all constituents of the College in an Organizational Climate Survey. The portion of the survey given to students asked a number of questions related to their perceptions of the quality of instructors they had encountered while at PCC. Overall, students reported a high degree of satisfaction with their instructors. For example, 86% of surveyed students agreed or strongly agreed that faculty members are knowledgeable in their field, and 80% agreed that instruction in most classes is excellent. However, it should be noted that 49% of students agreed that they had experienced some poor instruction at PCC, indicating that

for students the quality of instruction, once they have made the determination to attend the College and have begun their education careers, is of great importance. Students also reported that they experienced intellectual growth at PCC (81%); quality and effectiveness of instruction would likely be an important factor in students' perception of their intellectual growth (other factors might include quality of the libraries, relevance of textbooks, and extracurricular activities). The chart below provides a summary of the findings related to excellent teaching in the student portion of the survey; the complete survey is available online in the Accreditation Archive.

Core Component 3c: The organization creates effective learning environments.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

Pima Community College creates learning environments and provides learning resources of several types in order to accommodate differing learning styles and program needs. In addition to site-built campuses with traditional classrooms, there are online classes and services, laboratories for the sciences and health sciences, workshops for occupational programs, libraries and computer commons, and off-campus locations for clinicals in the health sciences and nursing programs. The College also provides various services which contribute to the learning environment, including child care centers, health clinics, student services areas, and orientations, workshops and personal development courses.

The five brick-and-mortar campuses provide ample classroom space for traditional face-to-face classes. Many classrooms are equipped with current technology, such as SmartBoards and WiFi access, that enhances the learning experience, as well as the appropriate seating and desk areas. Some classrooms are equipped for special uses, such as computerized rooms (in which each student has a computer work station), performance practice spaces, and adaptable work surfaces. Each campus also has a computer commons equipped with PC's, printers, and software for student use, as well as testing centers that offer assessment tests by COMPASS for core course placement (reading, writing, and mathematics), challenge exams, and CLEP testing (Northwest Campus and Davis Monthan). The campuses provide attractively landscaped exterior spaces that allow students to socialize, study, and work in study groups between classes. The Campuses also have ample free parking and public safety officers to ensure security and safety. Most areas of the campuses (both interior and exterior) have broadband WiFi access for laptops and netbooks. Students are provided with food and rest by onsite cafeterias, recreational facilities, and lounge areas. All physical spaces of the campuses

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are regularly maintained by the Facilities department to ensure that they are comfortable and safe environments.

Each campus has an on-site library for student, employee, and public use. (The chapter on Criterion 4 describes the libraries in depth.) The libraries provide both WiFi and hard-wired Internet access for patrons, bibliographic instruction rooms, quiet areas for reading and study, small-group rooms for student projects, and tables and cubicles for research and study. They also provide printing and photocopying machines.

Each campus has spaces appropriate to its programs and student demographics. The largest of the five traditional campuses, the West Campus has well-equipped laboratories to support instruction in the sciences, health-related professions and visual and performing arts. The Center for the Arts includes the Louis Bernal Gallery, the Music Recital Hall and the Proscenium and Black Box Theaters. The Center is an important cultural facility for the Tucson community. The Downtown Campus is situated close to both the University of Arizona and the Tucson downtown area and consequently serves a large number of UA students and participates in area revitalization projects. The Alternative Learning Center, Biology Learning Lab, Instructional Activities Center and Language Lab use current technology and techniques aimed at student success. Advisory groups work closely with the Downtown Campus to assure quality, relevant education in occupational programs such as automotive technologies, computer assisted design, interior design, and machine tool technologies. The new Sciences and Technology building has provided much needed additional space for both the sciences and the occupational programs. Most recently, the Center for Integrated Learning has centralized many student learning resources.

The East Campus takes advantage of its location in a classic Sonoran desert environment to create comfortable and stimulating outdoor spaces, including an arts walk and native wildflowers. East Campus collaborates with neighboring community agencies and organizations, including the Atturbury Bird and Animal Sanctuary and the Clements Recreational Center. The EC serves a large number of transfer students but also has programs in key occupational areas, such as emergency medical technology, veterinary technology, and pharmacy technology.

Although one of the newer campuses (opened in 1993), the Desert Vista Campus is built on an ancient Hohokam archaeological site and thus has particularly appropriate cultural ties to its surrounding communities, including Native American and Hispanic communities. It provides specialized occupational programs in aviation, culinary arts, and early childhood education. The newest campus, Northwest Campus has up to date technology in classrooms, laboratories, and the library/computer commons and offers the full menu of transfer courses as well as certain occupational programs, such as the hotel and restaurant management program.

The Community Campus coordinates Pima Community College course offerings at learning centers and neighborhood sites throughout Pima County and on Davis Monthan AFB. It is staffed with web designers to assist faculty from across the District in

designing online course offerings, oversees the Adult Education program, and works with local businesses and corporations to provide workforce training.

According to the Organizational Climate Survey results on facilities and resources, most students rated the campuses as well maintained (92%) and rate the library resources as excellent (83%). They also rated the computer labs/commons and equipment as excellent (80% and 79%). However, one area which students found lacking was child care facilities and hours (only 37% knew that child care facilities were available on their campuses, and only 28% rated the hours of the child care facilities as meeting their needs). Students also rated the campuses as safe and secure (82%).

The Digital Learning Environment

An important aspect of learning environments today is digital technology. As noted above, Pima Community College offers many of its courses online, and the number of online courses is increasing, both to respond to the demands and needs of students for

flexible educational schedules and to accommodate increasing enrollments without having to build more brick and mortar classrooms or expand site-based campuses. Quality of content and pedagogy is supported by the Center for Learning Technology, located at the Community Campus. To ensure quality in online delivery, the College requires that online instructors, both full time and adjunct, complete Blackboard Vista training before being assigned to online course sections. But the digital learning environment is not limited to online courses.

Educational Technology

Since the March 2001 Report of a Comprehensive Visit, Pima Community College has dramatically transformed its information technology resources and structures. The Evaluator Team found that the College was not up to speed in effective utilization of information technology and needed to implement stronger planning to coordinate and develop a truly effective and up to date system. The College has made enormous strides in developing a well-planned information technology infrastructure and in providing electronic access to information and instruction to both employees and students.



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Specifically, in its Section IV: Advice and Suggestions for Institutional Improvement, the HLC Evaluator Team cited the following areas to improve:

- Expand Internet access
- Upgrade e-mail system
- Improve collaboration among District and Campus technical support staff and leadership
- Improve the IT planning process
- Develop a strategic view of long-term goals and purposes for distance education
- Distribute distance education and educational technology development opportunities among the campuses, rather than limiting them to the Community Campus.

The College has fulfilled all of these suggestions and in fact expanded beyond them in the intervening years.

Role of Technology in the College Mission and College Plan

Digital technology is a means of achieving fundamental aspects of the College Mission. The College Vision states that “Pima Community College will provide access to learning without the limits of time, place, or distance.” The College uses technology to reduce those limits and to enhance student access to learning. The College Values include “Innovation,” and much of innovation in education today is through expanded and effective use of digital technology, not only in distance learning through online courses, but in support of traditional modalities, as well as through improved administrative processes and communications and access to information and student services. The College Goals include improving “access to all College programs and services” and preparing “a highly skilled workforce.” The College meets these goals through effective use of digital technology to support and deliver effective teaching and learning as well as to develop students’ own technology skills.

As explained elsewhere in this Report, the College Plan specifies how the Mission is to be fulfilled. The current College Plan for 2008-2011 includes a number of items that specifically address educational technology:

Initiative 4 Create Foundations for Creativity and Innovation

- 4.1.5 Provide incentives to faculty to move curriculum towards new technologies and methods of instruction.
- 4.4.1 Create learning environments that meet student needs and expectations.
- 4.4.2 Design a technology center where students and faculty create a community of shared learning of new technology.

Initiative 6 Master Technology

- 6.1 Improve technology training
- 6.2 Improve use of technology
- 6.3 Improve support for technology
- 6.4 Improve College communication
- 6.5 Protect information
- 6.6 Expand access to internal information (Intranet)

Initiative 7 Strengthen Administrative Operations

- 7.3.6 Investigate, review, and test a document management system

Structure of Information Technology

Information Technology (IT) at the College is structured in the form of the District IT and Campus IT.

District IT includes all network, server, and client-based infrastructure at the college. District IT is led by the Vice Chancellor for Information Technology (VC IT), who reports to the Chancellor. The VC IT directs and meets with the IT leadership team, which includes: Client Services, Development Services, Information Security, Network Services, and Technical Services. Web Services, while a part of the Provost's Office, also participates in IT leadership team meetings.

Campus IT includes all desktop and academic support services at each particular campus. Each Campus IT department is led by an IT Supervisor, who reports to the Campus Director of Administrative Services (CDAS). IT Supervisors meet with campus IT technicians and specialists to support campus computing needs.

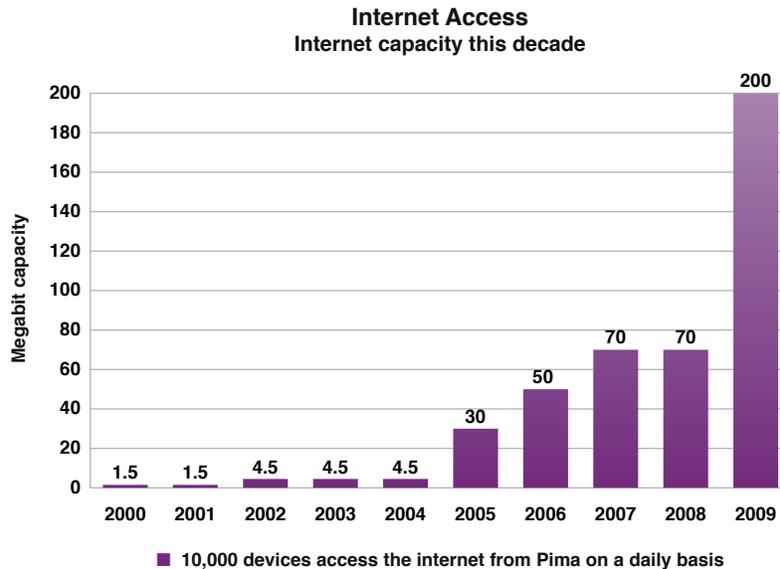
IT Working Groups

District IT leads two working groups that assist in operational planning and development of IT projects and tasks:

The Technology Planning Group (TPG) meets twice a month and includes all Campus IT Supervisors, Campus CDAS's, and IT Directors and staff when appropriate. The meeting is led by the VC IT. The purpose of this group is to co-ordinate activities pertaining to information technology district-wide.

The Administrative Systems Working Group (ASWG) meets once a month and includes all Banner module leaders or their designees, and includes staff from Technical Services, Development Services, and Web Services. The meeting is led by the Director of Development Services. The purpose of this group is to coordinate activities pertaining to functionality, operations and upgrades to the college-wide administrative systems.

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IT Standing Committee

The Information Technology Standing Committee meets monthly during the academic year and acts in an advisory capacity to the Chancellor. The Committee is composed of college staff and faculty approved as a part of the annual standing committee selection process. The Chair of the committee is appointed by the Chancellor. The charge of the committee is to provide insights and suggestions to the Chancellor on institutional and information technology matters pertaining to the College.

Overview of District IT Infrastructure

Client Services manages the desktop computing infrastructure. The College has nearly 6,000 computers, including 700 laptop computers, the majority of which are dedicated to academic use. College computers are on a five year lifecycle to ensure classroom technology remains modern. Every college classroom has a computer and projector for the instructor.

Network Services manages the infrastructure for all data and voice communication. The College has a 200 Megabit internet connection, over 16,000 live network ports, and more than 400 network switches. Wireless access is provided to students and the community at all campuses via 160 wireless access points. The College phone network uses Voice over IP (VOIP), and spans 2,800 phone handsets, including phones in every classroom.

Technical Services manages the infrastructure for all server-based computing. The College has 307 servers with a combined processing power of over 1 terahertz, utilizing approximately 120 terabytes of disk storage. The College receives approximately 14 million legitimate e-mails per year, and recently migrated student e-mail to an external service provider.

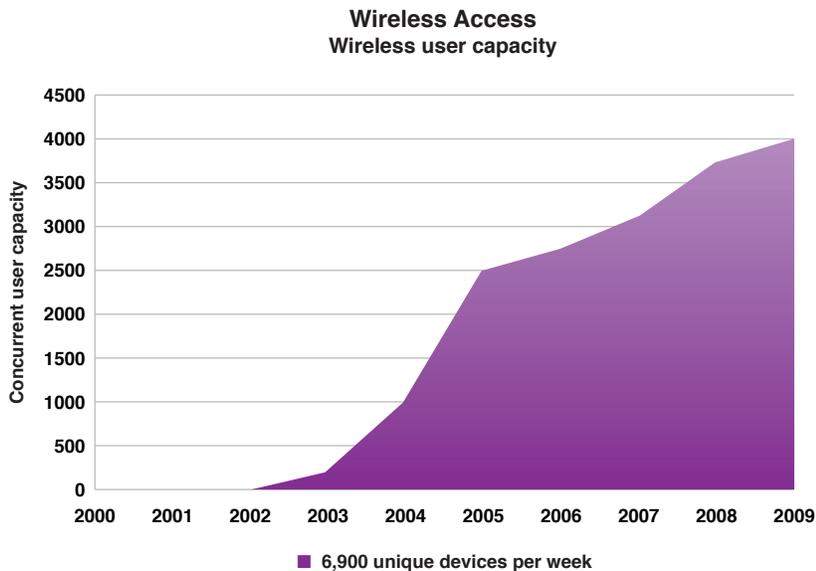
College Website

The College maintains a continuously updated, searchable public website at www.pima.edu which provides direct links to key information and processes, including courses and degrees, the current College catalog, class schedules, student resources, MyPima login, and a directory and maps. All constituencies, including the public, can access information on the College history and mission, accreditation, the College Plan, services and resources, the library webpage, courses and class schedules, and general data. Open positions in administration, staff, and faculty are announced and described on the webpage for “Pima Jobs,” and applicants can complete application materials online.

At the time of this writing, the College is in the process of redesigning the College website in order to take advantage of up to date technology that will increase its power and flexibility and to implement a new content management system. The College will be working with a web design firm and anticipates that the new website will go live in the summer of 2011.

Banner

Pima Community College has been using SunGard Higher Education’s Banner enterprise database system as its student information system (SIS) since 1999. The Banner system provides tools to manage enrollment, financial aid, human resources, student records and information, and other aspects of administration, including pulling data reports for planning purposes. During the winter semester break of 2009-2010, the College upgraded to Banner 8. Banner training for relevant employees is coordinated through Professional Development (the ED system). Employees may link to both Banner and Banner training through their MyPima accounts (on the @Work tab). In 2009, the College purchased SunGard’s Xtender Banner Document Management Suite (BDMS) to provide hardware and imaging software to convert financial aid information and admissions and records information to digital format, including students’ course substitution forms, graduation



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checksheets, tuition assessment forms (for Prop. 300 documentation), and official transcripts from other institutions. This process became operational in January 2010.

Digitizing of Records

The College is engaged in a major shift to digitized record management. Wherever feasible, processes and supporting documents have been computerized, including instructor contracts, registration, advising, 45th day reports, and end of semester grade reports. Electronic signature protocols permit greater efficiencies in processing routine functions. Records of students receiving financial aid not automatically retained in Banner, such as course substitution forms, graduation checksheets, tuition assessment forms for Proposition 300 compliance, and official transcripts from other institutions, are scanned using Banner's Xtender product (BDMS or Banner Document Management Suite). The application process for new hires is now fully online, and faculty advisory committees are provided with candidate information in digital format. Digitizing routine records and documents serves a two-fold purpose: increasing efficiency and reducing physical space requirements for storage, and reducing waste and the carbon footprint of the College through reductions in usage of paper, toners, and other hardcopy products.

The MyPima Portal

In August of 2006, the College piloted a new portal system from SunGard Higher Education, under the name "MyPima." In spring of 2007, the MyPima portal became available to all employees and students. MyPima provides single-password access to multiple services and workspaces at the College. For faculty, it provides an easy to use course webpage where documents such as syllabi and assignments can be posted, as well as course-related links, photos, group e-mail, and announcements. It is through MyPima that faculty also enter semester grades and access advising information for their students. Employees can access Banner, human resources information, calendars, groups, and most recently, the College Intranet. Student Services pages on registration, advising, financial aid, orientation and veteran's benefits, along with an archive of catalogs and class schedules, were the first sections implemented on the Intranet.

Students can use MyPima to access their College e-mail, read announcements, connect to the library, and view their academic records. The course homepages allow students to access course materials in digital format, including syllabi, assignments, and message boards. These are available to students in all courses, regardless of modality or format. Usage of MyPima has been growing steadily since its implementation, and as the College digitizes more of its processes, it expects that MyPima will become increasingly important to both students and employees. Eighty percent of students log in to MyPima on a regular basis.

In order to improve student e-mail, the College provides all students with a Google-Mail account that includes access to Google's online features, such as software applications in Google-Docs. This e-mail account is integrated into the MyPima portal.

The College provides students access to computers in each Campus's Computer Commons and to the Internet via hardwired connections and widely distributed WiFi

in buildings, libraries, and classrooms, and outdoors in courtyards and other seating and gathering areas. As the following two graphs illustrate, Internet activity has grown markedly:

The Institutional Climate Survey of students showed that 79% of students surveyed found the computer labs (including the Computer Commons) adequate and accessible. It also showed that 75% of students believed that ensuring that equipment in computer labs is kept up to date should be a priority for the College.

Online Delivery of Courses

Pima Community College has greatly expanded and improved its offerings of online, hybrid, and web-supported courses using Blackboard Vista. Many basic courses are offered in fully online formats, and enrollment in these online sections has grown to approximately 20,000 duplicated headcount; interestingly, an informal, and admittedly self-selected, survey by the Information Technology standing committee found that many more are offered either as hybrid formats (reduced seat time with online components) or as traditional lecture classes with extensive web-based materials and support. By expanding the scheduling and modality options for students, Pima Online fulfills Initiative 4.1.3 of the College Plan (“Establish scheduling choices and opportunities that allow students variable start and end dates to extend or contract course length according to individual needs.”) In order to teach in these options, faculty and adjunct faculty must complete a 30-hour online course of instruction in using Blackboard Vista (Initiative 4.1.5, “Provide incentives to faculty to move curriculum towards new technologies and methods of instruction”).

The College also provides a number of programs online. For example, the Community Campus developed an online post-baccalaureate teacher education program that has been particularly well received. Below is a list of fully online programs offered by the College:

- A.A.S. in Business & Industry Technology (Internet)
- AA in Liberal Arts (Internet)
- Associate in General Studies (Internet)
- Certificate (Advanced) in Business & Industry Technology (Internet)
- Certificate (Basic) in Business & Industry Technology (Internet)
- Certificate (post baccalaureate) in Elementary Educ. (Internet)
- Certificate (post baccalaureate) in Secondary Educ. (Internet)
- Certificate in Human Resources Management (Internet)
- Certificate in Liberal Arts (Internet)

Additionally, PCC’s transfer partnerships with four-year institutions include online degree completion options.

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Center for Learning Technologies (CLT)

In response to the concerns of the 2001 Evaluation Team Report as well as evolving trends in higher education, particularly changes in the technologies supporting distance education, the Community Campus established the Instructional Design and Development Center (IDD). The IDD's initial purpose was to encourage the participation of District faculty in designing and delivering credit coursework through the use of technology. While distance education was a central theme, the lack of funding, staffing, and policy infrastructure limited the scope of impact the Center had on expanding



the District's efforts in distance education. Instead, the IDD Center focused the majority of its resources on encouraging the use of all types of instructional technology (including distance education technologies) through training activities for District faculty while retaining its role in coordinating distance education programming for the District.

In academic year 2000-2001, a significant shift occurred in the College's emphasis on educational technology. A college-wide Educational Technology standing committee was convened for the purpose of accelerating the College's use of instructional technology.

Funding was provided for faculty to create projects to infuse technology into their classrooms, to create Campus Educational Technology Coordinators (CETs) on every campus, and to implement the College's first Educational Technology Academy.

Up to this point, individual Pima campuses had made efforts to increase the use of technology in Pima classrooms but these efforts were independent of any District wide coordination. There was no consistent funding of classroom technology projects and no way to disseminate what was being learned as more faculty experimented with different technology media, teaching techniques, assessments, and learning materials. As the Educational Technology Committee worked through its first year, it became clear that a District-wide plan for Educational Technology was needed and that distance education should be an integral part of the College's overall Educational Master Plan. As a consequence, the Community Campus administrators and staff drafted a "Distance Education Plan" as a basis for furthering the College's Mission through educational technology. At that time, online courses were housed at the Community Campus, which was then the only campus to have instructional designers on staff along with the requisite hardware and software.

