Pima County Community College District

HLC ID 1012

STANDARD PATHWAY: Reaffirmation Review   Review Date: 12/9/2024

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Context and Nature of Review

Review Date

12/9/2024

Review Type:
Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

- Multi-campus Review

Institutional Context

Pima Community College (PCC) is a long standing Hispanic serving college. It is located about an hour north of the border and is located in Tucson, Arizona. In August 2024, Dr. Jeffrey Nasse, was inducted as the new Chancellor. PCC is a multi-campus district with a centralized District Office that provides resources and support for educational services. PCC provides instruction at five campuses, three learning centers, and multiple additional locations across Pima County and Southern Arizona. Governed by a duly elected Governing Board, with one representative from each of the five districts of Pima County, PCC serves both Pima County and Santa Cruz County.

Currently, PCC has a student population of approximately 16,000 that reflects the rich cultural backgrounds of the surrounding community. The College offers a broad range of educational opportunities, including Associate degrees for transfer, Associate degrees of Applied Science, Certificates, and FastTracks (micro-pathways). Additionally, there are offerings for high school equivalency programs and dual enrollment options. Pima Community College cultivates and fosters partnerships with universities, high schools, municipalities, businesses, and industries. These important collaborations create pathways to success for students, enhance educational opportunities, support workforce development, and contribute to the economic vitality of the local community.

Interactions with Constituencies

Executive Leadership Team

Chancellor

Provost and Executive Vice Chancellor for Academic Affairs

Executive Vice Chancellor for Finance and Administration

General Counsel & Vice Chancellor Legal Affairs

Vice Chancellor for External Relations

Vice Chancellor for Academic Excellence

Vice Chancellor for Strategy, Analytics & Research

Vice Chancellor for Student Experience

Vice Chancellor for Workforce Development and Innovation

Assistant Vice Chancellor for Facilities

Assistant Vice Chancellor Human Resources

Assistant Vice Chancellor for Information Technology

Lead Campus Vice President

Campus Vice President and Chief Cultural Impact Officer

Chief Online Learning Officer

President Pima Foundation

Director of Provost's Office Initiatives & Assistant to the Provost

Assistant Vice Chancellor Curriculum Quality Improvement

Governing Board

Board Chair

Board Vice Chair

Board Members   2

Spectators

External Relations, Registrar

VC for Academic Excellence

PimaOnline Chief Online Learning Officer

Financial Aid and Scholarships

Office Aid, Office of Financial Aid and Scholarships (Scholarships and Outreach)

Human Resources

Office of Financial Aid and Scholarships/ Manager of Scholarships, Outreach and Prison Education Program

Human Resources

HR Analyst 3 - Affirmative Action

Chancellor

Provost

Director of Provost's Office Initiatives & Assistant to the Provost

Assistant Vice Chancellor Curriculum Quality Improvement

Criterion 1

Attendee	Students
DC Learning Center Assistant Program Manager	4 Students

Executive Director-OFAS

Athletics

Academic Faculty Director RN Program

Human Resources

HR Manager

Director, Internal Audit

Health Information Technology Department Head and Faculty

Vice Chancellor for Academic Excellence

Academic Dean

CQI

StAR

Acting Dean, Humanities, Social Sciences & Education

STAR-Coordinator

Athletics/Assistant Athletic Director/Head Women's Basketball Coach

Academic Excellence: Program Coordinator

Provost's Office; Acting Vice Provost of Academic Access

External Relations, Registrar

Business - Department Head

Business & HRS - Business Faculty & HRS Department Head

Academic Faculty Director RN Program

Dean of Science, Acting

Academic Excellence: Program Coordinator

Registrar Office

Human Resources

Business Faculty & HRS Department Head

Dean of Science, Acting

CQI/Director of Additional Location Compliance

Director, Internal Audit

Vice Chancellor for the Student Experience

OFAS - Assistant Director

Star. Research Project Manager

Math

Dual Enrollment and High School Programs

AVC Workforce Development and Lifelong Learning

Finance and Administration

Employee Service Center - Executive Director

VPSA

Human Resources, HR Manager

CQI - Manager, Curriculum

Workforce Development & Innovation, Director of Business Development & Engagement

SATEC- Student worker

Star research

STAR- Coordinator

PCC - Santa Cruz, Manager

Supervisor- Student Affairs

TRS DH

Office of College and Community Cultural Connection - Tribal Liaison

TRIO UB Program Manager

AVC HR

Analyst 2, Research; Strategy Analytics and Research

Adult Basic Education, Director

Workforce Development, Client Services manager

Admin coordinator/ LMS & eLearning Quality Department

Academic Affairs, Vice Provost for Academic Affairs and Student Learning

Manager of assessment, CQI

CQI

Student Success instructor

Psychology Faculty NWC

Science,-faculty and department head

STU Division, Instructional Faculty/Provisional

Career Development and Engagement Coordinator, Employer Engagement Career Services

Academic Faculty Director RN Program

Student affairs- student affairs director of student success initiatives

Office of Financial Aid and Scholarships, Assistant Director of Scholarships and Outreach

Human Resources (Director)

Math faculty, PCCEA president, AERC cochair

Assistant Vice Chancellor Curriculum Quality Improvement

HIT DH and Faculty

Academic Excellence: Program Coordinator

Student Affairs/Dean

Paralegal Department Head

TRS DH

World Languages, Spanish

Science, faculty, department head

StAR

Director of Provost's Office Initiatives & Assistant to the Provost

Criterion 2

Attendee   Students

DC Learning Center Assistant Program Manager   5 students

Executive Director-OFAS

Athletics

Academic Faculty Director RN Program

HR Manager

Director, Internal Audit

Health Information Technology Department Head and Faculty

Vice Chancellor for Academic Excellence

Academic Dean

CQI

Star

Acting Dean, Humanities, Social Sciences & Education

STAR-Coordinator

Athletics/Assistant Athletic Director/Head Women's Basketball Coach

Academic Excellence: Program Coordinator

Provost's Office; Acting Vice Provost of Academic Access

External Relations, Registrar

Business - Department Head

Academic Faculty Director RN Program

Dean of Science, Acting

Academic Excellence: Program Coordinator

Registrar Office

Human Resources

Business Faculty & HRS Department Head

CQI/Director of Additional Location Compliance

Director, Internal Audit

Vice Chancellor for the Student Experience

OFAS - Assistant Director

Star. Research Project Manager

Math

Dual Enrollment and High School Programs

AVC Workforce Development and Lifelong Learning

Finance and Administration

Employee Service Center - Executive Director

VPSA

Human Resources, HR Manager

CQI - Manager, Curriculum

Workforce Development & Innovation, Director of Business Development & Engagement

SATEC- Student worker

Star research

STAR- Coordinator

PCC - Santa Cruz, Manager

Supervisor- Student Affairs

TRS DH

Office of College and Community Cultural Connection - Tribal Liaison

TRIO UB Program Manager

AVC HR

Analyst 2, Research; Strategy Analytics and Research

Adult Basic Education, Director

Workforce Development, Client Services manager

Admin coordinator/ LMS & eLearning Quality Department

Academic Affairs, Vice Provost for Academic Affairs and Student Learning

Manager of assessment, CQI

CQI

Student Success instructor

Psychology Faculty NWC

Math faculty, PCCEA president, AERC cochair

Assistant Vice Chancellor Curriculum Quality Improvement

HIT DH and Faculty

Acting Dean

Academic Excellence: Program Coordinator

Student Affairs/Dean

Paralegal Department Head

Social Sciences

TRS DH

Dean, Acting Social Science

Science, faculty, department head

External Relations, Registrar

Director of Provost's Office Initiatives & Assistant to the Provost

Criterions 3 and 4

Attendee   Students

DC Learning Center Assistant Program Manager   8 Students

Executive Director-OFAS

Academic Faculty Director RN Program

Health Information Technology Department Head and Faculty

Vice Chancellor for Academic Excellence

Academic Dean

CQI

Acting Dean, Humanities, Social Sciences & Education

STAR-Coordinator

Academic Excellence: Program Coordinator

Provost's Office; Acting Vice Provost of Academic Access

External Relations, Registrar

Business - Department Head

Registrar Office

OFAS - Assistant Director

Math

Star research

PCC - Santa Cruz, Manager

TRS DH

Academic Affairs, Vice Provost for Academic Affairs and Student Learning

Manager of assessment, CQI

CQI

Student Success instructor

Psychology Faculty NWC

Scien e,-faculty and department head

STU Division, Instructional Faculty/Provisional

Career Development and Engagement Coordinator, Employer Engagement Career Services

Academic Faculty Director RN Program

Student affairs- student affairs director of student success initiatives

Office of Financial Aid and Scholarships, Assistant Director of Scholarships and Outreach

Human Resources (Director)

Math faculty, PCCEA president, AERC cochair

Assistant Vice Chancellor Curriculum Quality Improvement

Human Resources

Learning Centers & Coaching

STAR- Coordinator

HIT DH and Faculty

CQI - Manager, Curriculum

Director, Internal Audit

Star analyst

Director of clinical -Respiratory Therapy

Student Affairs, Student Services Systems & Project Manager

Academic Dean

Student Affairs. Director of Student Engagement

Teaching & Learning Center

Library Department Head Downtown Campus

Dean of Science, Acting

Library

Faculty - EGTSS Department

Athletics. Athletics Director

Student Affairs Dean of Students

Student   6

Analyst 2, Research; Strategy Analytics and Research

Workforce Development & Innovation, Director Business Development & Engagement

CAD Department Head

VPSA

Math Faculty and Math Dual Enrollment Department Head

Manager, Academic Affairs (Vice Provost Office)