However, as the expertise of faculty improved and the hardware to support online instruction expanded, the College began distributing responsibility for course and program development to the other "brick and mortar" campuses. In 2004, the IDD was renamed the Center for Learning Technologies (CLT) and given the mission of working

with faculty to develop online and hybrid courses and providing ongoing support to faculty and students. It also trains faculty on Blackboard Vista and andragogy and is staffed by experts in a variety of web-based applications, such as instructional design and web graphics. The number of instructional designers was increased from two to seven, and there are two web designers who attend to graphics, ADA compliance, and intellectual property issues. These services and support are available to the whole College; for example, each campus has assigned instructional designers who spend two days per week on the campus to work directly with faculty and, in many cases, campus instructional administrators to improve web-based instructional design and pedagogy.

To ensure that course development proceeds in an orderly and pedagogically sound way, faculty desiring to develop an online version of a course must first successfully complete Blackboard Vista training (a 30-hour online professional development course). Faculty trainees are nominated by their division dean and endorsed by their campus's Vice President of Instruction. The VPI then forwards his/her campus recommendations to the Vice Provost for Academic Services for final approval. Upon completion of the BV training, instructors may teach online, hybrid, and/or web-supported courses, and they can seek approval for designing an online version of a course by completing and submitting a "Request for Fully Online Program or Course Development Form." The process involves seven basic steps:

1. Faculty or staff member electronically submits requests to Division Dean, copying the Department Chair.
2. Division Dean reviews with Vice President of Instruction and identifies pros and cons of each request with Campus Cabinet. Nothing will be stopped at the campus level.
3. Vice President electronically submits each request with identified pros and cons to the Vice Provost, copying the Provost and Campus President.
4. Vice Provost presents each request with identified pros and cons to the Vice President of Instruction Work Group for review, discussion and recommendations.
5. Vice President of Instruction Work Group submits recommendations to the Vice Provost regarding approvals/denials, along with a priority list for those programs/courses recommended for approval.
6. Vice Provost determines the final list of prioritized approvals and denials, notifying the Vice Presidents of Instruction and copying the Provost and Campus Presidents. The Vice Presidents of Instruction will notify all applicants accordingly.
7. Center for Learning Technology is notified and assigns instructional/web graphic designers and contacts, identified Subject Matter Experts to begin development.

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An instructor whose request is approved is designated as the Subject Matter Expert and works in conjunction with an instructional designer and a web designer to develop the course, following the PCC “Process for Course Design” and the “Best Practices and Guidelines” document held in the CLT. Course design includes student learning outcomes embedded in each course.

To support student learning in online, as well as all other modalities, the College libraries provide extensive databases and electronic books. Detailed description of the libraries’ electronic resources is in the chapter on Criterion 4. It can be noted here that instructors using Blackboard Vista can include links to articles and other materials in the library databases.

Future challenges for online education at Pima Community College include keeping pace with the growth in enrollment; staying up to date in terms of hardware, software, and innovative Internet applications, such as social networking, cloud computing, online virtual worlds such as Second Life, and so forth; and ensuring that resources remain strong in the face of external economic constraints. The College Plan and the steps that District administration has taken to adapt to the financial and economic situation are likely to ensure that online education at the College will continue to improve and to support the College Mission.

The Center for Integrated Learning

Through funding from a Title V grant, the Downtown Campus embarked in the fall of 2009 on a major physical restructuring of the library and other spaces to establish a Center for Integrated Learning (CIL) that integrates technology, both in terms of instruction and support, into all aspects of learning at the Campus. The CIL includes the library, a tutoring center, computer commons, and the Writing Center, all in one integrated space. The restructuring also permitted relocation of the Adjunct Faculty Office to the CC building, putting the adjuncts in close proximity to the offices of the full-time permanent faculty and their department chairs and deans. This new area also includes space and equipment for faculty training in innovative use of new software and equipment. Similar projects under Title V were undertaken in 2006 by the Desert Vista Campus for Avionics and Early Childhood Education and by the West Campus for equipment upgrades to the health sciences programs.

Student Support Services

Many students coming to Pima Community College are unfamiliar with the culture and terminology of higher education. Some are the first persons in their families to attend a college, while others are immigrants or the children of immigrants with little experience of the American educational system. Matriculating at any college can therefore be confusing and intimidating. In addition to direct advising, Pima Community College provides orientations to assist students in negotiating the hazards of their first semester of college. The current new student orientation follows a hands-on, interactive approach and puts more focus on utilizing MyPima effectively. Orientation sessions are available

on the campuses and scheduled during day, evening, and weekend hours and are usually full. An online version of the new student orientation, linked to from MyPima, became available to students in October 2009.

The College offers an extensive schedule of student success courses (STU prefix) that focus on study skills, time management, note-taking techniques, transfer preparation, personal finance management, and careers. Student Life includes the Pima Leadership Institute to help students expand their leadership skills. The program provides three levels of leadership development to interested students, ranging from developing foundational leadership skills to applying leadership skills, through a variety of options. Leadership development workshops are available to students free of charge. Student government provides students the opportunity to practice government, democratic processes, and collaboration as well as community service. To ensure District wide representation and participation in student government, each campus has its own student government association with officers and volunteers. The Honors Program and Alpha Beta Chi chapter of Phi Theta Kappa encourage member students to develop critical thinking, research, and collaborative skills, explore intellectual and social issues in depth, and learn about scholarship and other opportunities. The student-run Aztec Press newspaper provides a forum for student writers and news from a student perspective for all students. The Aztec Press recently developed an online version in addition to the traditional paper version.



Like most community colleges, Pima Community College serves many students with special needs or circumstances. For example, Pima Community College has a culturally and linguistically diverse student population: African-Americans constitute 4.8% of the registered students (compared to 3.3% at the University of Arizona), Native American 2.9% (vs. 2.8%), Hispanics 30.1% (vs. 16.09%), and white 54.5% (vs. 64.7%). A significant number of our minority students are recent immigrants or the children of immigrants and therefore need ESL support. International students also need information on how American institutions work and on maintaining legal student status. Students with disabilities are a significant percentage of the student body at Pima—7% of student respondents to the Organizational Climate Survey self-reported as having a physical or learning disability—and require appropriate accommodations of their needs. The College has well-articulated policies and procedures for providing legally required, appropriate accommodations and resources for qualifying disabled students, including advising, physical access, and supportive technologies. Non-traditional students, i.e., those not of traditional college age, are another significant portion of the student population at Pima Community College. Traditional age students 18-24 constitute 44.8% of the student total, but students over 25 constitute almost as large a percentage at 44.5% (25-39, 28%; 40-49, 7.8%, and 50 and over, 6.7%); the average age of a PCC student

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is 27. Some non-traditional or returning students need reorientation to the academic environment, and to assist such students the College provides the PROGRESS! Program, a semester-long program that helps participants build the confidence and skills necessary to self-sufficiency. The program targets single parents, homemakers, and displaced workers and provides concentrated support for their re-entry into college.

In addition to facilities and supportive programs, the College employs well-trained staff and support faculty in all service and advising areas. As described in the chapter on Criterion 4, the College provides professional development to continuously improve employees' skills, and providing these services are important aspects of the College Plan. [Initiative 3](#), Redesign Student Services, [Initiative 5](#), Improve the Use of Physical Assets, and [Initiative 6](#), Master Technology, are particularly targeted to the areas covered by Criterion 3C. For example, Action 3.2.1 directs the Provost to "implement a functional degree audit application [My Degree Plan]" and Strategy 3.4 directs the Provost to "Implement a student services center approach on all campuses." Initiative 3 also emphasizes the importance of training and professional development for student services personnel. [Initiative 5](#) includes assessing and planning facilities in such a way that they can be flexible and adaptive to different learning styles and instructional modalities. [Initiative 6](#), Improve Use of Technology, includes improved communications through more effective use of technologies and enhanced training of employees in applying innovative technology solutions to college operations and instruction. These facilities, courses, activities and services create an environment in which our commuter students can enjoy a genuine college-level academic experience.



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.

Introduction

While much of what Pima Community College does in fulfilling its mission as a community college focuses on the mastering of specific academic and occupational skills, as an institution of higher learning the College also understands that its mission includes the traditional goals of general education, particularly the importance of both students and employees cultivating a life of learning, creativity, citizenship and social responsibility. As stated on the College Mission webpage, the College Values are accountability, diversity, innovation, integrity, people, and quality. Each of these Values implies the kinds of qualities Criterion 4 is looking for: accountability, integrity, and quality entail practice; innovation entails inquiry and creativity; and diversity and people entail social responsibility. The Mission Statement, “to develop our community through learning,” implies that education, whether academic or occupational, continues over time, and the College embodies that mission by providing comprehensive education from adult basic education and developmental education through to degrees and certificates, continuing education, and personal interest courses. The College also actively encourages and rewards professional development by its faculty, staff, and administrators. As this chapter will detail, there are numerous ways in which employees of the College can participate in lifelong learning.

Core Component 4a: The organization demonstrates through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

An educational institution or any organization that promotes a life of learning must have leadership and guidance to ensure that the institution as a whole promotes and

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participates in this shared value. The Pima County Community College District is governed by a five-member Board of Governors that represents Pima County electoral districts. Among its many important duties, the Board determines the mission and sets goals for the College. The Board regularly has awards, public acknowledgements, and recognition ceremonies. The Board receives feedback from various college groups on a routine basis and allows for regular reports from students, staff and faculty organizations at scheduled, public meetings of the Board. The [minutes](#) of these meetings are retained in archives and files.

The Board of Governors encourages the continued growth of its employee staff by the use of a [Step Progression Plan](#). This plan encourages employees to participate



in educational activities and recognizes the civic related volunteer work that employees perform to aid the community. As a reward for their efforts, the employees receive a step increase upon completion of a prescribed number of educational and volunteer related achievements.

The Board also conducts and participates in various community forums that include speakers, local business leaders, the local Chamber of Commerce and other civic related groups. The Board of Governors also promotes the education and enlightenment of the local citizenry by allowing college facilities to be used for civic affairs such as the Congressional Candidate Debate Forums.

These events allow the general public to observe debates by local candidates for Congress and other offices. These forums allow the public to question the candidates themselves.

The policies and procedures that are established and approved by the Board of Governors are put into effect by the college administration. The Board of Governors' directions have been incorporated into the college planning process. In addition, there are community forums that offer opportunities for knowledge and awareness of the college planning process. The college planning process is one of inclusion both internally and externally. The college also utilizes a budget process that allocates part of the budget for lifelong learning. The College promotes the dissemination of information and training opportunities for staff by means of the [Pima News](#) on-line newsletter. The Chancellor also submits a newsletter called [The Chancellor's Report](#) and other public statements on a frequent basis both internally and to the community audience, and on the College web pages. The Administration periodically issues communiqués to the staff and Faculty regarding important subjects that might interrupt or interfere with the learning process. Finally, the college web pages are a wealth of information to provide updates and information to employees and the public.

At Pima Community College, students are the primary reason for the existence of the institution. With that in mind, Student Services is a critical element in the education of our students. The College actively promotes the participation of students in local

and state conferences and other activities such as the All-Academic Team. The College is proud of the fact that it has the largest active chapter of the Phi Theta Kappa Honor Society. The College is especially proud that the 2008-2009 President of the International Phi Theta Kappa was a Pima Community College student. The Adult Education program takes great pride in the accomplishments of its students as evidenced by the number of National Adult Education Honor Society recipients. Pima Community College is equally proud of the accomplishments of its over 350 student-athletes who participate in eight male and eight female team sports. The College requires that student-athletes carry 12 units of course work and that they maintain a 2.0 grade point average. The Assistant Athletic Director is responsible for monitoring student success and reporting their educational progress. The College is also proud of the institutions' accomplishments in the promotion of activities that reflect the multicultural Southwest region. Some of the activities that are annual events are Black History Month, LULAC, and Cinco de Mayo.

Continuing Education

Pima Community College serves its community by offering an extensive array of continuing education programs at convenient locations throughout Pima County. Personal interest courses run the gamut from arts and crafts through dance, drama, and literature, to study tours and writing. Continuing Education Units (CEU's) provide professional development and continuing education activities for licensure and certification renewal, including software applications certification. The College also offers "Pima for Kids" which provides workshops, short courses, and one-week summer camps in arts, sciences, and languages.

Professional Development

The continuous improvement of the College full-time and adjunct faculty and staff is a function of Professional Development. The College utilizes the online ED system to train its faculty and staff. Staff instructors receive training to support their instructional efforts. Professional Development also offers specialized training by means of the Developmental Education Academy. Employees are encouraged to participate in the many Leadership Development activities such as the Administrative Leadership and Management Academy (ALMA), the Department of Education and Adult Education and Leadership Academy, and the Faculty Leadership Academy. At Pima Community College the contributions of its adjunct faculty are many, and representatives are elected to serve on the Faculty Senate. In order to assist our faculty to improve their skills, knowledge and abilities, the College allocates Faculty Professional Enrichment Funds annually in the amount of \$1000 per year, which may be carried forward for up to two years, for a maximum accrual of \$3000. Many of our faculty use these funds to attend or present at local, regional, and national conferences. In order to teach and receive information and instruction from their peers, faculty members regularly attend and make presentations and participate on panels at conferences— national, regional, state, and local. In addition, each Campus has enrichment funds to augment those directly allocated to individual faculty members. Many instructors also conduct grant-funded work and serve

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on editorial boards. Numerous faculty members have also been granted Professional Leave and can be awarded sabbaticals to develop important projects and to conduct research.

The College also actively encourages its faculty and staff to improve their knowledge and skills by means of the [Step Progression Plan](#) (SPP). This process includes Professional Development to enhance each individual's growth by the achievement of prescribed educational and service related requirements. The SPP program requires a faculty member to satisfy one professional development, one student success, and one of the two service requirements. Staff members who are non-exempt employees are required to complete 75 hours of professional development and other requirements during this process. Exempt staff employees are required to participate in four activities, with one of the requirements from the Professional Development category. Upon successful completion of the SPP program, the employee is rewarded by a pay increase if the funding is available. Finally, the ACES and AFSCME employee organizations also recognize the importance of the staff to maintain their skills at the highest level. These organizations have institutional funds available for travel and professional development.

The College promotes the development of its employees and their families by providing for tuition waivers and financial assistance for faculty and staff. This commitment by the institution has helped greatly to keep the quality of teaching current and relevant. The College also has an event known as Staff Development Day to allow staff to receive specialized training and information to assist them in their work tasks. The school also allows for internal position opportunities for personnel to perform duties on an interim or "acting" basis. This [opportunity](#) allows personnel to receive professional growth by learning about other jobs and positions in the college.

The Adult Education programs have allowed countless students the opportunity to improve their skills as well. All of the PCC Adult Education instructors must be state certified. Ten percent of ADE and federal allocation is dedicated to professional development.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its education programs.

Pima Community College Adult Education (PCCAE)

Fulfilling the College Mission to develop our community through learning, PCCAE provides courses in Adult Basic Education (ABE), Adult Secondary Education (ASE), English Language Acquisition for Adults (ELAA), and the Rights and Responsibilities of Citizenship. Students preparing for the Arizona High School Equivalency Diploma

(GED) may take their courses in a traditional classroom setting, hybrid distance learning courses, or through self-paced, computer-assisted instruction. All GED Official Testing in Pima County is administered by PCCAE at the Community Campus and various sites throughout Pima County.

Housed at the Community Campus, PCCAE provides classes throughout Pima County at Adult Education Learning Centers, Community Classes and Workplace Education sites, the Refugee Education Program, Family Literacy sites, and Project RAISE. Pima County provides funding in support of PCCAE (FY2008-2009, \$237,500), and the College presents an annual report to the Pima County Board of Supervisors. The City of Tucson provides space as well as utilities and maintenance at the El Rio and El Pueblo Neighborhood centers. The College provides funds for AE staff salaries from its general fund (for FY2008-2009, \$190,695). However, the majority of funding (approximately \$5.4 million) comes from the U.S. Department of Education, the Arizona Department of Education, and from contracts, fees for services, and grants from other organizations. PCC also provides in-kind services such as human resources, facilities maintenance, information technology equipment for offices and classrooms, professional development, and accommodations through Disabled Student Resources (DSR). Long-term PCCAE partners, such as the City of Tucson, Pima County, and several school districts, also provide in-kind services and rent-free spaces for adult education classes. Instructors at PCCAE are certified by the State of Arizona Department of Adult Education Services, must have a minimum of a bachelor's degree, and must complete ten hours of professional development yearly.



In order to better serve its constituents, PCCAE has upgraded its network connections to the College's network, providing enhanced use of web-based instructional software. As of spring 2010, PCCAE students were entered into the College Banner management system and were given full access to MyPima and its tools, including College e-mail, student ID numbers, and a virtual library supporting adult education and instruction.

Additionally, community members and students have opportunities to serve as AmeriCorps members or as classroom volunteers

History

Adult Education in Pima County has a forty-year history. From 1969 to 1999, adult education was operated by Pima County, under the leadership of the Pima County Superintendent of Schools Office, and was governed by the County Board of Supervisors. In May 2000, an Intergovernmental Agreement (IGA #01-38-P-127464-0700), signed by Pima County and Pima County Community College District, transferred administration of adult education to Pima Community College.

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Changes in adult education at the state and national level have influenced PCCAE on many levels.

- 2000 – Pima County Adult Education is incorporated into Pima Community College becoming the new Pima Community College Adult Education (PCCAE)
- 2000 – PCCAE Transition Program is established to help adults achieve their post-secondary educational goals.
- 2002 – PCCAE inducts the first group of adult education students into the National Adult Education Honor Society (NAEHS)
- 2003 – Arizona Department of Education establishes standardized testing to ensure program adherence to Arizona Adult Education Standards and accountability to the legislature and community
- 2006 – Proposition 300, requiring all adult education programs in Arizona to verify students' lawful presence in the United States, becomes law; access to adult education classes is reduced.

Programming and Students

In FY 2008-2009 PCCAE served 7,846 students. Community needs remain high and, according to the December 2009 report required under Arizona Revised Statutes (A.R.S.) 15-232 report, about 1,000 Pima County ABE/ASE and ELAA students are waiting to be served by PCCAE. Demand for adult education classes has increased. People laid-off from long-term jobs, and who do not have high school diplomas, are turning to PCCAE's GED preparation program for help.

During FY 2008-2009, 82% of 1,812 students earned their GED. The State of Arizona overall pass rate was 73%. Three-hundred seventy-six (376) students transitioned from PCCAE to credit classes at PCC. Since PCCAE started tracking students in 2000, one-hundred twenty-eight (128) PCCAE students have been awarded seventy-eight (78) occupational program certificates, twenty-two (22) Arizona General Education Curriculum (AGEC) certifications, and forty-four (44) Associate Degrees. PCCAE students participated in Student Leadership Councils and the Student Ambassadors Program for adult education. Over sixty (60) current and former students met and are building relationships with community, political and business leaders. Nineteen (19) students were inducted into the National Adult Education Honor Society in FY 2009. Other achievement highlights are reported in the Adult Education Annual Report to the Pima County Board of Supervisors, which is available in the Accreditation Archive.

Special Programs

- **Family Literacy (FL)** brings the entire family together to learn. Parents work toward earning a GED, speaking better English, getting job skills and improving parenting skills. Parents and children participate in educational activities. Family

Literacy works with the school districts and Child/Parent Centers, Inc. - Head Start at locations throughout Tucson.

- **Project RAISE** (Rehabilitative Adult Independent Skills Education) provides basic education and life skills classes for adults with developmental disabilities. Students must be Title 19 qualified and referred to the program by their support coordinator(s).
- **Refugee Education Program** (REP) is an English language learning program for refugees who enter the United States with legal refugee status. REP provides English instruction to those at the lowest literacy levels through college entrance levels to help refugees function independently on the job and in daily living.
- **Rights and Responsibilities of Citizenship** works with students, instructors and community leaders to integrate civic learning and engagement throughout adult education.
- **Workplace Education** (WEP) provides customized, on-site basic skills training for the employees of local companies.
- **GED Testing** provides official GED testing for students and community members.
- **AmeriCorps** is a national volunteer program funded through the Governor's office, and provides full and part-time positions. AmeriCorps Volunteers serve throughout the learning centers and in the Family Literacy Program. AmeriCorps members are eligible for a stipend and college tuition reimbursement.
- **PCCAE Volunteer Program** recruits, trains and places volunteers in adult education classes to assist students and instructors.
- **Transition Program** adult education advisors help students prepare for college or vocational training through advising and applying for financial aid, developing student success skills, and identifying helpful community resources.

NRS

The National Reporting System (NRS) for Adult Education is an outcome-based federal reporting system for all state-administered, federally-funded adult education programs. Developed by the U.S. Department of Education, Division of Adult Education and Literacy (DAEL), the NRS documents learner outcomes for adult education. Arizona uses NRSpro to collect student demographics, performance measures, and other key data. Performance measures include educational gains, core and secondary goals, and student progress.

The Pima Community College Adult Education data collection system, to report program performance to NRS, has been developed according to the policies and procedures set by the state of Arizona. Programs are responsible for allocating sufficient resources to collect and report NRS data. Local programs are responsible for collecting data using valid,

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uniform procedures to ensure comparability among programs, and must maintain the data in an individual student record system. Programs must have common methods for assessing students at intake and initial assessment, and for progress assessment following instruction.