Academic Excellence: Program Coordinator

Office of Community and Cultural Connection- Tribal Liaison

AVC - Faculty Affairs & Development

Psychology Faculty

Director, Online Faculty Experience and Innovation. Now housed within TLC

WFDLL, Perkins Coordinator

Vice Chancellor for the Student Experience

D2L/ELearning - Assistant Program Manager

FSS Dept. Head & Facilty

Student Affairs/Dean

Student Affairs

Art Online Dept Head

Visual Arts Department Head

Academic Faculty Director RN Program

Pharmacy Technology

Clinical Research dept. head

HRS Department, Faculty

Psychology faculty

Math Department Head Online

Library

STU Instructional Faculty /provisional

ACC Dept Head

Scien e, faculty, department head

FSS Dept Head

Education Faculty

Academic Faculty Director RN Program

Theater / Head

CAD Department Head

Social Sciences

World Languages, Spanish Faculty

TRS DH

CRC Faculty

Dean, Social Sciences

Program Director, Dental Laboratory Technology

History Lead Faculty

Dean of Science, Acting

Science, faculty, department head

Dean of Arts

External Relations, Registrar

External Relations, Registrar

FSS Dept Head

Director of Provost's Office Initiatives & Assistant to the Provost

Vice Chancellor for External Relations

Faculty, Biology

Faculty EGTSS

Faculty, Psychology

Faculty, Building and Construction

Dean, Applied Technology

Assistant Vice Chancellor Adult Basic Education

Faculty, Biology

Faculty, Spanish

Program Manager

Financial Aid

Criterion 5

Attendee	Students
External Relations	1
Library, Campus Library Department Head	
Vice Chancellor for Academic Excellence	
AVC, Facilities	
Registrar Office	
Accounting Department Head	
HR; Coordinator, Human Resources	
PimaOnline College Success Coach	
Student affairs- director of student success initiatives	
Online Student Success Dept. Success Coach	
Online Student Department	
Pima Online Success Coach	
Analyst & Project Coordinator	
Academic Excellence: Program Coordinator	
Human Resources	
Human Resources	
PimaOnline Student Success	
College Success Coach, Pima Online/Distance Learning	
C4/Program Manager	
PimaOnline	
Director of Portfolio and Project Management	
Executive Director-OFAS	
Human Resources	
Dean of Science, Acting	
Vice Provost for Academic Affairs and Studenr Learning	

ESC - Analyst 3

Workforce Development and Innovation, Director of Business Development and Engagement