To allow the U.S. Department of Education to assess the quality of NRS data, states must complete the NRS data quality checklist and submit it with their annual NRS data submission. The checklist describes State NRS policies and the data collection procedures that local programs follow to collect NRS data. It provides an organized way for DAEL to understand and evaluate NRS data quality by defining data quality standards in four areas. State eligibility for incentive awards under the Workforce Investment Act (WIA) is contingent upon having superior quality ratings on the checklist.

- **Assessing Students** – PCCAЕ uses outcome assessment tools to help place students in the correct academic levels, and to measure student progress. All students are required to be assessed for initial placement. After sixty hours or sixty calendar days of instruction students are required to be assessed to measure progress and/or educational gains. All assessments and procedures must conform to standard psychometric criteria for validity and reliability as defined by Department of Adult Education and Literacy. Arizona adult education currently requires the standardized Test of Adult Basic Education (TABE) to assess students in ABE/ASE reading, writing, and mathematics. The standardized TABE CLAS-E is used to assess ELAA students in speaking, listening, reading, and writing.
- **Educational Gains** – Educational gain measures student literacy gains resulting from instruction. This measure applies to all students. Each level describes a set of skills and competencies. Using standardized assessment, NRS levels and student instructional needs, programs determine the appropriate initial placement levels for students.
- **Goal-Setting** – Students must set goals. Goals include educational gain, enter employment, retain employment, and get a GED and placement in post-secondary education or training. PCCAЕ goal-setting process includes students meeting with Instructors and setting goals for instruction. The process helps students set realistic goals and determine a timeline for attaining the goal. Goals are revisited on a regular basis while the students are in the program. Goal attainment and reporting also is followed-up after the student leaves the program. Goal follow-up applies to students who enter the program and set goals related to NRS core goals, and include such outcomes as employment, retained employment, improved or retained employment, a post-secondary or training program, or obtaining the GED.
- **Secondary Measures** – The NRS secondary goals are optional measures of student outcomes and status that the State of Arizona requires. They are not used as a basis for assessing state performance under the WIA. No performance standards are tied to these measures, and they will not be used to determine state eligibility for incentive awards under the WIA. Arizona included these goals because many

stakeholders believed these measures were important to the identity of the program and the goals and purposes of adult education. The secondary goals are in the areas of employment, community, and family, including whether the student's public assistance grant was reduced or eliminated due to employment, becoming a citizen, registering to vote, community involvement, or achieving citizenship skills.

- **Follow-up** – A follow-up survey is used for collecting the NRS core measures which include the employment-related measures, receipt of a secondary diploma or GED, and placement in postsecondary education or training. Follow-up in these areas is required. Follow-up also may be used to collect the optional secondary outcome measures as well. The State established procedures for conducting the survey that must follow accepted scientific practice for producing valid results.
- **Adult Education Standards** – PCCAE is required to use the Arizona Adult Education Standards in program instruction and curriculum development. The standards were designed and developed from 1998-2004 by adult education practitioners, under the direction of the Arizona Department of Education Director of Adult Education Services. The Arizona Adult Education Standards Initiative represents a proactive effort by the Arizona adult education community to ensure rigor and consistency in program content and student outcomes for adult learners throughout the state. The standards cover content, performance, competency in the rights and responsibilities of citizenship, ELAA, math, reading, writing, science, social science, and technology. Technology standards are to be integrated throughout the content standards. The standards are subject to ongoing review and refinement.
- **A.R.S. 15-232 (Proposition 300) Reporting** – Proposition 300 was approved by Arizona voters in November 2006 and affects all Arizona adult education programs in the following ways: (1) Only United States citizens, legal residents or persons otherwise lawfully present in the U.S. are eligible to participate in adult education classes offered by the Arizona Department of Education, and, (2) Family literacy programs, adult education class requirements, state universities and community college financial assistance requirements, and the child care assistance program must be enforced without regard to race, religion, gender, ethnicity or national origin. State funded adult education programs must report twice a year, to the Arizona Legislature, the number of students served, those turned away as a result of Proposition 300, and the number of students on the waiting list. In the months following passage of Proposition 300, PCCAE overall enrollment dropped by 14%.

Civic Involvement and Strong Partnerships

Student Leadership Councils and the student Ambassador Program are core elements of PCCAE civic and community involvement. They work with our community partners to ensure adult education is understood and supported in Pima County. During its 40-year history, PCCAE has been very fortunate to have solid support from numerous leaders at the local, state, and national levels. PCCAE also has benefitted from strong partnerships

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with numerous entities including: Pima County; the City of Tucson; City of Tucson Parks and Recreation; Pima County One-Stop Rio Nuevo and Kino Centers; Pima County Libraries; Tucson Unified School District; Sunnyside, Amphitheater, and Flowing Wells School Districts; Pima County Adult Detention Center; Goodwill of Southern Arizona; the Twenty-Ninth Street Weed and Seed/Twenty-Ninth Street Corridor Communities; Literacy Volunteers of Tucson; the Community Foundation of Southern Arizona; the International Rescue Committee; Lutheran Social Service; and Catholic Services. These partnerships and its civic involvement have augmented PCCAE ability to provide service to the community in many meaningful ways:

- **New Learning Centers for PCCAE** –PCCAE began strategic civic involvement in 1993 after the City of Tucson Parks and Recreation modified its blueprints to replace the planned adult education learning center at the Liberty Neighborhood Center with a pool. PCCAE students and staff asked the Mayor and City Council to keep the learning center. PCCAE also partnered with the Pima County Interfaith Council. After many visits and discussions with the Board of Supervisors, the Mayor and the City Council, PCCAE was successful in securing the necessary funding for El Pueblo and El Rio Learning Centers, the first free-standing adult learning centers built in the U.S. The facilities were constructed and funded in large part by the 1997 Pima County Bond.
 - **Adult Education SAVED** - In 2003 the State Legislature proposed in its annual budget the total elimination of Adult Education and Family Literacy. After a statewide effort advocacy effort the legislature restored 100% funding to Adult Education and Family Literacy.
 - **National Distribution of “We Are Adult Education” Video**—PCCAE compelling 2004 video, “We Are Adult Education”, demonstrated powerful student involvement in adult education and was distributed nation-wide to other adult education programs.
- **Civic Field Trips** have become a signature of Pima Community College Adult Education and its Right and Responsibilities of Citizenship Program. Students and staff members meet, on a regular basis, with city, county, state, and national government officials in an effort to inform them of the key role adult education and students play in our nation, our state and our communities. Yearly field trips to the Arizona State Legislature, during Arizona Literacy Week each February, are a staple of PCCAE.
 - **Visitors** - PCCAE has hosted numerous meetings, tours, and forums with elected officials throughout the years. Arizona Governor Janet Napolitano visited El Pueblo Liberty Learning Center in 2003 to support adult education. In 2007 U.S. Senator Ted Kennedy made an historic visit to El Pueblo Liberty Learning Center to talk with students about the importance of adult education and civic responsibility. Members of the City Council, Board of Supervisors and State Legislators often visit classes at the invitation of student leaders and Student Ambassadors.

National Adult Education Honor Society (NAEHS)

Pima Community College Adult Education has been inducting students into the National Adult Education Honor Society (NAEHS) since 2002. NAEHS' mission is to provide meaningful recognition to deserving adult education students, to improve student employment opportunities, to develop student ambassadors for local adult education programs, and to create adult education awareness with school administrators and state legislators. To qualify for NAEHS membership adult education students must demonstrate the following attributes: dependable attendance, cooperative attitude, a good work ethic, and Leadership. The first group of inductees included twenty-two (22) PCCAE staff members who had been students in PCCAE programs.



Challenges facing PCCAE:

Pima Community College Adult Education has received level funding for the past five years. During that time, the cost of operating the program has increased, as has the demand for classes. In 2009, a significant number of part-time instructors were not rehired in order to balance the budget. The GED testing area lost approximately \$200,000 last year which has added additional stress on the budget.

Another challenge has been the implementation of standardized assessments by the Arizona Department of Education Division of Adult Education Services, a PCCAE primary funder. Some elements of testing must be done one-on-one. This is a substantial commitment of time and effort (e.g., testing interviews with 2,272 ELAA students during FY 09). All students are pre- and post-tested for progress and educational gains. In total for FY09, PCCAE administered approximately 30,000 assessments.

PCCAE has undergone a significant amount of change over the past several years. The two administrators left within the past 2 to 3 years after a long tenure. A new Dean of Adult Education and Division Dean were hired respectively in March and October, 2008. In January 2010, the Dean of Adult Education announced plans to retire and moved to another District Office position. As of January 2010, the Adult Education Leadership Team reports directly to the Community Campus President.

The biggest challenge facing Adult Education at the College is the effect of the recession on State funding. The Governor's January 15, 2010 budget proposal recommended eliminating all non formula programs administered by the state Department of Education, including Adult Education and GED Testing, retroactive to January 1, 2010. FY 2010 third quarter funds were to be held until April 1, 2010, to allow the Legislature the opportunity to adopt this recommendation. Immediately following publication of the Governor's proposed budget, the State Superintendent of Education issued a memo to school superintendents and charter holders informing them of the withholding of third quarter funds. The Associate Deputy Superintendent for Adult Education Services

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is working with several college presidents across the State to use stimulus funding for ensuring adult education programs across the State continue for at least through FY 11.

Consequences of this elimination of state funds include the loss of millions of dollars in federal matching funds. The Provost's office estimated at the time that the loss in state funds would be \$550,000 and the loss in federal funds would be \$1.9 million.

Eliminating GED Testing will reduce the number of Arizona residents holding a high school diploma or its equivalent, as 1 out of every 5 high school diplomas earned in



Arizona is earned through GED testing. Arizona would be the only state without this service. Elimination of funding will also mean that current GED recipients will not be able to obtain their transcripts, affecting their ability to gain employment or entry into institutions of higher learning. Long term, the lack of an Adult Education system will prevent many Arizona residents from climbing out of poverty and will not break the generational cycle of poverty (e.g., 49% of single female householders living in poverty in Pima County do not have a high school diploma).

Developmental Education

To a greater or lesser degree, all colleges and universities in the United States today face the challenge of students who are underprepared for college-level work. According to the National Center for Education Statistics, more than half of all community college students enroll in at least one developmental education course, and the cost of providing developmental education is high while success rates are disappointingly low: Four-year colleges spend \$500 million annually on developmental education, while community colleges spend between \$1.9 and \$2.3 billion, but only 33-40% percent of developmental education students complete their developmental education sequence; most students either never enroll in the recommended developmental education courses or fail their first developmental education course. Success rates among minority students and lower-income students are particularly poor.

As a community college with an open door admissions policy, Pima Community College is especially hard-pressed by the challenges of developmental education. The state of Arizona has long struggled with the financing and quality of its K-12 system, and the recent economic downturn has forced deep additional cuts in K-12 budgets at local and state levels. NAEP statistics show that Arizona students in both 4th and 8th grades perform below the national average in reading, mathematics, science, and writing. Many Arizona public school students are ESL students who have difficulty in acquiring academic-level skills in English. Consequently, many students with high school diplomas who matriculate at PCC need remediation in one or more basic skills areas (reading, writing, mathematics). All students wishing to enroll at PCC are required to take the College's COMPASS placement exams in reading, writing, and math. Fall 2008 data show

that recent high school graduates new to the college tested into developmental math at a rate of 88%, into developmental reading at a rate of 35%, and into developmental writing at a rate of 52%. Minority students placed into developmental education at a significantly higher rate than white students. Enrollment in developmental courses (not including WRT100 and MAT124) as of the census date for spring 2009 was 7,978 students (unduplicated head count), or 17.6% of total registrations by course classification.

Fall 2008: Comparison of HS Graduates testing into Developmental Education Classes Fall 2006, 2007, 2008.

	Math	Reading	Writing
Fall 2006	87%	35%	49%
Fall 2007	88%	34%	48%
Fall 2008	88%	35%	52%

Persistence rate = 50%

Comparison of total high school graduates testing into developmental education course by ethnicity. Fall 2006, 2007, and 2008 in percent.

		Native American	African American	Asian American	Hispanic	Anglo	Other
Math	2006	91	95	82	90	82	88
	2007	93	93	74	92	84	90
	2008	94	93	90	92	83	89
Reading	2006	46	4	39	49	20	29
	2007	45	46	47	47	19	38
	2008	60	52	30	47	22	29
Writing	2006	69	65	48	63	35	42
	2007	64	59	49	60	33	46
	2008	69	68	56	62	38	53

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Decision Support Data – Student Characteristics by Semester Course Classification of Students as of the 45th Day of Spring 2009

	Developmental		Occupational		Special Interest		Transfer		Workforce Response		Total by Row
	N	%	N	%	N	%	N	%	N	%	
Community Campus	821	14.7%	1,377	24.6%	30	0.5%	3,374	60.2%	–	–	5,602
Desert Vista Campus	1,307	27.0%	1,116	23.1%	265	5.5%	2,148	44.4%	–	–	4,836
Downtown Campus	1,886	16.5%	3,258	28.6%	473	4.1%	5,791	50.8%	–	–	11,408
East Campus	1,309	16.8%	2,241	28.7%	388	5.0%	3,859	49.4%	11	0.1%	7,808
Northwest Campus	1,282	19.4%	1,196	18.1%	275	4.2%	3,871	58.4%	–	–	6,624
West Campus	1,415	9.5%	4,202	28.1%	1,187	7.9%	8,168	54.6%	–	–	14,972
Northeast Education Center	205	19.8%	255	24.6%	20	1.9%	557	53.7%	–	–	1,037
Public Safety/ Emergency Inst	–	–	218	77.6%	17	6.0%	–	–	46	16.4%	281
Southeast Education Center	16	8.5%	68	36.2%	17	9.0%	87	46.3%	–	–	188
Duplicated Head Count	8,241	15.6%	13,931	26.4%	2,672	5.1%	27,855	52.8%	57	0.1%	52,756
District (Unduplicated Head Count)	7,978	17.6%	12,684	28.0%	2,616	5.8%	21,888	48.4%	57	0.1%	45,223

- a) Duplicated Head Count is the sum of the head count by student characteristic for each campus and center
- b) District gives the head count unduplicated across all campuses and centers
- c) Courses are grouped according to the "Course Classification Desc" from Banner
- d) Students are unduplicated for each course classification for each campus and center

The College spends approximately \$23 million dollars every fiscal year on developmental education, or close to 15% of its general fund budget.

**Developmental Education Cost Estimates
FY09 General Fund Budget (\$ Millions)**

	15%		Designated Fund		Total
	General Fund	General Fund Share	Adult Education	Center for Training & Development	
Instruction	44,964,889	6,744,733	898,917	1,742,992	9,386,642
Academic Support	23,612,909	3,541,936	530,542	793,419	4,865,897
Student Services	16,876,167	2,531,425	135,658	357,038	3,024,121
Scholarships	888,315	133,247	0	0	133,247
Institutional Support	26,730,882	4,009,632	0	0	4,009,632
Plant	12,073,566	1,811,035	0	0	1,811,035
Total	125,146,728	18,772,009	1,565,117	2,893,449	23,230,575

Source: PCC District Finance Office

Despite this expenditure, developmental education students continue to struggle and to be more prone to lack of academic success than other students. The success rate of students registered in developmental education classes is lower than for students in college-level classes. Men succeed at lower rates than women, and ethnic minorities succeed at lower rates than white students. Similar disparities in enrollment and success rates are found among ESL learners, who may register in either developmental education courses or in ESL courses.

The perennial challenges to the College are reflected in the history of the College's efforts to establish a viable and effective approach to developmental education. For example, the Institutional Self Study Report of 1990 noted that efforts to coordinate developmental education began in 1979 and that in 1982 the Developmental Education Committee had identified five interrelated components of development education at the college (basic skills assessment in reading, writing, math, and ESL; basic skills instruction in those same areas; academic support services such as tutoring and advising; and retention strategies). At that time, the College managed developmental education through the individual campuses and CSAC's (College-wide Subject Area Committees, now known as College-wide Discipline Area Committees or CDAC's). However, a focused visit by an NCA visiting team in October of 1988 expressed concern that "Developmental courses or offerings are not organized into a defined unit or support service. The number of developmental level classes available at each campus is insufficient."

Although the College did have a Director of Developmental Education, that position was filled on a part-time basis by a faculty member, who chaired the Developmental Education Committee and acted as an advocate for the program. In 1988, the Director

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and the Developmental Education Committee generated a list of PCC courses that qualified as developmental and produced an informational brochure on developmental education opportunities for students at the College. The Committee also examined the proportion of full-time permanent faculty vs. adjunct faculty assigned to teach developmental level courses. It also recommended that the Director of Developmental Education become a full-time position. Campus-based subcommittees generated ideas for improving developmental education and fed those ideas upwards to the district committee. Among these ideas was to create a stand-alone developmental education program that would include general education components. However, a thorough budget analysis showed that the financial costs of such an ambitious program would exceed the ability of the College to support it. Between the 1990 and 2000 self studies, the College continued to work on improving all aspects of developmental education, including not only direct instruction, but advising, placement, tutoring, and student development (STU) courses. And although the Developmental Education Committee was disbanded, several key initiatives did grow out of the previous decade's process, albeit through the CDAC's rather than through a centralized structure. One particularly important step was the implementation of mandatory placement in the basic skills of reading, writing, and mathematics: no longer could students evade the placement test or ignore their results, particularly since Banner permitted blocking students from registering for these classes until they had taken their placement tests and from registering for courses above their COMPASS or ASSET placement. Mandatory first-time student orientation and advising quickly followed.

The 2000 Institutional Self Study Report explained that Pima Community College's developmental education program was available at each of its campuses and consisted of five components: computer-assisted assessment and placement (COMPASS), instruction in basic information processing skills (REA, WRT, MAT, and ESL), instruction in personal and human development skills (STU), tutorial assistance, and action counseling and advising strategies. It also reported that the College had undertaken a major study to examine the accuracy of placement, including a review of cut scores, and students' subsequent performance in both developmental and college-level courses. This study found that 80 percent of tested students placed in at least one developmental course (most often math); it also found that students who successfully completed their recommended developmental courses tended to succeed in next-level coursework. Responsibility for utilizing the results of this study was assigned to the CDAC's.

Although the HLC Evaluator Team in 2001 recognized these efforts, it also strongly criticized the College for its lack of a "coordinated and established developmental education program" in the Team's "Report of a Comprehensive Visit." The report went on to state that "there is a clear need for the College to create a developmental program to fulfill this stated purpose" of providing "basic skills to succeed in college work and in life." The report did note that the College's "efforts to improve tutoring and the new student success activities and alternative delivery systems already in place, position PCC to incorporate these programs and services into one coherent [developmental] educational program." The Team required that the College submit a monitoring report

on its progress in developmental education by September of 2003. The College submitted a Monitoring Report on Developmental Education which consisted of a “Developmental Education Academy Evaluation Report” of August 2002, the “Final Report of the Executive Committee on Developmental Education” of December 2001, and “Campus Reports on Status of Implementation of Developmental Education.” The submission also included an “Academic Systems Implementation Report” of July 8, 2003, which reported on the pilot implementation of Academic Systems (AS) for Basic Skills instruction. The pilot found that students who had access to computer mediated instruction were more likely to persist into the next semester of their studies. However, mediocre quality of the AS curriculum and poor customer support by the company were also noted.

During this same period, the College overhauled its planning process, as explained in the chapter on Criterion 2. The first two-year plan to emerge from the new process, for the 2004-2006 cycle, included Initiative 2: Establish a Developmental Education Program, with the purpose of ensuring that “Students completing the recommended developmental education program will be prepared for the post-developmental education curriculum.” The Initiative consisted of nine strategies:

Strategy 2.1: Establish effective leadership, processes, and resources to support an effective Developmental Education Program.

Strategy 2.2: Provide support for developmental education through the appropriate use of research-based practices.

Strategy 2.3: Provide an information technology infrastructure to support the recommended practices in developmental education.

Strategy 2.4: Establish new partnerships with local school systems to develop and implement strategies for student success in college.

Strategy 2.5: Evaluate current practices in Student Development and establish interventions that improve student success in the developmental education curriculum.

Strategy 2.6: Assess the effectiveness of the developmental curriculum in Reading, Writing, Mathematics and English as a Second Language.

Strategy 2.7: Improve student support services related to the developmental education program.

Strategy 2.8: Improve developmental education instructional delivery.

Strategy 2.9: Align Pima College Adult Basic Education and Pima Community College Developmental Education to improve student transition to college.

As detailed by the College Plan 2004-2006 Final Report to the Board of Governors, strategies 2.1, 2.2, and 2.9 were accomplished within the two-year cycle, while strategies 2.3 through 2.8 were carried over to the 2006-2008 planning cycle.

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In the [College Plan 2006-2008](#), Initiative 1: Improve Institutional Outcomes included Strategy 1.6: Organize and refine Developmental Education courses and program. The strategy consisted of seven Actions:

1. Identify and implement strategies from the Developmental Education standing committee.
2. Track the correlation between completion of developmental education courses and college level courses (post-tests).
3. Review and finalize placement cutoff scores.
4. Create and implement new and existing partnerships with elementary and secondary education institutions (K-12) that identify outcomes.
5. Create outcomes measurements from data collection and analysis.
6. Identify cost-per-student for the program.
7. Present to the community an organized Development Education program.

The plan also included Initiative 3: Establish a Student Retention System, which entailed actions which impacted development education students as well as college-ready students. One of the most important strategies of Initiative 3 was Strategy 3.4: Identify student educational goals. Identifying student intent permits better advising and tracking of student progress.

The [College Plan 2006-2008 Final Report](#) showed that all actions under Strategy 1.6 were completed. Especially noteworthy were pilots on various campuses using alternative instructional modalities; faculty and staff training on improving student retention in developmental education; development of baseline data on retention and success rates for developmental education students; improved collaboration with the University of Arizona in aligning placement and curriculum, including a Joint Task Force on Under-Prepared Students; and development of a general methodology to determine direct instructional costs per student in developmental education. Additionally, the Developmental Education Standing Committee was phased out and replaced by a working group to oversee implementation of new policies and practices for developmental education.

The current [College Plan for 2008-2011](#) devotes an entire initiative to developmental education. Initiative 2: Improve Student Success in Developmental Education, includes six strategies:

Strategy 2.1: Leverage community resources.

Strategy 2.2: Develop effective strategies to help developmental students successfully complete coursework.

Strategy 2.3: Design and implement effective instructional models for developmental courses.

Strategy 2.4: Increase professional development activities for mathematics, reading, writing, and ESL faculty and Learning Center directors.

Strategy 2.5: Establish an advising system for students who are required to retake a developmental course.

Strategy 2.6: Establish effective leadership, processes, and resources to support an effective Developmental Education Program.

It should also be noted that Initiative 3: Redesign Student Services provides additional support to developmental students, particularly in strategies that are aimed at improving student success and retention. The redesign of Student Services centers on the campuses and the new organizational structure of the Student Services program centralized student services so that they are more readily accessible to their clients. Furthermore, improved assessment and placement, orientation, financial aid, and advising are all crucial to the success and retention of developmental education students. Support for advisors and faculty is improved through the MyPima Intranet, which collects critical information in one easily accessible electronic database. A detailed description of the new Student Services model is included further on in this Criterion 4 chapter.



The Developmental Education Initiative Working Group met monthly (including summer) from April 2007 through April 2008 to draft strategies and actions that would develop the College Plan's initiative on Developmental Education. The working group requested [research reports](#) on several components of developmental education at the College. In September of 2007, the working group reported out with two documents, a "Draft Strategies and Actions Items" report and a "SWOT Analysis" report. The group recommended innovative strategies to help students complete their coursework, to develop effective instructional models of developmental courses, to train and certify developmental instructional faculty, to increase use of technology, and to provide improved advising. It also recommended investigating further the feasibility of creating a Developmental Education program or departments with a district-level director and campus-level developmental education committees.

Among the strengths noted by the working group were that developmental education was now folded into institutional planning efforts and that there are many administrators, staff, and faculty dedicated to developmental education. Weaknesses included the lack of a district-wide program and institutionalized faculty professional development. It also noted that developmental education would be enhanced by better outcomes measurements. Also noted was the extent to which ESL issues were a

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significant aspect of the challenges of developmental education at the College and that it is important that ESL issues be included in all developmental education planning, including embracing multicultural learning.

In response to the working group's recommendations, the Administration established a Developmental Education Pilot Program with the charge to develop an alternate developmental education program proposal with a submission date of December 1, 2008. This committee submitted its report on November 29, 2008, to the Provost. Titled "Developmental Education: A Program Proposal," the report provided a data-based overview of the challenges of underprepared students from a national as well as local perspective. It also provided a number of recommendations and a timeline with actions, responsibilities, and deadlines:

Next Steps: What Will Be Done?	Responsibilities: Who Will Do It?	Timeline: By When? (Day/Month)
Step 1: Convene and charge a representative implementation team	Provost	Feb. 15, 2009
Step 2: Review Recommendation Summary, History, Best Practices	Implementation Team	April 15, 2009
Step 3: Develop Action Plan and Timeline including immediate and long-term changes	Implementation Team	May 30, 2009
Step 4: Develop and Implement College Developmental Education Policies	Implementation Team, Administration, BOG	May 31, 2010
Step 5: Develop and Implement Research Protocol for College Developmental Education Program	Implementation Team, Institutional Research	May 30, 2009
Step 6: Implement Action Plan	Implementation Team, Department of Developmental Education	Ongoing

The Developmental Education and Retention Standing Committee (the "Implementation Team" mentioned above) began meeting in the fall of 2009 with the following charge: "To review the activities and programs relating to developmental education and retention at the College and to recommend improvements to the Chancellor" by January of 2010. The Committee's title recognizes that education cannot be achieved without retention, especially for developmental education students.

The Committee submitted its recommendations and a program proposal with supporting rationales and research to the Provost by its required deadline. The proposals were:

- Establish a centralized (coordinated) Department of Developmental Education at each campus
- Implement and enforce comprehensive mandatory placement policies

- Design and implement an effective orientation, diagnostic assessment, intake program, and case management system
- Use multiple course delivery modalities
- Provide traditional and non-traditional support services
- Leverage community and other resources
- Establish a mandatory faculty and instructor certification training program
- Conduct a summative evaluation of the proposed program
- Create a business plan for the revised Developmental Education Program

To support these basic proposals, the Committee recommended creating a well-staffed learning center for developmental education students, and developing a peer tutoring program.

In anticipation of developing and implementing these proposals, the Chancellor appointed a District-level Coordinator of Developmental Education and Retention, who began serving in January 2010. The Coordinator reports both to the Vice Provost for Academic Services and the Assistant Vice Chancellor for Student Services, as developmental education entails both academics and student development.

Occupational Education

Introduction:

Pima Community College offers a comprehensive range of programs and courses in the areas generally captioned under the term occupational education. This section of the Self Study Report includes regular occupational education programs as well as Workforce Response Programs, Apprentice-Related Instruction, and the Center for Training and Development (CTD). It also refers to aspects of PCCA (Pima Community College Adult Education) and Continuing Education that focus on job training and workforce development.

This section of the Report also redresses the problems cited by the 2001 Report of a Comprehensive Visit, which noted that the 2000 Self Study Report did not adequately cover PCC's occupational education programs. The 2001 Evaluators noted that the 2000 Self Study Report devoted only two paragraphs to occupational education and conflated occupational education and workforce development. Given that occupational education programs account for 46% of all degrees and certificates awarded by the College, a mere two paragraphs was inadequate to describe occupational education at Pima Community College. The Evaluators also noted that occupational education, Workforce Response, and CTD programs serve different community needs and provide different kinds of services and courses to students and the community. This section will clarify the structure of the College's occupational and work-related programs.

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Pima Community College offers fifty-five programs in occupational education in such areas as health care, technical trades, business, education, and social services, law enforcement and paralegal, and translation studies; many of these programs consist of



both certificate (for direct employment and post-degree certification) and associates' degrees (AAA, AAS). For example, Automotive Technology provides a certificate in Automotive Mechanics and an AAS in Automotive Technology; Building and Construction Technologies provides basic and advanced certificates and an AAS; Education offers a number of certificate and degree-level concentrations in early childhood education, teacher education, and educational technology, some of which are available entirely online. The health sciences offer both certificates and degrees in Nursing, Pharmacy Technology, Radiologic Technology, Therapeutic Massage, and Veterinary Science, among other

professions. Business programs range from accounting to fashion design and marketing. Complete data on all degrees and certificates awarded for the academic year 2008-2009 can be found in the 2008-09 Graduates Report.

The College has actively participated in the Tucson Regional Economic Organization since its founding in 2005, and the College's Chancellor serves on TREO's board of directors. TREO has identified four industrial areas of particular importance to the Tucson region: transportation and logistics, aerospace and defense, biosciences, and solar and alternative energy. As a result of its cooperation with TREO, the College began offering training in supply-chain transportation and logistics in January of 2010. Students completing a certificate or degree in this program can look forward to careers that take advantage of the Tucson Foreign Trade Zone.

Students planning to complete certificates or degrees must meet their program's general education requirements. Certificate programs (of 30 credits or more) require a total of 6 general education credits (three each in communication and in analysis and critical thinking). Associate's degree programs require 19 to 21 credits, 6 each in communication, in analysis and critical thinking, and in humanities, social sciences, and leadership and ethics, plus 1 to 3 credits in computer and information literacy.

In order to control capital costs, which can be significant for many equipment-dependent occupational programs, each occupational education program is based on a lead campus; students can earn their prerequisites and general education credits on any campus, but in most cases must complete their chosen programs at the lead campus for their major or concentration.

However, the multi-campus structure of the College does cause some competition among campuses for resources, students, and faculty, and in some cases can cause duplication of programs and resources. For example, both East Campus and the Community Campus offer courses in emergency medical services (EMT and EMS), although at different levels

(EC offers basic level courses while CC offers the advanced courses), and Community Campus Public Safety and Emergency Services Institute (PSESI) provides contract training to local police, fire, and health services agencies in the county and the state. The most recent joint Program Review for these programs (combining East Campus and Community Campus EMT/EMS programs) called for exploring the feasibility of centralizing these programs.

Advisory Committees:

In order to ensure that occupational programs remain relevant and timely, each program maintains an external Program Advisory Committee to provide input to the Presidents and the Chancellor's Cabinet on industry trends; employment needs; program relevancy, currency, and effectiveness; experiential learning opportunities; and Student Learning Outcomes. External advisory committees are governed by board policy [BP-3201](#), College regulation [RG-3201/A](#), and Standard Practice Guide [SPG-3201/AA](#). Advisory committees must meet at least once a semester and provide copies of minutes to their respective Campus presidents and the Chancellor's Cabinet. Advisory committees focus on advising the program on industry trends, employment needs, program relevancy and effectiveness, experiential learning opportunities, and student learning outcomes.

Additional Accreditation:

A number of PCC's occupational education programs also have accreditation from external agencies. For example, the Paralegal (PAR) program maintains voluntary approval from the American Bar Association. The Nursing Program is accredited by the National League for Nursing Accrediting Commission for meeting the Standards and Criteria for Associate Degree Programs in Nursing, and is approved by the Arizona State Board of Nursing. Reports of recent external accreditation processes are posted to the Accreditation Archive.

Program Review:

Occupational programs go through the Program Review process on a three-year cycle. Each program reviews relevant data, such as student demographics, enrollments, and completion rates; student learning outcomes; and SWOTs (Strengths, Weaknesses, Opportunities, and Threats). It develops an action plan that is reviewed by the Vice Presidents of Instruction and the Vice Presidents of Student Development and then presented to the Campus Presidents, who forward recommended actions to the Chancellor's Cabinet for review and approval. (Copies of Program Review reports are posted to the Accreditation Archive.)

Examples of Innovation and Improvement in Occupational Education Programs:

Office and Administrative Professions

The Office and Administrative Professions (OAP) program was completely revamped for fall 2009. Demands on 21st Century office workers are much greater than in the past

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and the redesigned OAP degree and certificates programs will train workers who can rise to the challenge of new office management technologies. The redesign was the result of input from business leaders who were concerned about replacing retiring “boomer” workers with new workers highly trained in the new procedures and applications software, as well as grounded in general economics, account management, and supervisory responsibilities.

Nursing:

As noted in this report, the College developed a separate pay schedule for nursing faculty in order to correct a serious shortage of qualified full-time nursing faculty and to meet the requirements of the Arizona State Board of Nursing’s Rules and Regulations on faculty/student ratios. The Arizona State Board of Nursing Rules and Regulations state that “A nursing program shall provide the number of qualified faculty members comparable to that provided by approved programs of equivalent size and program type, or, in the case of no equivalent program, a number scaled relative to an approved program.”

In February 2007, the nursing program had a 29% vacancy rate for full-time master’s prepared faculty. The program had 15 full-time master’s prepared faculty members. By comparison, Gateway Community College, with a lower number of nursing students, employed 33 full-time master’s prepared faculty members. The low number of full-time faculty at PCC placed an excessive burden on the existing faculty, resulting in overloads, as well as each faculty member overseeing 2-3 adjunct clinical faculty, in addition to advising a large number of enrolled students. Additionally, some essential activities of the nursing program, such as exploring and investing in technology, implementing the systematic program evaluation plan, and analyzing and trending program data, were not being done due to time constraints.

The Chancellor and Board of Governors at Pima Community College demonstrated their commitment to supporting the community need for a thriving associate degree nursing program. In September 2007, the PCC Board of Governors approved a separate salary schedule (implemented in January 2008). Nursing faculty received a 30.7% salary increase. In addition, an annual stipend for national certifications was approved. The entry level salary for a new hire is now \$53,589-\$75,017 for a nine month contract. Normally, the College advertises for vacant positions in the fall semester with hiring in the spring for the next academic year, but due to the urgent need to fill vacant faculty positions, the administration allowed Human Resources to do off-cycle advertising and hiring.

By fall 2008, the PCC Associate Degree Nursing Program had an administrative dean, 19 full-time faculty (a 10% vacancy rate) and 40 part-time faculty to support a student population of approximately 500. In an effort to retain newly hired nursing faculty, the Division Dean of Nursing has developed a mentoring program tailored to the needs of newly hired faculty members. Each is assigned a mentor who is an experienced faculty

member. By fall 2009 there were no full-time regular nursing faculty vacancies in the Nursing Department.

Workforce Response Programs:

Through its office of Workforce and Business Development, the College provides training and education on a contractual basis to external agencies and businesses. The Contract Sales team specializes in rapid response and flexible delivery of training solutions for local corporate clients, government organizations, and other external agencies, and also collaborates with the campuses and College departments that wish to execute contracts. Customized training or traditional courses are provided in credit, noncredit, and CEU formats. Programs offered include automotive repair, technology, software skills, corrections, HVAC, insurance, and leadership and management.

Through the Center for Training and Development, individuals can gain training for new jobs or to advance in their current careers in an open entry/open exit format. Career areas covered by the CTD include business and office, computer and office technology, culinary and food industry, and professional truck driving. The CTD also offers intensive courses in success skills such as interviewing, personal finance, and career exploration.



Contract Sales generated \$629,000 in invoices in the 2009 fiscal year.

Continuing Education:

While many Continuing Education courses offered by the College are for personal development and exploration, others focus on developing marketable professional and career skills, from entry-level to advanced positions.

Members of the community can earn certificates through CE's flexible, affordable options for both employees and employers to increase skills, flexibility and productivity in the workforce. Classes are provided at a number of convenient locations around the community and on evening and weekend schedules. The certificate requirements include one or more noncredit courses. Many include CEUs (continuing education units), a recognized standard unit of measurement for continuing education and professional development activities. Types of courses that provide this professional and skills development include business, software applications, and office and administrative professions. However, even many of the non-credit courses provide skills that are transferrable to a work or career environment, such as classes in various writing techniques, mathematics, and languages.

Pima Community College Adult Education:

Through its Workplace Education Project, PCCAЕ provides workers with basic skills classes that are tailored to the needs of specific employers. Classes are offered at

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employer sites. Additionally, students who complete courses in computer basics and/or who complete their GED studies and test are better prepared to enter the workforce. According to PCCAE's Annual Report to the Pima County Supervisors for FY2009, a total of 341 students entered employment and 1,112 students retained their employment.

General Education: Academic and Occupational

One of the most important areas in which the College fulfills the spirit of Criterion 4 is in its general education programs. General education is regulated by BP-3117, RG-3117/A and SPG-3117-AA. All students enrolled in certificate and degree programs, whether academic or occupational, must take a specified number of general education credits. In certificate programs, students must take a minimum of 6 credits in communication and in analysis and critical thinking. In degree programs for applied arts, applied sciences, and general studies, students must take 19-21 credits of general education courses from four separate categories: communication; analysis and critical thinking; humanities, social sciences, leadership and ethics; and computer and information literacy. Students pursuing a transfer degree are required to take a 35-credit bloc of general education courses listed in the Arizona General Education Curriculum (AGEC), according to their intended majors in business (AGEC-B), liberal arts (AGEC-A), or sciences (AGEC-S). The AGEC was developed and approved at the State level in 1997 to facilitate the transfer of general education credits to in-state universities. Thus, a student completing an associate degree for transfer to one of the Arizona state universities is assured that all of his or her general education credits will transfer as fulfilling the general education requirements of the receiving institution, without being "cherry picked" by the receiving institution. The categories in the AGEC include composition, humanities and fine arts, sciences, mathematics, and social and behavioral sciences, plus additional credits in other appropriate disciplines. Additionally, certain courses in the AGEC list have special designations for intensive writing and critical thinking (I), cultural diversity (C), and global awareness (G). The AGEC lists by major category are readily available to all constituencies via the College website. Additionally, all general education courses are individually articulated at a state level through the Articulation Task Force (ATF) process as well as by the General Education Articulation Task Force (GEATF).

Although from an organizational viewpoint it may not be readily apparent, general education is, of course, much more than the accumulation of credits; it is, as the General Education Values Statement of the Arizona General Education Curriculum website explains, not just about discrete skills but about the ability to understand and apply knowledge in its cultural and conceptual contexts. This ability is worthwhile in its own right, as the history of civilizations attests, but also increasingly a necessity in a globalized economy and society in which citizens must be intellectually agile enough to understand and respond proactively to change and innovation over the course of their lives, and to be active in creating that change and innovation. These needs apply to all professions and are not limited to traditional academic disciplines.

While the focus of general education programs is primarily on formal instruction in designated courses, it should be noted that many extracurricular activities contribute significantly to a student's general education. Arts exhibitions, performances in music and drama, creative writing competitions and publications, sponsored trips, and other activities are as much a part of general education as class attendance. Internships, participation in archeological digs, various clubs and other student organizations (such as Phi Theta Kappa or the Native American Student Association), and attendance at community events on campuses (such as political debates) and volunteering for various community or college activities or organizations enhance students' ability to contextualize what they have learned in the classroom.

Honors Program

The [Honors Program](#) at Pima Community College promotes the goals and spirit of general education in a clearly focused way for those students who qualify and provides opportunities for both learning and financial aid. Students who successfully complete the Honors Program course sequence are awarded an Honors Program Certificate of Completion. Each campus has an Honors Program Coordinator who serves as the advisor and mentor for students in the program; the Honors Program is guided by a district-level CDAC composed of all the campus HP Coordinators, a campus Vice President of Instruction, and a varying number of HP students, who earn credits for their participation on the committee. In addition to class sections set aside for HP students and independent project credits, the Honors Program sponsors a spring awards brunch and contest for HP students. It also works closely with the Honors College at the University of Arizona, which recruits many graduates of Pima's Honors Program, as well as with other universities and community colleges in the state, particularly through the Arizona Honors Council. Many Pima students elect to participate in both the Honors Program and in Phi Theta Kappa, thus combining this fifteen-credit certificate program with extracurricular activities.

General Education Standing Committee

General education at Pima Community College was for many years under the direction of the General Education Standing Committee, which was established in 1988. The charge of the Committee read: "To coordinate the development of general education offerings district-wide making recommendations to the Provost/Executive Vice Chancellor." The Committee developed specific [guidelines](#) and procedures for approving a course as a general education course. All proposals for general education courses originate in the College-wide Discipline Area Committees (CDACs), whose members are full-time instructors from all campuses for each discipline; thus, general education course development (as indeed all course development) is faculty driven. Courses already in the College's course bank could be approved as general education courses solely by the General Education Standing Committee; new courses must go through the normal curriculum approval process (through the College Curriculum Council) as well as

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through the [general education approval process](#). There are also specific guidelines for designating courses as fulfilling the special designations of I, C, or G.

The General Education Standing Committee entailed two subcommittees, one for transfer programs and one for occupational programs. The subcommittees considered course proposals and issues specific to their programs, and then presented their findings to the committee of the whole. The committee of the whole then forwarded its recommendations to the College Curriculum Council.

General Education Student Learning Outcomes

Among the issues continuously discussed by the General Education Standing Committee (as indeed by most curriculum-oriented committees at the College) was that of outcomes assessment. Assessment planning for all programs has been included in every College Plan since the 2004-2006 planning cycle; while “general education” has not been specifically mentioned in the Plans, the 2008-2011 College Plan specifically mentions three key areas of general education: mathematics, writing, and science (Strategy 1.1.5). Each program within the College, as detailed further in the section on Criterion 3, has identified program level outcomes, many of which embody general education ideals. Furthermore, the College’s [institutional Student Learning Outcomes](#) (Learn, Communicate, Innovate, Participate, and Aspire) embody the principles of general education.

Because general education at Pima Community College is distributed across many courses and disciplines, it has been challenging to develop a robust outcomes assessment to measure the overall effectiveness of general education; the question of to what extent graduating students at the College achieve the objectives of the general education curriculum has been difficult to answer. However, in the 2002-2003 academic year, the College adopted the Academic Profile (ETS) as its outcomes assessment instrument for general education. Results of the initial 2002-2003 testing cycle indicated that Pima Community College graduates were in line with national norms of college juniors who had completed 61-90 undergraduate general education credits. However, the [report](#) noted that neither national nor local students performed as well as they should have on key criteria.

Less direct measures of general education outcomes are the 2006/07 [Graduate Exit Survey](#) in which students were asked to rank statements on how well they had developed certain skills and abilities as a result of their total Pima Community College experience (classes, activities, contact with other students, faculty, etc) in five categories. The responses ranged from 70% to 86% (“Very Well” or “Well”). Table 5 of the survey shows the overall responses by College-level learning outcomes. They were:

- **Learn:** Independently and collaboratively acquire, understand, apply and integrate learning and knowledge in your life, community and workplace. 86% (Think Critically) to 70% (Apply Numeric Literacy and Appreciate Historical Perspective).

- **Communicate:** Communicate thoughts, ideas, knowledge, and information in oral and written language in different contexts. 82% (Write and Listen) to 78% (Speak).
- **Innovate:** Work independently and/or collaboratively to create and innovate. 82% (Analyze and Interpret) to 80% (Think Creatively).
- **Participate:** Work with others, gain cultural and global awareness, appreciate diversity, and contribute to the community. 83% (Be Responsible) to 72% (Be Good Citizens).
- **Aspire:** Learn to set, achieve, and reflect on goals, build confidence, make decisions, become an active, life-long learner, and develop integrity. 85% (Think Independently) to 78% (Be Ethical)

Additionally, on the Organizational Climate Survey, 81% of surveyed students agreed with the statement that “I am able to experience intellectual growth here.”

In the 2008-2009 academic year, the General Education Standing Committee reviewed its role and activities and determined that, having largely accomplished the goal of establishing guidelines and procedures and having completed the approval of an extensive list of general education courses for both transfer and occupational programs, it had fewer agenda items and therefore needed to meet much less frequently than it had in the past. The Committee consequently proposed that it become a subcommittee of the College Curriculum Council.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Program Review

Under the aegis of the Institutional Effectiveness Program (IEP), Pima Community College regularly evaluates its effectiveness in four areas: mission evaluation, program and service review, Board of Governors and employee evaluation, and planning and evaluation of planning. These processes are governed by board policy and regulations (BP-1504 and RG-1504/A) and by standard practice guides (SPG-1504/AA). Program and Service Review are described in BP-3105, RG-3105/D, and SPG-3105/DA. Program review may involve several units, including the Chancellor’s Cabinet, the Office of Planning and Institutional Research, and the Assistant Vice Chancellor for Academic Affairs and Student Development. The Program Services Office directs the program review process.

Program review promotes the educational quality, vitality, and efficiency of the College, particularly in instructional programs, student development, and instructional support (such as the libraries). Instructional program reviews are conducted on a fixed cycle.

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Occupational programs undergo program review every three to four years, and transfer programs every five years.

The purposes of program review are program improvement, student learning outcomes, accountability, and resource alignment. Program improvement includes demonstrating continuous improvement in the quality and effectiveness of the program or service and identifying and documenting the program's or service's linkages with community partners. The student learning outcomes portion identifies the effectiveness of student learning and learning resources, reviews and realigns assessment tools for reporting student learning, and documents student learning through TracDat. Accountability evaluates the quality, viability, and relevance of the program or service, and resource alignment ensures that the College is offering an appropriate array of academic and occupational programs and services and that resources are effectively aligned with the programs and services within the normal College budgeting processes.



Each occupational program or academic [CDAC](#) or service educational support area undergoing a program review selects representative individuals from each campus on which the program or service operates to constitute the program review workgroup. The faculty designated to coordinate the self-study may request input and/or feedback from the CDAC at any point in the program review process. The Program Services Office provides an orientation session in the fall semester of the program review academic year for all the working groups, particularly familiarizing them with data resources and timelines. The working groups then set calendar dates for two key meetings: the first meeting is to review action plan support information; the second is to develop the action plan itself. Each group is provided with a Data Dashboard (provided by the Office of Planning and Institutional Research and generated through Crystal Reports) that includes standardized program-related data in four different reporting periods, fall term data, fiscal year data, academic year data, and award year data. Fall semester data provide information on student profile and enrollment, grade distribution, faculty-to-student ratios, and instructional modalities. Annual data (fiscal and academic) provide budget and FTSE information, and the awards data provide information on the number of program certificates and degrees earned in each given award year. Most dashboard content is provided for the previous year or term as well, to allow for direct comparison.

Documents required in the final program review report are student learning outcomes, labor market information (as relevant to the program), a data analysis worksheet, a SWOT analysis, and an action plan. Occupational programs also must include current meeting minutes from their Occupational Program External Advisory Committee ([OPEAC](#)) meeting. The student learning outcomes report is based on current TracDat information and assessment results and must include explanation of further development and revision of the program's student learning outcomes process. Labor market information (LMI), again provided by the Office of Planning and Institutional

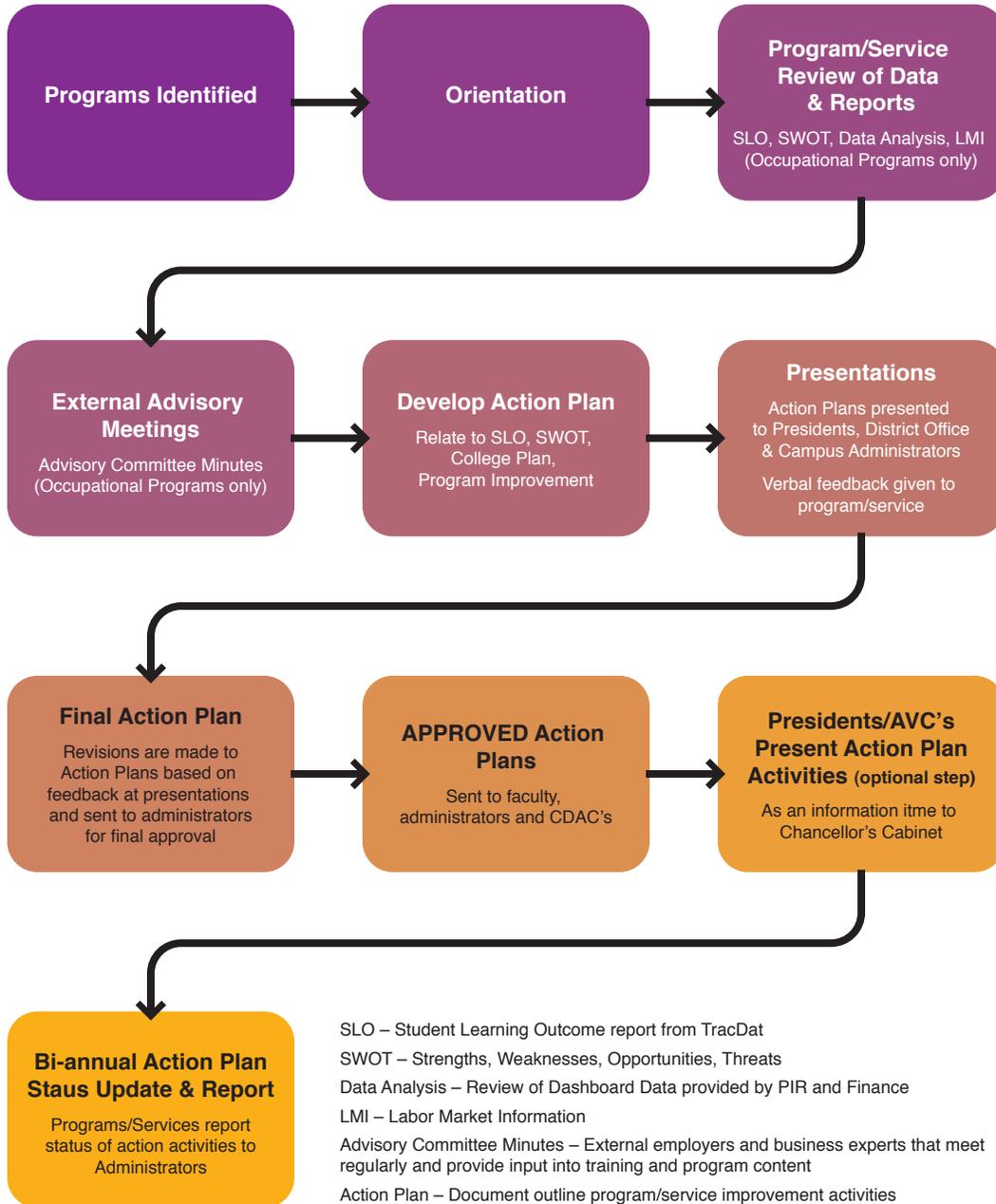
Research, is used to ascertain the continued relevance of occupational programs and also to determine how the evolution of the labor market may lead to new curriculum or programs or to an expansion of a current program. The data analysis worksheet assists the working group in organizing the information from the data dashboard in a usable form. One of the most important features of program review is the SWOT analysis—defining the program’s strengths, weaknesses, opportunities, and threats. These provide guidelines for program improvement.

The action plan is based on conclusions drawn from the SWOT analysis and external advisory committee input and describes the program and proposed actions. It includes a summary of the program’s purpose and mission; a summary of the data; an analysis of the results of the last program review; and the proposed action plan and activities, including any budget requests, with an action plan summary. Generally, the campus presidents approve request items on the action plan, unless there are policy or budget decisions that must be forwarded to the Chancellor and/or Board of Governors. Such decisions would include recommendations to discontinue a program, for such reasons as declining enrollment or substantial industry changes. For example, in 2004, the BOG voted to discontinue the Environmental Technology program because of a severe drop in enrollment due to lack of local employment opportunities. By discontinuing poorly performing programs, the College ensures the best use of resources to serve its community.

Two action plan presentations are scheduled during the spring semester: one to the CDAC, one and to the campus presidents. The presentations focus on the workgroup’s action plan and on recommendations from the reviewing panel. A final report with revisions is then submitted and action plans are approved. Streamlining of the process has reduced the time required to obtain approval for the action plan requests, which are now consistently completed by the end of the fiscal year (June 30).

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Current Program Review Process Steps – 2009



Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

To ensure responsible use of knowledge, Pima Community College has established a number of academic integrity policies and procedures. The core of the College academic integrity policy is stated in three Board Policies, on copyright ([BP-2701](#)), copyright ownership ([BP-2702](#)), and research using human subjects ([BP-5603](#)). The College complies with Federal copyright statutes and has a standing committee on copyright to make recommendations to the Chancellor regarding copyright issues and laws. In 2008-2009, the committee substantially revised and enhanced the scope of educational materials on copyright and made them available through the library web site. Copy centers on the campuses post information on appropriate use of copyrighted materials and inform instructors and other employees of potential infringement. Through Board policy, the College also cedes ownership to employees of materials they prepare within the scope of their employment with the College, such as course outlines, syllabi and other course materials, and disclaims ownership of such materials while retaining a perpetual license to make use of such materials for its own non-profit educational purposes. The College thus encourages academic freedom, the free expression of ideas, and the publication of scholarly and creative work by its employees.

Board policies on academic integrity are further defined and specified in the [Personnel Policy Statement for College Employees](#), which covers all classifications of College personnel. Sections specifically applicable to integrity include those on conflict of interest, nepotism, outside and secondary employment, and [use of information technology resources](#). Faculty contracts include a form for disclosure of potential conflicts of interest. These policies conform to both state and Federal laws regarding issues of intellectual property, privacy, and appropriate use.

Equally important is academic integrity for students. Pima Community College maintains a [Students Rights and Responsibilities](#) webpage which explains that students should maintain high ethical standards in academic achievement. [The Code of Academic Ethics](#) provides more specific guidelines on appropriate student work and on avoiding plagiarism, cheating, and misrepresentation. Violations of the Code are handled according to the Procedures for [Code of Academic Ethics Investigations](#). To ensure that students are aware of their ethical responsibilities, instructors are encouraged to specify on their syllabi their policies and penalties for violations. As information and knowledge becomes increasingly available in electronic formats, instructing students on appropriate research methods is particularly important. The libraries at PCC assist the faculty in instruction in academic ethics through direct instruction sessions on research methods and through the [library webpage](#), which contains tutorials on acknowledging sources and avoiding plagiarism. Conversely, the College also provides a student complaints procedure and a [formal complaints log](#).

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Student Services Centers

The College recognizes the crucial role of student support services in ensuring that students are fully informed and supported in their quest to achieve a college education. In order to improve the quality of student services as stipulated in the 2006-2008 College Plan, the College retained the Exeter Group, Inc. to analyze student service business processes, related issues, and organizational structure. The [report](#) was submitted in March of 2008 and identified several problem areas and recommended specific changes. The report identified a lack of technological currency, inconsistency in service delivery and organizational structures across campuses, and lack of effective communications and training. The report recommended that processes be streamlined and redesigned to remove obstacles to student services and that organization of student services be centralized to provide consistency of leadership and communication and to improve process flows.

More specifically, proposed strategies were:

1. Reconfigure and update student services technology, utilizing Banner functions already available to the College;
2. Configure an employee intranet to address communication and training;
3. Reorganize college leadership of student services to be more centralized and coordinated, including having the campus lead position report directly to the Provost's office;
4. Implement a "Student Services Center" approach to student services delivery on all campuses, including physical restructuring of the campus student services areas;
5. Improve staff training, including online training modules and refresher training;
6. Review staffing, including defining the competencies for each personnel position within the student services organization structure.

After considerable review and discussion by all concerned College groups, the Exeter Report's recommendations were incorporated into the 2008-2011 College Plan under [Initiative 3: Redesign Student Services](#). As stated in the [2008-2009 Status Report](#), key actions were completed in the first year of the plan, including the recommended reorganization of student services to be more centralized and coordinated; reconfiguration and updating of technology and configuration of an employee intranet to address communication and training issues. The student services lead campus positions, newly designated as the Vice Presidents for Student Services, now report directly to the Assistant Vice Chancellor for Student Services. An automated degree audit application, "My Degree Plan," was implemented and permits both students and trained student services staff and faculty to determine how close a student is to completing a degree, to explore alternative degrees and certificates and to plan for future semesters accordingly. The Plan also very importantly called for an expansion of the definition of

“student” to include not only those registered for credit courses but also clock-hour and non-credit students and Adult Education students and to include the latter in Banner functions wherever possible.

The redesign of the Student Services Centers fulfills Strategy 3.4 of the 2008-2011 College Plan. The centers are designed to organize the diverse set of student services – admissions and registration, financial aid, assessment and testing, advising and other support functions – at a single location on each campus. The concept is to deliver services to students in a seamless, efficient and holistic fashion, while teaching them to navigate the college system for themselves. Students coming to the Student Services Centers will be guided through the area with the goal of helping them to learn self-efficacy. The redesign also allows students to access services as they prefer, whether in person, online or over the phone. Physical restructuring of the Campus student services areas was completed in fall semester of 2009 and celebrated with open house events for each campus. The College also provides, through its MyPima portal, virtual advising and tutoring.



Many students come to Pima Community College lacking the life skills that support learning. To assist students in acquiring and understanding such skills, the College offers a range of student success (STU) courses, which include study skills, time management, personal finance management, developing an educational plan, transfer and career preparation, and leadership. Over 1500 students register for STU courses each semester.

In November of 2009, the College was informed by the Community College Leadership Consortium and Futures Assembly that the new Student Services design had been selected as one of the ten [Bellwether Award](#) Finalists in the Instructional Programs and Services category. The College presented its program at the [Assembly](#) on January 25, 2010. The binder containing the presentation materials, “Student Services Transformed: How Pima Community College is Helping Students to Help Themselves,” is available in the District Evidence Room.

Details of the Student Services Centers Redesign

The redesign of Pima Community College Student Services Centers has transformed and organized the diverse set of student services functions, admissions and registration, advising and financial aid, at each campus location. The cultural shift of service delivery has transformed to a developmental model. Services to students are delivered in a holistic, efficient and seamless approach allowing students to take full advantage of the variety of services and referrals to support services needed to help them complete their educational goals. Students visiting Student Services Centers at the college will be moved through the area with the goal of helping them to learn self-efficacy. The shift from “services” to “development” drives the concept of welcoming students in their developmental stage and taking them to their desired goals and objectives. Student

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needs will be identified upon arrival in the Center where they will then be directed to the appropriate area. The services are delivered in variety of methods and formats, corresponding to student needs and preferences, with an initial emphasis on the use of the Self-Service Stations of a Center. Students will also be able to access services from any location, online or over the phone.

The Student Services Centers model provides a crosscutting strategy that eliminates the fragmented delivery of services and support. The structured Student Services Center model has the ingredients that higher education research suggests will provide successful outcomes for community college students: comprehensiveness of services, connecting students with services and programs, and teaching students how to navigate college systems. In particular, non-traditional and first generation students especially benefit from student services organized in a coherent and accessible way.

The cornerstone of the Student Service Centers is advising. The development and structure of the Centers is established on the following goals:

- Student Success
- High quality customer service.
- Efficiency and effectiveness of services.
- Accuracy and clarity of information in advising of students.
- Development of students
- Ongoing professional development of staff for the SSC delivery model
- Staff use of the intranet to ensure correct information and referrals

Services are designed to empower students to gain the skills necessary to complete tasks on their own, giving them a sense of competence and confidence. To promote student learning, the College has designed each campus Center to include Self-Service Stations. At these stations, students can independently learn and practice the competencies needed to navigate the college environment. As students begin to view the staff and faculty in the Centers as teachers who model and teach how to find resources and see peers navigating the self-service system, they will begin to see themselves as able to achieve the same level of success in these endeavors. However, student services personnel are on hand to assist as needed.

The Student Services Centers have four components:

- The Welcome Center
- Triage
- Self-Service Stations
- Walk-in at Student Services Stations and/or appointments

The Welcome Center greets and welcomes students as well as directing them appropriately. Triage can involve answering quick questions, immediately offering basic information, directing students to available resources, and assisting with forms/processes. Quick and decisive assistance will identify students who will need appointments and those who can be directed to the self-service stations to:

- learn and/or complete transactions on their own,
- do preparatory work in order to more efficiently utilize time with an advisor, and ensure students are actively working on their own behalf while they wait (i.e. self-service graduation check sheets, PEP's)
- complete online exercises to help determine a major/course of study.

The Self-Service Stations encourage students to learn to complete tasks for themselves that are key for admission, enrollment and success in college. With staff available to educate and train as needed, students are empowered to learn and utilize MyPima (the PCC portal) and access Pima Community College support materials and community resources. Students are able to apply for admission, register for classes, make schedule adjustments and access enrollment and financial aid information online at the Self-Service Stations.

The Student Services Stations serve as mechanisms for students who require additional assistance to work with professional staff to receive pertinent enrollment information, program/degree information, financial aid information, graduation updates and audits, process complicated transactions, and obtain referrals to other Student Development services.

Students with multiple and/or complex issues that cannot be resolved at the Student Services Centers will be referred to:

- Vice Presidents of Student Development
- Student Services Manager
- Counselors
- Student Services Coordinator
- Disabled Student Resources
- Instruction
- Learning Center
- Campus Police

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These specialized professionals will handle the complexities of student inquiries and issues that go beyond the broad knowledge of the generalists at the Student Services Centers.

In keeping with changing student needs and demographics as well as recommendations made by the Exeter Study, an updated new student orientation program was developed for 2009 fall implementation. The primary purpose of orientation is to provide students with a foundation for success, to welcome and transition students to college, and to address the greatest concerns for entering students. The new model is a shift from a “parental approach” to a “self-efficacy” model. The model maximizes options and opportunities for students’ transition to college and supports the College’s mission of “developing the community through learning.” The updated model also specifically outlines student learning outcomes providing tangible skills for students. The features of the new orientation model are delineated below.

1. Self-Efficacy: for this model, self-efficacy is defined as the belief that the individual is capable of performing in a certain manner to attain certain goals.
2. Voluntary participation in the sessions: students will be strongly encouraged to attend, and the session will be “sold” based on the added value.
3. Special populations such as athletes, international students, and others will be required to attend an orientation led by counselors and international student services specialists.
4. New student holds will require completion of Basic Skills Assessments to ensure appropriate placements.

In recognition of the fact that Student Services is an integral component in student learning, the Student Services program has developed a set of appropriate Student Learning Outcomes:

1. Students will activate their MyPima account and know that all College communication will come via MyPima.
2. Students will understand what assessment scores mean to their academic program.
3. Students will be able to search online for classes, register for classes, and pay tuition and fees.
4. Students will be able to track their financial aid status and conduct scholarship searches.
5. Students will be able to access important registration and academic deadlines and dates.
6. Students will be able to access college resources.

Student Services has also reviewed its offerings of student orientations and revised the options for incoming students to better prepare them for success in a college environment:

1. To expand college access and outreach, 45-60-minute orientation sessions are offered daily at each campus.
2. Orientation sessions are offered year round, in multiple choices of times at each campus, including evening scheduling.
3. A coordinated district schedule was developed by the Coordinators of Advising and Counseling.
4. Online option

Additionally, Student Success modules (STU courses) have been revamped according to the following guidelines:

1. Counselors will develop the modules' content.
2. Counselors will serve as the primary facilitators of the sessions with support from specialists/advanced specialists.
3. Module topics include:
 - a. Navigating MyPima,
 - b. Selecting MAT, REA, and WRT classes based on Assessment scores,
 - c. Resources at Pima College, and
 - d. General Ed requirements.
5. Modules will be delivered through various modalities, including streaming videos.
6. One standard orientation packet is used district wide. Approved packet was branded by Media, printed for each campus and is now available in PDF on the Intranet.
7. All information will be available and kept current on the Orientation Intranet site.

Recommended student success modules to be developed include:

1. Steps to Getting Started at Pima Community College
2. Resources at Pima Community College
3. Navigating MyPima

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4. Selecting your MAT, REA, WRT classes based on Assessment scores
5. Time Commitment and Determining How Many Classes to Take
6. How to Search for Classes and Build a Schedule
7. How to Register for Classes and MyPima
8. College versus High School
9. Structure of School Year and Important Dates
10. Paying for College
11. Becoming a Better Student: STU Classes or Workshops
12. Determining a Career and Major
13. Overview of Types of Degrees Offered at Pima Community College and Degree Requirements
14. General Education Requirements
15. How to determine what classes you need to complete a degree
16. Understanding the AGEC and transfer degrees
17. Understanding Gen Ed requirements for the Associate Degrees for Direct Employment
18. Health related Professions and prerequisites for admissions
19. How to complete an unofficial graduation check
20. Student Code of Conduct

By having the modules following the orientations, students will have a “menu” of options to choose from and can decide which format they prefer and when they want to receive the service, making the information much more relevant and useful.

As part of the redesign of Student Services, the College decided to update and redefine student holds. The student holds created barriers to a multitude of student transactions, creating a cumbersome enrollment system. The holds were analyzed and streamlined to ease student transactions. The new assessment hold is more effective as appropriate course placement has been enhanced and students assess more readily, and the test scores are tools for proper academic advising. Upon application to the College, holds will be placed on the student records to identify they need to take the necessary basic skills assessments. When the requirement is satisfied, the hold will be automatically expired. This new system is much more efficient as it is automated and does not require manual transactions.

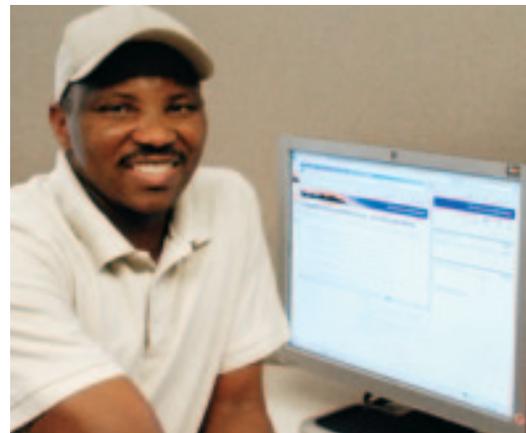
Academic Advising was identified by the Exeter study as needing improvement. Further investigation led to the root of the problem – on-the-job training by campus-developed materials. This was problematic because training was inconsistent and not standardized throughout the college. Each Student Services department was reviewed, overviews and FAQs were developed and training manuals were written. Today, all of these materials are kept on the College Intranet site. With the Staffing Review conducted, a new non-exempt Advisor position was created to improve the advising function at the College. With this new position, professional development and training will be consistent throughout the College and the higher level of skills will improve advising processes, address student developmental issues and analyze transfer issues and processes more effectively.

A complete Staffing Review Process was conducted by Human Resources. Position review forms were completed by 93 staff and reviewed by Human Resources. Through the paper process, Human Resources determined that three positions at WC should be reclassified. A total of 10 positions were reclassified; four new Advisor positions were created; and 11 positions were selected for re-assignment to balance staff for each campus location. Another recommendation from the review includes keeping the current student services job family intact as the structure is solid and provides career advancement opportunities in a logical sequence.

The Proactive Advising Campaign expands the advising process by sending strategic targeted messages to students about resources and programs and assists them with information to keep them on track with their educational goals and objectives.

FERPA

The College adheres to the provisions of the Family Educational Rights and Privacy Act ([FERPA](#)) and publishes policies and regulations to ensure FERPA provisions are adhered to throughout the College. [BP-3502](#) enjoins the College to maintain and secure student records, and [BP-5602](#) ensures that in sharing data with other educational and public institutions the College stays within the provisions of FERPA. The College also conforms to the provisions of the Americans with Disabilities Act ([BP-3603](#); [SPG-1501/AD](#)) to provide disabled students with appropriate academic services. These services include physical access and accommodations, note takers or interpreters, extended testing times, and assistive technologies. Each campus has an office of Disabled Student Resources to assist disabled students with their needs and to inform faculty and staff of appropriate accommodations and resources.



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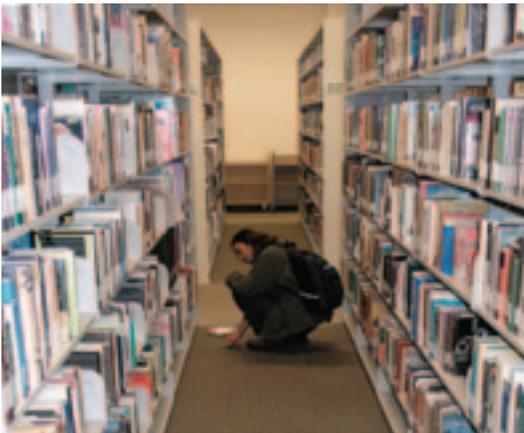
Co-Curricular Learning

In many programs, classroom learning is supported by co-curricular learning opportunities, including internships, clinicals for health related programs, practicums, cooperative agreements, field experience in archaeology, and service learning components to scheduled courses. These co-curricular activities provide practical experience in applying the skills and knowledge acquired in class.

Furthermore, the Athletics Program at the College ensures that student athletes remain focused on their educations. The athletics program is supported exclusively by a \$2.00 per credit fee, thus avoiding external pressures on the athletics program or athletes. As a member of the NJCAA, the College nominates all teams with a 3.0 or greater GPA for All-Academic Team status; for the academic year 2008-2009, nine teams had GPAs of 3.0 or greater. Twenty-six student athletes transferred to four-year institutions, most on athletic scholarships. At Pima Community College, the focus is on the “student” portion of student athletes.

Libraries

Pima Community College provides extensive library support to all of its students and employees. Each Campus has a local library staffed by qualified librarians and library assistants. The libraries offer resources in both hard copy and digital formats as well as collections supporting local campus occupational programs; for example, the culinary arts at Desert Vista, automotive technology and paralegal studies at the Downtown



Campus, emergency medical technology and veterinary technology at East Campus, hotel and restaurant management at Northwest Campus, health sciences at the West Campus. The Community Campus has a small collection of print materials on distance education, teaching and other professional development topics.

PCC’s librarians come from a variety of educational and experiential backgrounds. Many have worked in business, government, K-12 education, and public libraries prior to coming to work at the College. All have at least a master’s degree in the field, and several also have doctorates, and many have published articles or books in library science journals. The level

of technological expertise among PCC librarians is also high, with special interests in information technologies as applied to libraries and educational institutions and in social technologies to support education and professional development.

The Mission of Library Services is to “assure students’ educational success by providing educational resources to all areas of the College curriculum; providing information literacy instruction; and collaborating with faculty and staff in the development of collections and services.” In general, the libraries fulfill that mission to the students’

satisfaction; according to the Organizational Climate Survey, 83% of surveyed students rated PCC's library resources and services as excellent.

Traditionally, libraries have maintained collections of reference materials, serials and periodicals, and books on all subjects relevant to academic subject matter and student research projects. The 2008-2009 library inventory for the District included 187,360 books, 2977 serials (with 900 current periodical subscriptions), and numerous other materials such as maps and pamphlets. The libraries also serve as the archives for College documents. In addition to hardcopy titles, the library also had 62,733 e-books in its collections as well as access to 25,358 electronic journals. Over the last several years, the libraries have significantly expanded their digital databases and now have a dedicated budget line for electronic or e-books. According to the Library Services Program Review of 2008-2009, the libraries spent \$512,406 on new purchases, including 6,740 new books and 20,010 e-books, and had a turnstile count of 1,067,855 on-site visits. They fielded 19,971 reference services questions and provided 691 group orientations, bibliographic instruction sessions, and workshops for 14,180 attendees. These sessions are primarily for classes working on academic research projects, but have also included [workshops](#) for faculty. Library Services also provides [online video tutorials](#), posted on You Tube, which are especially useful to students in online and hybrid courses. The libraries also provide intra-library request services between campuses so that materials located on one campus can be sent to any other campus at a user's request. In the 2008-2009 academic year, the libraries filled 5,962 such requests.

In July of 2007, the Pima Community College libraries joined the Cooperative Buying Program of the Community College Consortium of California. The Consortium works on a "buying club" model that has allowed the PCC libraries to subscribe to electronic databases and other services at a substantial savings over purchasing such subscriptions independently. In its first year of membership in the Consortium, the College saved over \$40,000 as compared to our previous subscription with ProQuest, and nearly doubled the number of databases the library could offer to students and faculty.

The libraries have also added a 360 Search to minimize the number of databases whose separate search engines users have to access in order to locate information. In addition to reference and periodicals databases, the library webpage provides extensive instructional materials on research methods and writing research papers. All of these resources are available to students either from the [College website](#) or via the students' personal MyPima homepage's library tab, which provides automatic password access to most of the library's databases. One of the problems identified by the Criterion Four subcommittee, however, is that certain groups of students did not have this access because they are not included in Banner; these groups included Adult Education students. However, it should be noted that because subscription rates are based on FTSE, adding AE and personal interest students would increase the cost of database subscriptions. It remains an open question whether or not such students would utilize or benefit sufficiently from such access as to justify the additional cost.

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The libraries also assist the faculty in providing support to their students, such as through focused bibliographic and information literacy instruction (as noted above) and through providing assistance in creating hard links from their MyPima course homepages to specific digital documents relevant to their class topics. The library webpage includes a link to resources specifically targeted to faculty needs. Librarians work one-on-one with individual faculty to integrate electronic and other information resources into their course materials. The libraries also participate in the College's Student Learning Outcomes initiatives and work with the CDAC's to develop research project learning outcomes. For example, the librarians worked with the Writing program to develop a learning outcomes rubric for research paper citations that focused not only on correct citation formats but also on the richness and diversity of sources used by students.

Faculty can also utilize library resources and/or ask for assistance from a librarian to ensure academic integrity and to avoid copyright infringements while still being able to enrich their courses with up to date and relevant teaching materials. The library maintains a dedicated [webpage](#) with information and links on College intellectual property policies, general copyright information, and TEACH Act provisions.

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

The Pima Community College mission statement explicitly refers to “our community” in recognition that our constituencies are more than our students or employees. We serve the community as a whole in a variety of ways beyond the classroom and campus.

The College goals itemize the broader ways in which Pima Community College serves its community: We commit ourselves to providing “improve[d] access to all College programs and services”; we “create student-centered partnerships with [other] colleges and universities” as well as with K-12 public and private schools; we “create partnerships” with other community constituencies, such as the business community, governments (city, county, and state), and non-governmental organizations “that enhance the community;” and through our programs of instruction and our engagement with the community in a variety of formal and informal activities, we “foster responsible civic engagement” of our employees and students.

The College has a wide variety of constituencies, both inside and outside of the organization. Internal constituents include the Board of Governors and College Administrators, Faculty, Staff, and Students. External constituents include citizens of Pima County, other educational institutions, businesses and corporations, government and non-profit/non-governmental organizations.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Internal Constituencies

The College has implemented district-level transparency for both internal and external constituents by allowing public comment at monthly Board of Governors meetings, posting drafts of Standard Practice Guides for public comment and conducting

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informational meetings for the community. Some of the materials are required to be public, per the [Arizona Public Meetings Law](#).

The College's standing committee structure allows representatives from across the College to make recommendations to the Chancellor on issues important to the College. Standing committees provide opportunities for all internal constituencies, in both recommendatory and evaluative ways. A list of the College's [current standing committees](#), including membership, can be found online.

The College has policy and governance groups for faculty and staff. Faculty are represented by the Faculty Senate and staff are represented by Staff Council.

Additionally, the College has a variety of formal organizations for each employee group. Faculty are represented by PCCEA and by faculty members of the Meet and Confer Committee. Staff are represented by AFSCME and ACES. These organizations represent the employees during the Meet and Confer process and can serve as recommendatory bodies in policy issues. They give employees an official voice and opportunities for feedback within the organization.

The College also provides many different opportunities for meetings throughout the year. Before the fall semester begins each year, the College holds "All College Day," a half-day in-service for faculty and staff. Additionally, campuses hold periodic meetings and forums to disseminate information, recognize service and solicit input. Faculty-specific meetings include "All Faculty Day" in the spring, College Discipline Area Committees (CDACs), Department Chair meetings, Adjunct Faculty orientations, and Faculty Senate. Full-time instructors are members of their department or program CDAC's and through those committees provide input on curriculum, program review, adoption of textbooks and instructional modalities, and on policy matters relevant to faculty and instructional programs. The Faculty Senate meets monthly during the academic year and receives regular reports from the administration on issues of general concern to the college; it is video recorded and broadcast later on the College's cable channel. Similarly, Staff Council meets monthly and receives relevant reports and updates from various administrative departments; it also sponsors numerous community service fund-raising activities.

Administrators within the College serve on the Chancellor's cabinet and Campus Presidents' cabinets. In addition to meeting in large groups, Presidents and Vice Presidents have regular one-on-one meetings with the Chancellor. That model is carried throughout the administrative structure. All of these meetings provide opportunities for information dissemination and feedback.

Students inform the College of academic needs by the administering of placement tests, semester course evaluation forms, student program intent, and face-to-face advising. In addition to instructional information, face-to-face advising informs the College about services needed by the students. Information about services is also gathered through surveys and analysis of service utilization.

By analyzing information in the previously mentioned ways, as well as through demographic data and environmental forecasting, the College provides programs and services that meet student needs. As student use of evening services and courses has increased, the College has adjusted its scheduling to accommodate those students. Additionally, the College strives to provide academic programs that meet student needs, such as the addition of transfer certificates or articulation agreements.



The College administered an Organizational Climate Survey (OCS) in the fall of 2008. The survey gathered input from employees, students, community leaders and residents of the county. The employee survey, completed by 987 employees in all classifications, sought to gather information about work environment, and discussion of the results was a major component in the development of the 2011-2013 College Plan. The student survey was completed by a total of 1,233 students and gathered information that can be used to improve the quality of educational services provided by the College. The overall results of both the employee and student survey have a precision of at least +/- 2% at the 95% level of confidence. Specific results of the survey will be discussed in Core Component 5d.

External Constituencies

The College measures its capacity to meet the needs and expectations of its external constituencies through a variety of means, but most significantly the OCS. The survey administered to Pima County residents sought information about the image of the College and identified opportunities for the College to better serve the community. One-thousand, two-hundred and three residents completed the survey, and the results have a precision of at least +/- 2.8% at the 95% level of confidence.

In addition to the resident survey, the OCS was administered to a sample of 203 community leaders throughout Pima County. The leaders included government officials, business leaders, educators and leaders of non-profit organizations. The overall results of the survey have a precision of at least +/- 5% at the 95% level of confidence.

Respondents generally rated the College and its services very highly. Areas in which respondents were satisfied or highly satisfied included well-maintained facilities, a broad array of well-taught courses and programs, and knowledgeable instructors. Areas identified as needing improvement were in communication and financial aid. It should be noted that as a result of the Exeter Report, the College has developed a more effective model for student services and communications. The College continues to develop

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means of communicating financial aid opportunities to students. The fall 2009 semester saw student applications for financial aid increase by 60%.

In addition to the survey, the College incorporates outreach to external constituencies through a variety of activities, both formal and informal.

The Chancellor invites members of the community to present at monthly Board of Governors meetings. The community members come from a variety of industries. Through the presentation they share information on their organizations, make recommendations to the College and engage in a dialogue with the Chancellor and Board of Governors. Past presenters have included local educators and superintendents, community leaders and representatives from business development organizations.

Additionally, individual campuses work with schools and businesses within their service areas both formally and informally to identify needs and work to ensure that needs are being met. Formal meetings include annual High School Counselor breakfasts across the district. At these breakfasts, high school counselors and principals visit the campus in their service area to learn about new programs and services offered by the College. All of the occupational programs have external advisory committees to assist the programs in keeping up to date with new developments, demands, and technologies.



The College learns from government bodies at the local, state and national levels through administrator involvement on relevant committees and boards. These include Tucson Regional Economic Opportunities (TREO), Arizona State Board of Education, Tucson Metropolitan Chamber of Commerce, League of United Latin American Citizens (LULAC), National Community College Hispanic Council, Tucson Indian Center, Pima County Workforce Investment Board, and Tucson Metropolitan Education Commission.

Through formal and informal channels, campus personnel and the College Recruiters work with local high schools in the county to recruit students and identify needs of the K-12 community. Campus presidents develop relationships with each of the school districts within their service area, meeting with principals and superintendents to discuss issues and trends of mutual concern. In terms of dual enrollment, department chairs ensure that high school instructors who are teaching dual enrollment classes at their high schools are meeting college standards and teaching the required curriculum. (These teachers do need to meet PCC's certification standards.) Needs are identified through collaborations on dual enrollment curriculum, high school career/counselor's office materials and general high school student recruitment activities

Core Component 5b: The organization has the capacity and commitment to engage with its identified constituencies and communities.

Internal Constituencies

The College's structures, processes and facilities enable it to engage effectively with internal and external constituencies and the community through college planning, facilities that enable and support engagement, and service learning opportunities.

Internally, the College provides a wide array of service learning opportunities. There are opportunities for administrator-led retreats and departmental in-services. The Office of Professional Development offers a wide variety of workshops designed for employee development at all levels. The training covers essential knowledge for different positions as well as specialized knowledge to engage and develop employees outside of their job duties.

The College also has committees and organizations that provide representation and feedback for employees. These include standing committees, formal organizations for each employee group, and meetings for groups to receive and provide information.

The College's planning processes ensure and support engagement with constituencies and the community. The 2008-11 College Plan includes engagement with the College's internal constituencies, as outlined below:

- Strategy 1.2: Create effective learning environments to ensure student success
- Strategy 2.5: Establish an advising system for students who are required to retake a developmental course
- Strategy 3.3: Configure an employee intranet to address communication and training
- Strategy 3.5: Improve staff training in student services
- Strategy 6.1: Improve technology training
- Strategy 6.4: Improve College communication
- Strategy 6.6: Expand access to internal information (Intranet)
- Strategy 7.5: Strengthen employee training in operational procedures

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External Constituencies

The 2008-11 College Plan includes engagement with the College's external constituencies and communities, as outlined below:

- Strategy 1.3: Develop and enhance effective educational and business partnerships to increase learning opportunities for students
- Strategy 2.1: Leverage community resources
- Strategy 4.1: Expand College access and outreach
- Strategy 4.3: Expand and develop community connections
- Strategy 5.4: Develop external partnerships
- Strategy 7.1: Increase public information about College operations

The College's facilities enable support and engagement by providing each campus with a geographic service and outreach area. According to the OCS, 70% of residents surveyed knew someone who has used services or facilities at the College. Examples of College-sponsored community programs are the Lecture Under the Stars Astronomy lecture series, the Japanese Speech Contest, Earth Day and Earth Science Day activities, the Health and Safety Fair and Community Day. Starting in the 2009-2010 academic year, the College has sponsored an immensely popular [Speakers Series](#) on various topics of interest to the community. Attendance at these presentations has been standing room only. These events engage the community in a variety of ways while also disseminating information about the College.

Each campus and the District Office has a community room and other space designated as available for community use. Organizations and public officials can reserve the community rooms for public meetings and forums, trainings, and cultural events. For example, outside usage of the Amethyst Room at the Downtown Campus constitutes approximately 30% of total room reservations. The Desert Vista campus holds an annual Family Day on which the campus facilities are opened up for a day of entertainment and information. Every election cycle the College cosponsors with the Arizona Clean Elections Commission a series of debates for candidates for election to local state legislative districts in the Board Room at the District Office. Libraries at all of the campuses are available to both students and community members, including evening and weekend hours of operation. It should also be noted that certain units of the College are set up specifically to service both students and community members, such as the West Campus and East Campus Health Clinics. Because of the multi-use configuration of many of the College's facilities and its multiple campus locations, the College is able to provide extensive venues for public use.

The PCC Foundation Board of Directors is comprised of 34 business and civic leaders from Pima County. The Board is responsible for ensuring the future success of the Foundation through resource development, advocacy and governance. The PCC

Foundation also provides oversight for the PCC Alumni Association, which currently has over 1100 registered members. The Chancellor meets with the Board regularly. Through the Foundation and ties to industry, the College receives donations and loans of industry-grade equipment for students.

Finally, the College has a Workforce Development office with the core mission of engaging the business community. The office works directly with industry in the county to identify and develop and/or deliver specialized credit and non-credit training.

Tohono O’odham Community College

In 1998, the Tohono O’odham Nation established the Tohono O’odham Community College. Pima Community College was asked by the tribe to assist in establishing the TOCC, and in 1999 Dr. Richard Duran, then Dean of Instruction at the Downtown Campus, was “loaned” by PCC as the TOCC’s first president. In August of 2000, the two colleges signed an agreement whereby Pima Community College would provide assistance to the Tohono O’odham Community College in the development of curriculum and textbook selection and would provide dual enrollment credit to TOCC students until the TOCC received full accreditation, which was conferred as a result of a Self Study submitted to the Higher Learning Commission in August of 2002. Copies of that report and appendices are available in the District Evidence Room.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

PCC responds to the needs of both its internal and external constituencies by seeking and establishing partnerships and other relationships with a variety of other educational institutions. It also works with government and private organizations to provide educational services that support its constituencies and community.

The College collaborates with educational organizations and organizations that serve the diversity of our community. Locally, PCC collaborates with the K12 system through dual enrollment opportunities, tours of the campuses, and participation in the local P-20 council.

In addition to the K12 system, the College responds to the needs of the University of Arizona through articulation and transfer agreements, joint enrollment programs, and efforts dedicated to facilitating the movement of students between schools. Outside of Tucson, PCC collaborates with four-year universities throughout Arizona and across the nation [through transfer and concurrent enrollment agreements](#).

Within the community, the College demonstrates responsiveness through employee service on community boards, the community’s participation on College advisory

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boards, and services that directly improve the community such as Adult Education and programs that meet local economic demands. A primary purpose of the Community Campus is to respond quickly to educational demands of the community. Since 1975 the Community Campus has provided targeted education and training for various corporations and government agencies within Pima County. These include an ongoing relationship with Raytheon Corporation that provides Raytheon employees with training to upgrade their skills. The Public Safety Institute provides certificate training to EMS, fire department, and law enforcement personnel. Pima Community College Adult Education was originally Pima County Adult Education, but was merged into the College in 2001 in order to improve its operations and success rates; the College continues to provide an annual report on AE to the County. The Campus also works closely with Pima County One Stop to provide jobs retraining for unemployed, under-employed, and recently laid off workers—it should be noted, however, the several campuses provide the courses and instructors. The Campus also offers courses at the federal and state prisons located on Wilmot Road, including a compulsory literacy program for those inmates with less than an 8th grade education. Inmates may also enroll in a limited number of vocational courses. The College also maintains a Learning Center on Davis Monthan Air Force Base to provide college courses to service personnel and their families. These examples illustrate the extent to which the College demonstrates its responsiveness to the community.

Core Component 5d: Internal and external constituencies value the services the organization provides.

In addition to the Organizational Climate Survey (OCS) that will be discussed in detail later in this section, the College has a variety of indications that its constituencies value its services.

The College's facilities are often used by members of the community for a wide variety of events. Additionally, the community regularly participates in community events and programs, fine arts performances, athletic events, and lectures organized by the College. The College also provides a variety of popular services to community members such as a dental clinic, automobile checkups, massage therapy clinic, and fitness classes and facilities.

Internally, student and employee participation in programs and services can be seen as an indication of value. For example, the attendance at different professional development courses offered to employees is very high and the employee turnover rate at the College is lower than in the private sector.

For students, degree persistence, testimonials and participation in student activities can be an indication of value. Many students choose Pima Community College as the first

two years of their bachelor's degree coursework. These transfer students demonstrate the value of the College as a means to a 4-year degree.

Organizational Climate Survey Results

The Organizational Climate Survey (OCS) measured the extent to which internal and external constituencies value the services provided by the College. The survey gathered information from employees, students, residents of Pima County, and community leaders. The results identify areas of strength in the College and areas that need improvement.

Resident Survey

The OCS Resident survey showed that the residents of Pima County generally value Pima Community College. The feedback received from the survey was largely positive with a few areas for improvement indicated.

Ninety-nine percent of the residents who had an opinion felt that Pima Community College was either “very important” or “somewhat important” to the overall quality of life in Pima county. Similarly, 97% thought that the College provides good value for the local taxes paid to support it and 96% thought that the College provides good value to students for the tuition they paid.

Overall, 87% of the residents who had an opinion thought the quality of education provided by PCC was “excellent” or “good.” Twelve percent thought the quality was “average.” Only 1% thought the quality of education at PCC was “poor.” Seventy-four percent of the residents thought that the quality of education provided by the College was improving, while 25% thought it was staying the same. Only three percent of the residents thought the quality was decreasing.

In response to statements related to the College's performance, at least 80% or more of the residents surveyed agreed with 15 statements that were aligned with the objectives in the College Plan. The highest level of agreement was for:

- College campuses are well maintained (94%)
- I feel safe when visiting Pima County Community College (91%)
- The College does a good job providing information about the programs and classes that are available (91%)
- It is easy to access college programs and services (90%)



Criterion Five

Areas indicated for improvement were familiarity with Pima Community college. Twenty-two percent indicated that they were “not familiar” with the College. Additionally, more than half of the residents surveyed indicated that they had not taken at least one class at the College and almost sixty percent surveyed indicated they had not visited a College campus. Additionally, 4% of the residents surveyed indicated that the quality of Student Services at the College was “poor” and 13% indicated they were “average.” This latter response echoed the analysis of the Exeter Report and therefore led to the restructuring of Student Services as detailed in the chapter on Criterion Four.

Community Leader Survey

The OCS Community Leader survey showed that leaders believe that Pima Community College contributes significantly to the overall quality of life in Pima County and provides a good value for the taxes and tuition that support the College financially. When community leaders were asked about the perceived importance of the College, 100% of the leaders indicated that they believed the College was “very important” or “somewhat important” to the overall quality of life in Pima County. Additionally, 98% of the leaders felt that the College provides a good value for the local taxes that are paid by residents and business. Only 2% did not think the College provides a good value. Ninety-seven percent of leaders surveyed thought students get a good value for the tuition they pay for classes at the College, with only 3% indicating students did not get a good value.

More than 80% of the leaders surveyed thought that the College provided an education and student services that were “excellent” or “good.” Seventy-four percent of the leaders that responded felt that the quality of education was getting better, with 22% responding it was the same and only 4% responding it was getting worse.

Similar to the resident’s survey, in response to statements related to the College’s performance, more than 75% or more of the residents surveyed agreed with 15 statements that were aligned with the objectives in the College Plan. The highest level of agreement was for:

- College campuses are well maintained (96%)
- The College does a good job of providing information about the programs and classes that are available (93%)
- It is easy to access college programs and services (93%)
- I feel safe when visiting Pima County Community College (92%)

Eighty-eight percent were “very familiar” or “somewhat familiar” with PCC, with only 9% responding “not familiar.” However, 40% have not visited a PCC campus and 51% have not taken a class at the College, so the College can improve its level of engagement with community leaders.

Student Survey

The OCS Student survey showed that students value Pima Community College and are satisfied with their educational experiences. Specifically, 84% of the students surveyed were satisfied by their overall experience at the College and 89% felt the College had met or exceeded their expectations.

The questions for students were divided into categories based on College goals. Students were mostly satisfied with the College's ability to provide responsive student services; prepare a highly skilled workforce; provide excellent teaching, improve access to programs and services; and meet goals related to College facilities, resources, security, safety, and values. The statements students most agreed with within each of the aforementioned categories were:

Goal: Providing Responsive Student Services

- Bookstore staff is helpful (84%)
- There are convenient ways to pay my school bill (82%)
- Campus staff is caring and helpful (82%)
- The business office has hours that are convenient for students (79%)
- Tutoring services are readily available (77%)
- Academic Support meets the needs of students (77%)
- My academic advisor is approachable (77%)
- Counseling staff care about students as individuals (77%)

Goal: Preparing a Highly Skilled Workforce

- There are adequate services to help me decide upon a career (69%)
- Nearly all classes deal with practical experiences and applications (67%)

Goal: Providing Excellent Teaching

- Faculty members are knowledgeable in their field (86%)
- Instruction in most classes is excellent (80%)
- Full-time faculty are available (77%)
- Faculty are fair and unbiased (71%)
- Faculty provide timely feedback about my progress (70%)

Criterion Five

Goal: Improving Access to College Programs and Services

- I can register for classes with few conflicts (82%)
- Registration policies and procedures are clear and well-publicized (81%)
- Assessment/placement procedures are reasonable (77%)
- Admissions staff is knowledgeable (76%)

Goal: Providing Quality Facilities and Resources

- On the whole the campus is well-maintained (92%)
- Library resources and services are excellent (83%)
- There are a sufficient number of study areas on campus (80%)
- Computer labs are adequate and accessible (79%)

Goal: Ensuring Security and Safety

- The Campus is safe and secure for all students (82%)
- Parking lots are well-lighted and secure (71%)

Other Areas

- There is a good variety of courses here (89%)
- It is enjoyable to be a student on campus here (86%)
- Pima Community College has a good reputation in the community (84%)

Students identified statements within the goals that should be the top priorities over the next two years:

- The College provides excellent teaching
- Students can easily access programs and services
- The College is helping prepare a skilled workforce
- The College provides responsive student services
- Creating partnerships that enhance the community
- Creating student partnerships with other colleges
- Providing effective developmental/adult basic education
- The College fosters responsible civic engagement

Items that were identified as high priorities for improvement based on the Importance-Satisfaction Rating were:

Goal: Providing Responsive Student Services

- Ensuring students are notified early in the term if they are doing poorly
- Ensuring students don't get the "run-around" when seeking information
- Ensuring their advisor is knowledgeable of program requirements
- Ensuring that financial aid staff are helpful

Goal: Preparing a Highly Skilled Workforce

- Increasing the number of internships or practical experiences
- Ensuring that the career services office provides students with the help they need to get a job

Goal: Providing Excellent Teaching

- Ensuring there is no poor quality

Goal: Improving Access to College Programs and Services

- Ensuring students are able to register for classes with few conflicts
- Increasing the availability of financial aid for students

Goal: Providing Quality Facilities and Resources

- Ensuring the amount of student parking is adequate
- Ensuring the hours that child care is offered meet the needs of students
- Ensuring equipment in computer labs is kept up to date

Goal: Ensuring Security and Safety

- Ensuring the campus is safe and secure for all students

Other Areas

- Ensuring that advisors are knowledgeable about transfers
- Ensuring the College does everything it can to help students reach their educational goals

Employee Survey

Employees were asked questions intended to capture their perceptions of employment situations as opposed to the quality and value of education the College provides.

Employees responded with overall satisfaction with their employment at the College, with 82% responding they were "very satisfied," "satisfied," or "somewhat satisfied." Additionally, 83% of the employees indicated they would recommend employment at the College to a friend or relative.

Criterion Five

Based on a gap analysis, the following areas were identified as opportunities for improvement:

- Ensuring employees have adequate space to do their jobs
- Helping ensure that good employees are prepared when opportunities for promotions become available
- Ensuring that rewards and recognition are fairly distributed to employees
- Letting employees know their work is appreciated by the College
- Ensuring employees understand the vision of the College
- Improving the effectiveness of communication with employees
- Emphasizing integrity at all levels of the organization
- Continuing to enhance the quality of the College's performance appraisal systems
- Ensuring that the College adequately plans for new projects
- Improving the way the College deals with poor job performance by employees
- Ensuring employees have the time, freedom, and resources to identify key problems and to make improvements.

As soon as the College received the Organizational Climate Survey report from ETC Institute, results were disseminated throughout the College, and standing committees were asked to devote meeting time to discussing the results. Most importantly, the Planning Committee identified areas of perceived weakness in the survey results and incorporated recommended solutions to these areas into the 2011-2013 College Plan.

Federal Compliance

Pima Community College submits to the Federal government all required reports, as detailed below. It also provides required CAFR and FTSE audit reports to the State of Arizona. The State of Arizona Office of the Auditor General [website](#) publically posts many required reports. The Auditor General also posts [composite FTSE reports](#) for Arizona community colleges.

Credits, Program Length and Tuition

PCC calculates credit hours by semester based on the standard Carnegie unit semester hour. New curriculum proposals typically originate through a faculty member and are sent directly to the Curriculum and Articulation Services Office. The Curriculum and Articulation Services Office prepares the proposal for submission to the College Curriculum Council. Simultaneously, a College Discipline Advisory Committee (CDAC), made up of faculty who teach in the subject area and a supervising Division Dean, review all new courses, course modifications, new programs, and program modifications. The CDAC recommendation is then forwarded to the Curriculum and Articulation Services Office for consideration by the College Curriculum Council. The College Curriculum Council makes recommendations to the Vice Provost and Assistant Vice Chancellor for Academic Educational Services and the Provost and Executive Vice Chancellor. The Provost and Executive Vice Chancellor has the authority, through the Pima Community College Board of Governors, to approve new courses, modify courses, and modify programs. New programs and new concentrations within programs are submitted by the Provost and Executive Vice Chancellor to the Board of Governors for approval. This process includes transfer, occupational, developmental and special interest courses.

Consistency of PCC courses with those of other community colleges and universities in Arizona is maintained through statewide articulation task forces and a Course Applicability System (CAS). The Arizona transfer website can be found at <http://www.aztransfer.com/>. Throughout the state, general education programs are accepted as a block called the Arizona General Education Curricula (AGEC).

PCC, like most Community Colleges in Arizona, participates in the Western Undergraduate Exchange (WUE). WUE is a program through which students in participating states may enroll in designated 2-year and 4-year institutions and programs in other participating states at a special reduced tuition level. WUE students pay the regular in-state tuition plus 50 percent. PCC also participates in the Arizona-New Mexico Reciprocity Agreement. The New Mexico Agreement allows selected students from New

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Mexico to enroll at designated institutions of higher education in the State of Arizona with authorization to pay Arizona resident tuition rates.

PCC has no program-specific tuition. The Pima County Community College Board of Governors has the authority to set tuition. At the regular meeting of the Board of Governors of April 8, 2009, the Board approved an increase of \$2.00 per unit to in-state tuition and recommended that out-of-state tuition rates also be increased proportionate to the in-state tuition increase rate, rounded to the nearest whole dollar amount. The base tuition rate for in-state residents increased to \$51.50 per credit hour. Additional fees are a student services fee (\$2.00/unit) and a technology fee (\$2.00/unit), plus a flat fee for processing of \$10.00 per semester.

In April of 2010, the Board voted to increase in-state tuition and fees by \$2.50 per unit for the 2010-2011 academic year. The new per-unit cost of \$58 comprises a \$2 increase



in tuition to \$53.50, a 50-cent increase in the Student Services fee to \$2.50, and a \$2 Information Technology fee, which remains unchanged. The Board voted to increase the Student Services fee to offset Athletics equipment costs. The increase amounts to a 4.5 percent change in in-state tuition. PCC's cost per-unit tuition is below the average for Arizona's other community colleges. The increase is in line with past PCC unit increases, in keeping with the Board's aim not to unnecessarily burden students financially. The Board also increased tuition for non-residents, depending on how many units they take and when they take them: Non-residents taking six units or fewer will have to pay \$3.50 more, for a total of \$94.50 per unit. Non-

residents taking more than six units will pay \$10.50 more, for a total of \$273.50 per unit. Non-residents taking summer classes will pay \$7.50 more, for a total of \$179.50 per unit. Finally, the College made changes to Fiscal Year 2011 cost-recovery fees that support instructional delivery associated with specific courses, tests or services. Fees for most courses will increase \$5.

The Pima County Community College District Board of Governors has authorized a set of tuition and fee guidelines for contract training that permits the College the flexibility needed to remain competitive in delivering non-traditional education and training activities both locally and internationally. This Board Policy was approved at the February 9, 2000 Board of Governors meeting as BP-3116.

PCC publishes its tuition and fees through the catalog, the Schedule of Classes and the [PCC website](#). These are also presented at public hearings and in the annual Budget Report.

Financial Aid

Financial aid documents include the 2006 Program Participation Agreement (PPA), the Eligibility and Certification Renewal (ECAR), the 2008 Operational Effectiveness Report by Financial Aid Services Inc., the Annual Fiscal Operations Report and Application to Participate (FISAP), the Campus-Based Statement of Account, Federal Family Educational Loan Program and Perkins Default rates, and the most recent financial aid information. See the Federal Compliance Title IV Financial Aid notebook in the resource room. Pima Community College is also approved by the State Approving Agency to certify veterans for their education benefits. The Admissions and Registrars Office oversees veterans' benefits; therefore a report on the most recent Veterans Educational Benefits Information is included in the resource room.

The college completes the Program Participation Agreement (PPA) every six years (most recent March 2006) which is evidence that the college maintains good stewardship of federal aid programs. The college completes the Fiscal Operations Report and Application to Participate (FISAP) annually. FISAP is the documentation for the use of Federal Perkins Loans, Federal Supplemental Education Opportunity Grants, and Federal Work Study. The college undergoes annual audit by the State Office of the Auditor General. These Auditor General Reports are held at the Pima Community College District Finance Office and are published on the College website.

As part of our process of continuous improvement and at the college's request, in spring of 2008 a team from Financial Aid Services conducted an Operational Effectiveness Review of the financial aid operations and customer service. Information was collected and observations made. The consultants identified:

- Process improvement opportunities supported by technology,
- Workflow improvement opportunities adding more efficiency,
- Business practice changes or enhancements that would improve services to students and other offices,
- Business practice changes that address federal reporting and reconciliation requirements,
- Federal compliance issues,
- Position classification and organizational structure changes that may be better suited to positions and operational needs, and
- Communication and training needs.

As a result of the Operational Effectiveness Report, the Chancellor contracted with FAS Inc. to develop a Financial Aid Action Plan. The Provost's Office developed a Financial

Federal Compliance

Aid Task Force to coordinate implementation of recommendations from the Financial Aid Services Inc. Operational Effectiveness Review and FA Action Plan. The Financial Aid Task Force developed eight subcommittees to assist with this process which have been diligently working on enhancing the aforementioned operations since October 2008. All issues are being addressed. The college was commended on the positive attitude and the spirit of cooperation and collaboration that permeated the college as a result of this process.

Default Rates

Default rates for the Federal Family Educational Loan Program have fluctuated significantly over the years. The following chart is a five year review of Pima Community College's Default Rates:

Direct Loans/FFELP Default Rates

	FY 2006	FY 2005	FY 2004	FY 2003	FY 2002
Default Rates	5.70%	9.80%	10.60%	11.20%	15.80%

For the Federal Perkins program, there has been a steady issue regarding the default rate. The following chart is a three year review of the Federal Perkins Loan Default Rate at Pima Community College:

Federal Perkins Loan Program

	FY 2009	FY 2008	FY 2007
Default Rates	44.32%	22.73%	21.37%

It should be noted with regards to the Perkins Loans that the college has not awarded many students in this program during the last several years due to the higher default rate and limited funds to award.

The following chart depicts financial aid awards in 2007-08 and 2008-09:

Type of Aid	07/08 Recipients	07/08 Amount	08/09 Recipients	08/09 Amount
GRANTS				
Federal Pell Grant	6749	\$15,244,360.00	8014	\$20,223,049.00
Federal SEOG	613	\$427,316.00	511	\$366,000.00
LEAP	184	\$147,908.00	162	\$136,715.00
SLEAP	119	\$57,169.00	0	\$0.00
ACG	21	\$15,200.00	81	\$54,875.00
GRANTS TOTAL	7686	\$15,891,953.00	8768	\$20,780,639.00
Direct Loans/FFELP				
Subsidized	3464	\$11,148,149.00	7760	\$10,514,707.00
Unsubsidized	2482	\$8,041,351.00	6724	\$9,920,019.00
PLUS	60	\$343,460.00	72	\$184,327.00
Perkins	108	\$290,835.00	57	\$147,863.00
LOAN TOTAL	6114	\$19,823,795.00	14613	\$20,766,916.00
Federal Work Study	181	\$355,695.00	176	\$343,793.00
Foundation Awards	1048	\$1,075,835.00	927	\$947,372.00
Institutional Awards	1157	\$835,880.00	1187	\$869,519.00
TOTALS		\$16,080,240.00		\$21,092,568.00

Additional application materials available for 2007-08 and 2008-09:

	2007-2008	2008-2009
FAFSA received	18035	21939
Independent Students	10457	13038
Dependent Students	7578	8901
Selected for Verification	6749	10035
Not Selected for Verification	11286	11904
Female Applicants	10882	13073
Male Applicants	7153	8866
Pell Eligible EFC	11919	14986
Has a Bachelor's Degree	622	841
Out of State Residents	1250	1491
Certified Applicants	12603	15042
All Requirements Completed	13468	16381

Constitution Day Act

A federal law passed December 3, 2004 requiring all educational institutions that receive federal funds to present educational programs about the U.S. Constitution, every September 17th. This new law designated September 17th the anniversary of the signing of the Constitution, as Constitution Day and Citizenship Day. When September 17 falls on a weekend, the institution may hold events during the preceding or following weeks, according to guidelines issued May 2005 by the U.S. Department of Education. Pima Community College celebrated Constitution Day by using several different tactics over the years including Fun Quizzes with small prizes, bookmarks, presentations and movies.

Equity in Athletics Disclosure Act/Student Right to Know Cohort/Graduation Rates

Pima Community College's Office of Planning and Research reports data annually to the Department of Education through the Equity in Athletics Survey, according to the Equity in Athletics Disclosure Act (EADA). The most recent report is available in the Accreditation Archive. Graduation rates for athletes by sport, ethnicity, and gender are reported in Integrated Postsecondary Education Data Systems (IPEDS) as are the graduation rates for the Student Right to Know Cohort.

Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act

The Pima Community College Department of Public Safety keeps written records and maintains a daily crime log of incident reports and complies with the Jeanne Clery disclosure of Campus Security Policy and Crime Statistics Act. Information is published annually in the Department of Public Safety [Annual Report](#). The Pima Community College Department of Public Safety annually updates and provides information regarding campus law enforcement, reporting of criminal activity, crime awareness and prevention, and campus crime statistics to all current students and employees and to any applicant for enrollment or employment upon request. The Pima Community College Department of Public Safety also updates the college community through e-mail.

Response to IV.B.2

Materials published by the College to inform the public and potential students of its programs and services go through an editing and review process to ensure accuracy of information and conformity to applicable law. Official College publications must originate at the District and be reviewed by appropriate departments or programs before being submitted to the Chancellor's office for final approval. On those publications where accreditation information is relevant, the College's affiliation with the North Central Association is stated. These include the College Catalog, which provides contact information on the NCA and also lists specialized accreditation for particular programs. The College website has accreditation information including how to contact the HLC, and during the self study process the homepage has a direct link to Reaccreditation Activities which provides a link to the HLC website.

Professional Accreditation

Pima Community College has 31 programs with professional accreditation. Documents detailing these programs are available in the Accreditation Archive.

Verification of Student Identity

All Pima Community College students are issued an identifying number which they must use to access information online and to purchase a photo I.D. card. This number is also required to establish their MyPima accounts. Students taking online courses must first log in to their MyPima accounts to access their courses. Tests and exams for online courses can be locally proctored at the course instructor's request to ensure that the person taking the exam is the person registered for the course.

Transfer of Credit

The College has clearly stated policies on the transfer of credit earned at another institution. These policies are [publicly available](#) on the College website and include specific instructions for obtaining transcripts from other institutions. PCC accepts credits from other accredited institutions and lists the acceptable regional accrediting organizations on the webpage. The College also has a clear policy on transfer of credit

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from foreign institutions; the College accepts the evaluations of transcripts provided by members of the National Association of Credential Evaluation Services (NACES). A summary of PCC's transfer policies is also provided in the narrative section of the College catalog.

Appendix

Appendix A: Detailed Campus Descriptions

What follows below are expanded summary descriptions of each of the campuses at Pima Community College. Each campus President's office provided information for this section of the Self Study Report. Each campus has established a Resource Room to provide documentation of how the campus fulfills the Mission of the College and the Criteria of the HLC as well as to showcase its signature programs and features.

Community Campus

Community Campus is home to several vital community programs, including Adult Education, Workforce and Business Development, Distance Learning, and Community Education. Community Campus offers degrees, certificates, training and comprehensive student services, including fully online and hybrid options, self-paced distance courses, and online advising and tutoring.

Pima Community College Adult Education (PCCAЕ), for adult learners with less than high school education, includes Family and Workplace Literacy, General Equivalency Diploma (GED) Preparation, English for speakers of other languages, and College Transition opportunities. PCCAЕ operates in sites throughout Pima County and coordinates adult basic education classes and services.

The Workforce and Business Development (WBD) division provides access to comprehensive, cost-effective training options for individual workers, businesses, organizations and governmental agencies. The Contract Training department offers traditional or customized credit, non-credit or continuing education unit courses to meet the needs of regional employers. The Center for Training and Development offers 70+ job training certificates in healthcare, truck driving, food services, medical office, business office, information technology and employability skills. The Public Safety and Emergency Services Institute offers open enrollment courses, and also partners with public and private agencies, to provide degrees and certificates in law enforcement, fire science, corrections, juvenile corrections, crime scene management and emergency medical technology. The Arizona State Environmental Technology Training Center specializes in environmental health and safety training to meet regulatory requirements of OSHA, EPA and state codes. The Center also offers certificates in water, wastewater and backflow as well as State-recognized backflow certifications. The Arizona Prison Program contracts with appropriate federal and state agencies to provide occupational training programs for inmates. Finally, the WBD division works closely with Pima County to assist students in receiving Workforce Investment Act funding for classes.

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The teacher training program offers Arizona Department of Education (ADE) approved teacher preparation at the post-baccalaureate level in elementary, secondary and special education, as well as ADE endorsements in Reading, English as a Second Language, Middle Schools, and Structured English Immersion (SEI) for currently certified teachers;



professional development courses for K-12 educators and administrators; an Associate of Arts degree in Elementary Education; and a basic certificate in Educational Technology. A new post-baccalaureate advanced certificate in Educational Technology with a focus on online course development and delivery is in development. All programs are available online.

Community Education provides personal interest classes and activities for everyone, from pre-kindergarten children

through senior citizens, including non-credit general interest classes, programs for active adults, Motorcycle Rider Education, Pima for Kids summer classes for K-8 students, workshops and seminars, as well as educational study tours throughout the Southwest.

Through Community Campus, students can complete Associate of Arts (AA), Associate of Business (AB), Associate of General Studies (AGS), Associate of Arts Elementary Education (AAEE), Associate of Applied Arts (AAS), and Associate of Applied Science (AAS) degrees; AGEC general education certificates for transfer; specialized basic and advanced certificates; post-degree teacher training certificates, endorsements, and professional development; workforce development programs; and customized courses and certificates developed in industry specific disciplines on a contractual basis. The Associate of Applied Science Business and Industry Technology (AAS-BIT) degree includes industry certifications ranging from A+ and Net+ to Cisco.

Program Highlights

Davis Monthan Learning Center

The Davis-Monthan Learning Center (DMLC) supports the educational needs of enlisted personnel at DM Air Force Base and their dependents, as well as the wider Tucson community. PCC courses offered at the DMLC fulfill Community College of the Air Force requirements. Also, PCC Credits transfer to a variety of baccalaureate institutions throughout the United States, including those provided on-site through the consortium of colleges found at the Davis-Monthan Education Center. Over the past 5 years, DMLC has had over 18,000 enrollments and administered 3,995 College Level Examination Program (CLEP) tests. Additionally, DMLC provides students with on-site student services in admissions/registration, academic advising, assessment and financial aid. PCC played

a significant role in the successful completion of degrees awarded to 1,236 individuals by the Community College of the Air Force.

Pima Community College Adult Education (PCCAE)

Pima Community College Adult Education is an award winning program that has played a major role in raising the education level of the community for the past forty years. Certified instructors and a dedicated staff provide quality instruction to adults who need basic skills and English language skills to obtain a GED (a high school equivalency diploma) succeed in higher education, and obtain and/or enhance their job opportunities. PCCAE serves over 8,000 students a year, through its learning centers and special projects. PCCAE is fully described in the Chapter on Criterion 4.

Post-Degree Teacher Certification Program

The Post-Degree Teacher Certification Program offers teacher certification programs in Elementary, Secondary, Special Education Cross-Categorical, and Special Education Learning Disabilities. These programs merge the flexibility of fully online courses with critical hands-on experience in practica embedded throughout the program. Graduates may immediately apply for and receive teacher certification from the Arizona Department of Education. In addition, the Teacher Education Program provides professional development opportunities including four endorsements. The new Special Education programs address critical teacher shortages in Arizona, as have the over 300 Elementary and Secondary program completers in the past 5 years. The program also assists current teachers. In 2007-2008 alone, 1,540 K-12 teachers completed a professional development course. In the last two years, the program has partnered with 26 public, private and charter schools to provide teacher-interns. Currently, over 700 prospective teachers are enrolled in PCC's teacher certification programs.

Paramedic Program

Over the past 5 years Pima Community College has served the public safety sector of the community by developing and delivering Paramedic Academies as well as initial and refresher Para medicine courses.

Prison Program

Community Campus currently develops and delivers educational programs at the State and Federal Prisons in Tucson. Offerings include Construction Technology, Culinary Arts, Business, HVAC, Computer Repair, Computer Software Skills, and Transition Skills as well as Family reunification. We instruct approximately 550 inmates a year.

Licensed Practical Nursing (LPN) program

The Pima Community College practical nursing program is the only community college standalone, terminal certificate practical nursing program in Southern Arizona and one of only five in Arizona. Students completing the practical nursing program receive a certificate and are eligible to take the NCLEX-PN for licensure as an LPN in Arizona. The program accounts for previous experience with advanced placement and career ladder options, such as nursing assistant and patient care technician certificates, offering

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students a range of employment options. Practical nurses work primarily in long-term care and clinic settings, filling positions in the large number of retirement communities and long-term care facilities in Arizona. As of October 2008, LPN was one of the top 10 jobs in Arizona and Southern Arizona. The program provides excellent student opportunities, fulfills vital community needs, and offers career opportunity and growth. The 2008 completion rate for this program was 87% and has remained between 85% and 92% since 2002. 85% of students completing this program received a job placement in 2008. The practical nursing program is accredited through the Arizona State Board of Nursing, receiving a three-year approval in fall of 2008.

Desert Vista Campus

Service Area – SW Pima County, Pascua Yaqui and Tohono O’odham Reservations.

The Desert Vista Campus opened in 1993, and subsequent building and renovation revealed that the campus is situated on Valencia Viejo, the 1,700-year-old archaeological



site of the Hohokam people. This subsequent building and renovation incorporated the culture of the Native People through display of ancient artifacts and the use of their construction methods, such as adobe bricks in the buildings and walls.

The Desert Vista Campus serves the educational needs of a student population that is 10% Native American and 63% Hispanic. The Tohono O’odham Nation has a financial aid department on the Desert Vista Campus to offer

Tribal financial support to its members who attend DV. The number of students serviced at its DV department is greater than the number serviced at the Tribe’s College on the Reservation.

The Desert Vista Campus boasts three Occupational Programs which make the Campus unique: the Aviation Program, the Early Childhood Education Program and the Culinary Arts Program.

The Aviation Program is comprised of three separate programs: Airframe and Powerplant, Structural Repair, and Avionics. The Aviation Program is based at the Tucson International Airport in an educational facility so large that it houses a 727, which was donated by a private donor. Recently, Title V funds supported the program by building an avionics lab, which opened in October 2008. The second student cohort will begin their studies in fall 2009. The Aviation Program supplies a much needed workforce in Tucson’s aviation industry. Graduates from DV’s aviation program receive numerous job offers from local aerospace employers.

The Early Childhood Education Program at Desert Vista has initiated the process of applying for and receiving National Accreditation. The ECE program has several certificates and degrees and a partnership with UA South which will offer students the opportunity to complete a BA in Education at the DV Campus. The State of Arizona's First Things First Tobacco Tax has contributed \$13 million to the educational communities in Arizona for the benefit of Early Childhood Education. 500 TEACH scholarships for students enrolling in ECE programs will be awarded in the fall, and it is likely that many of these students will take their classes at the DV Campus. A large influx of students is expected because of new requirements that all teachers of young children be highly qualified with a BA degree.

The Culinary Program at DV has also initiated the application process to the American Culinary Federation. The program is threefold: an AAS degree, an internship program with local fine restaurant chefs and local resorts, and a Food Service Program through the Center for Training and Development, a clock hour program that prepares students for entry level positions in the food service industry.

Desert Vista continues its partnership with UA and ASU by offering their classes to DV students and will begin a partnership with UA South in the fall of 2009 for Elementary Education Students. The Desert Vista Campus proudly collaborates with local school districts to support high school students' success and transition to college. The DV campus offers a seven week course to parents of students who received Digital Advantage laptop computers from the Sunnyside School District. Parents are introduced to and trained on the benefits and applications of their children's new laptops.

Downtown Campus

The Downtown Campus is especially strong in a number of occupational program areas, which account for 35-40% of DC students. The Paralegal program for both direct employment and post-baccalaureate certificate is the only such program in southern Arizona that is accredited by the American Bar Association. The Automotive Technologies programs for both certificate and degree level training are NATEF certified and strongly supported by local car dealerships of the Jim Click Automotive company. The Downtown Campus is also the lead campus for the Tech Prep program and has an administrative role in the Joint Technological Education District. It hosts the Business Education Roundtable as well as other career and business related forms, has the largest number of advisory committees, and a strong and comprehensive Career Services Center.

The Downtown Campus has a strong relationship with the University of Arizona, which is only a short distance



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away. Many University of Arizona students take classes at Pima, particularly in writing, mathematics, and languages. Because the University does not offer developmental education courses, those UA students who need to take them do so at Pima; in fact, PCC has arrangements with the UA to hold Pima developmental education classes on the UA campus. A UA recruiter is stationed at the Downtown Campus, as well. The Campus offers the full range of transfer courses as well and has been the lead campus for Winter Intersession classes (however, in the 2009-2010 Intersession, classes were held at the West Campus because of ongoing remodeling at DC).

Because of its central location at Speedway and Stone, just blocks from Tucson's downtown area, the Downtown Campus is the "heart of Tucson" campus and closely associated with Tucson history. For example, the Roosevelt Building (RV) originated as an elementary school built in 1921. When the Downtown Campus was founded, RV became the core classroom building of the campus and remains an important visual and architectural anchor to today's renovated and modernized campus. The Campus is active in the Oracle Area Revitalization Project, which covers a 2.5 square mile area, and is close to the Ward 3 office. The Amethyst Room (also known as the Community Room) is heavily used by community organizations, including Tucson Unified School District, politicians and political groups, business groups, and others.

In 2008, the Campus was awarded a Title V grant which is funding a Center for Integrated Learning (CIL). Implementing the CIL has involved restructuring space in the library to integrate the library, computer commons, Alternative Learning Center, and Instruction Center into one multi-use space. Portions of the Campus Center building (CC) are being remodeled to centralize the adjunct faculty services center and to provide support for instructional technologies. Portions of the Roosevelt Building are being reconfigured to provide flexible and interactive learning studios that integrate new knowledge of learning styles with improved use of educational technologies to support teaching and learning. These changes to the Campus continue the direction of previous, bond-supported remodels and renovations that improved classroom technologies and provided up to date workshops and laboratories for occupational and science classes.

East Campus

Service Area – northeast and southeast Pima County

Opened in 1981, Pima Community College's East Campus is responsible for a service area that covers most of northeast and southeast Pima County. In addition to a full array of academic and transfer programming, the campus provides vocational training in the areas of Emergency Medical Technology, Pharmacy Technology, Veterinary Technology, Travel, and Administration of Justice. The access and availability of offerings is enhanced by the addition of two educational centers managed by the East Campus - the Northeast and the Southeast. Classes are scheduled for the UA Science & Technology Park through the Southeast Education Center.

The East Campus Library/Student Center is currently under renovation and will soon add a community Health Clinic. Other services such as the Tutoring Center, Library, Computer Commons, Testing Center and the One Stop Student Services area can also be accessed in this building. The Campus houses state-of-the-art science labs and ample computer classrooms, along with two buildings for faculty and administrative offices.



The East Campus has expanded offerings by partnering with the City of Tucson Parks and Recreation Department and the Clements Recreation Center, which is just to the north of the Campus. Classes in Fitness and Sports Sciences are offered at the Clements Swimming Pool and in the Recreation Center itself, which has an indoor running track, weight rooms, and indoor and outdoor athletic courts.

Another area of the Campus that is well-used is the Outdoor Learning Center. In addition to supporting lectures and other events, the Center boasts its own observatory with a 14-inch computer-controlled telescope, a teaching planetarium, and a scale-sized solar walk.

A multi-purpose athletic field was added to the campus property a few years ago. The field is utilized by both Pima and community athletic teams, and has also been the venue for music concerts, festivals, and as a starting point/rest area for the annual Tour de Tucson bike race.

Finally, the EC's unique Sculpture-On-Campus program adds a special facet to the campus grounds. The program, in existence since 2004, provides for the display of loaned, contemporary works of sculpture that transform and enrich the entire outdoor experience. Artists from all over the state have contributed works to this program, making the campus itself an engaging resource for the fine arts.

Northwest Campus

The Northwest Campus opened in the fall of 2003 with twice the student population than was expected. The Campus has added an exciting dimension and presence to the northwest region of Pima County. The Campus provides educational, cultural, and recreational opportunities that benefit all members of the community.

The Northwest Campus was built on a foundation of community partnerships. The College contributed to the building of the YMCA – Northwest and Pima County Parks and Recreation swimming pool where an array of fitness, dance and recreation courses are offered. Other partnerships have been forged with the Towns of Marana and Oro Valley, along with the area's school districts where we offer courses.

Appendix

The student population is the youngest in the College, with the greatest number wanting to transfer to a university or four year college. Credit courses are offered in each of the College's delivery modalities: traditional (16 weeks), self-paced, short-term (typically 8 weeks), accelerated weekend and Express (typically 5 weeks), and online and web-hybrid.

In the past two years, Northwest Campus offerings have increased by approximately 10% each semester, with alternative modalities increasing by double digits each semester. Web



hybrid increased 92% from fall '08 to spring '09. The Dual Enrollment program also continues to grow, up from 15 classes in spring '08, to 25 classes in spring '09, a 93.3% increase.

The Northwest Campus opened with one anchor occupational education program, Hotel and Restaurant Management (HRM). In the ensuing

five years, three additional occupational programs have been developed: Therapeutic Massage, Clinical Research Coordinator, and Direct Care Professional.

1. The Hotel and Restaurant Management (HRM) program is one of two community college hospitality programs in Arizona and serves individuals seeking employment in the regional hospitality industry. Students can transfer directly into the Northern Arizona University (NAU) Hotel and Restaurant Management baccalaureate degree program and complete the NAU Bachelor's of Science program on the Northwest Campus. A joint-faculty appointment, shared by NAU and Pima Community College, coordinates the program.
2. Therapeutic Massage (TMA) is one of a few programs in Arizona with 1000-hours of training. The Program offers students broad training in therapeutic massage modalities and techniques, and the principles of business, ethics and professionalism related to therapeutic massage. Graduates are prepared for state licensing and the national certification exam.
3. The Clinical Research Coordinator (CTC) is a cutting-edge, health-related professional program. Students are trained to facilitate clinical trials for hospitals, clinics, and health organizations participating in clinical research. Courses in the program include anatomy and physiology, clinical trial process management, and compliance standards. The field is a unique combination of health, legal, and business processes.
4. The Direct Care Professional (DCP) program emerged from the Campus' current

participation as a member of the leadership team that developed the Arizona state-wide standards for a Direct Care curriculum. Program implementation of the state curriculum provides students with entry-level training in various levels of direct care. A certificate prepares individuals to work with aging and disabled clients in nursing and elderly care facilities and in-home care situations. Students complete 4.25 credit hours of training to earn their certificates.

Since its opening, the Northwest Campus has consistently exceeded enrollment expectations. Community growth in the northwest area of Pima County since the last reaccreditation continues to demonstrate the need for the different services the NW Campus offers to the community. The NW campus currently has 28 classrooms and has outgrown its capacity of 5500 students. A proposal to build a new science- occupational program building that will nearly double the campus's current capacity is pending.

West Campus

The West Campus is organized around five instructional divisions that offer a wide variety of degree and certificate programs, enrolling more than 12,000 students each semester. West Campus staff includes 156 faculty, 125 staff and approximately 400 adjunct faculty. The West Campus is known for its full range of Health Related Professional programs, comprehensive programs in the natural and physical sciences, an Archaeology Center, a state-of-the-art Digital Arts program, outstanding programs in the visual and performing arts, and the PCC Center for the Arts. The West Campus also serves as home to the College's International Student Services Program and NJCAA athletic programs. West Campus students have multiple opportunities to participate in co-curricular activities that include student government, clubs, intercollegiate athletics, and voluntary service. Designed to blend in with the surrounding desert, the 267-acre campus features inner courtyards and several hiking trails on the grounds.



The West Campus includes the American Sign Language interpreter program and adaptive technology services.

Appendix B: The Pima Community College Accreditation Archive

In order to take full advantage of the power and convenience of digital technology, Pima Community College has developed a web-based Accreditation Archive using the same SunGard software as MyPima. A number of different College units and individuals were involved in the planning and implementation of the Archive, including the Technology and Design Subcommittee, the Tier One and Tier Two working works, Web Systems, and

the Media Production Publications office. The Archive takes the place of the traditional paper-based evidence room, with the exception of those documents and other materials (such as College promotional brochures) that exist only or primarily in hard copy. This is also in accordance with the fact that today many College documents and processes exist only in digital formats. For example, the College catalog is now published only in electronic format (and is available to students and the public from the homepage of the College website). Similarly, internal communications, such as newsletters, and processes such as job applications, student registrations, and grade reporting, to name only a handful of examples, are now exclusively electronic, or nearly so.



The Archive log in page is located at selfstudy.pima.edu (no "www"). HLC evaluators will be provided with a user name and password well in advance of the site

visit. The target date for "going live" is July 1, 2010, but as of May 1, 2010, numerous documents had already been uploaded, and there is the possibility that the Archive will be accessible to the evaluator team earlier than July 1.

Documents in the Archive are in "pdf" format and are filed according to both their criteria and their category. For example, program review documents are filed under Criterion 2b and also under the Program Services category. Acrobat 9 was used to process source documents into smooth and unified portfolios. There are also many links in the Archive because a significant percentage of relevant documents are posted to the College's public website as part of its accountability and transparency to its constituents.

The Archive will also serve as a permanent and ongoing repository of accreditation-related documents. The College has followed with considerable interest the evolution of the Open Pathways model of accreditation and has noted that PCC will likely transition to this model in the 2012-13 year. The Archive thus anticipates and prepares for this new accreditation process.



PimaCommunityCollege
Tucson, Arizona