IT Supervisor

1. Chief of Police

LMS & eLearning Quality / Admin Coordinator

WRT faculty

VPSA

Star

Program Manager - PimaOnline

Dean of Arts

Vice Chancellor for Student Experience

Office of College and Community Cultural Connection - Tribal Liaison

STAR Coordinator

Director of Provost's Office Initiatives & Assistant to the Provost

Assistant Vice Chancellor Curriculum Quality Improvement

Faculty Forum

Paralegal Department Head

Academic Faculty Director RN Program

Pharmacy Technology

Clinical Research dept. head

HRS Department, Faculty

Psychology faculty

Math Department Head Online

Science, faculty, department head

Social Sciences

World Languages, Spanish Faculty

TRS DH

History Lead Faculty

Faculty, Machine Tool

Faculty, Writing

Faculty, Sociology

Faculty, Anthropology

Faculty, Math

Faculty, Biology

Faculty, Math

Faculty, Building and Construction

Faculty, Dental Lab

Faculty, Math

Faculty, Writing

Faculty, Chemistry

Faculty, Student Success

Health Information Technology Department Head and Faculty

Business - Department Head

Psychology Faculty NWC

STU Division, Instructional Faculty/Provisional

Director of clinical -Respiratory Therapy

Faculty - EGTSS Department

Math Faculty and Math Dual Enrollment Department Head

Psychology Faculty

FSS Dept. Head & Facility

Art Online Dept Head

Paralegal Department Head

Visual Arts Department Head

Academic Faculty Director RN Program

Pharmacy Technology

ACC Dept Head

Education Faculty

Academic Faculty Director RN Program

Theater / Head

CAD Department Head

Social Sciences

World Languages, Spanish

Students Forum

13 students attended

Deans and Department Heads

Academic Faculty Director RN Program

Health Information Technology Department Head and Faculty

Academic Dean

Acting Dean, Humanities, Social Sciences & Education

Business - Department Head

Business & HRS - Business Faculty & HRS Department Head

Math

Dual Enrollment and High School Programs

TRS DH

Scien e,-faculty and department head

Assistant Vice Chancellor Curriculum Quality Improvement

HIT DH and Faculty

Paralegal Department Head

ACC Dept Head

Science, faculty, department head

Academic Faculty Director RN Program

Theater / Head

CAD Department Head

Social Sciences

TRS DH

CRC DH

Dean, Social Sciences

Program Director, Dental Laboratory Technology

Dean of Science, Acting

World Languages, Spanish

Science, faculty, department head

StAR

Dean of Arts

Anthropology instructional faculty and department head

Department Head

Department Head, AJS

Department Head EGTSS

Department Head Dental

Associate Dean, Nursing

Program Manager, Allied Health

Department Head, Early Childhood

Dean, Applied Technology

Dean, Allied Health

Department Head, Surgical Technology

Department Head, Nursing Assistant

Director, Computer Information Systems

Department Head, Student Success

Department Head, Communications

Department Head, Psychology

Department Head, Psychology

Community Forum

Vice Chancellor for Academic Excellence

Academic Dean

StAR

PCC - Santa Cruz, Manager

Community member

TRIO UB Program Manager

Math faculty, PCCEA president, AERC cochair

Athletics. Athletics Director

Vice Chancellor for Student Experience

Dean and Director, PCC

Pima Employee

Sunnyside School District

Sun Corridor

Tucson Unified School District

Precision Toyota of Tucson

Vice Chancellor Star

Registrar Office

Pima County Community & Workforce Development and SAMP Internship Coordinator

Hughes Federal Credit Union

Clavida

Vice Chancellor External Relations

Sonoran Stitch Factory

Pma JTED

Pima JTED

C-Fair

Tucson Unified School District

Tucson Metro Chamber

Gordley Group

Pima Governing Board Chair

Education Forward Arizona/Tucson Metro Chamber

Faculty, Education

Assistant Vice Chancellor, HR

Amphitheater Public Schools

Amphi School District

State of Arizona Rehabilitation Services Administration

Sunnyside School District

University of Arizona

United Way'

Upping

Jobpath

Diiresto

Pima County Government

Santa Cruz County Provisional Community College District

Factuly, Education

Santa Cruz Center

Dean of Students

Dean, Student Affairs

DeLaLuz

Center for the Future of Arizona

Raytheon

Diamond Ventures Inc

Gordley Group

Vail School District

Pacden

Assistant Vice Chancellor of Access

Bota

Director, Additional Location Compliance

Director of Provost's Office Initiatives & Assistant to the Provost

Bank of America

Pacific Dental Services

Child and Family Resources, In.

Rio Rico High School

Desert View High School

Northern Arizona University

Disaster Restoration Innovation LLC

Cradle to Career

Davis Monthan Fire Chief

Additional Documents

A revised Organizational Chart that included new positions and direct reports.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

PCC utilizes a mission fulfillment framework that is reviewed at least once every five years and is publicly viewable on the college's website. This comprehensive evaluation precedes a comprehensive planning year to ensure that the mission reflects all stakeholder groups. The Vice Chancellor of Strategy, Analytics, and Research is responsible for this framework. The evaluation process utilizes a systemic model which includes 1) The College reviews the framework through baseline and comparison data from key performance indicators 2) Open discussion sessions for employees and community members on all aspects of the mission framework 3) The mission is reviewed by the Strategic Planning Team (SPT) based on stakeholder input 4) The SPT may make recommended changes to the mission which is publicly posted for additional input by internal and external stakeholders 5) Revised changes may be made by the SPT based on the input received 6) Final recommendations are publicly posted and any additional input is considered before sending to the College's Governing Board 7) The Governing Board performs a final review of the recommended changes and may direct further revisions 8) The final draft of recommended changes to the mission framework is submitted to the Governing Board for approval at a regular public meeting.

The most recent mission review process began with preliminary sessions in 2019. Early input was gathered at the administrator retreat, Faculty Senate, and open sessions across College sites.
The 2020 Futures Conference focused on the Mission Fulfillment Framework and allowed those in

attendance to provide feedback. The new mission framework was approved in May 2021. The 2021-2025 Strategic Plan showcases key metrics through which PCC works to progress on its vision and mission and fulfill its purpose. The Plan outlines one critical goal, Achieve60, which is for 60 percent of Pima County residents age 25 to 64 will hold a post secondary credential or degree by 2030. This correlates to the Achieve60AZ Action plan, and a series of institutional key performance indicators (KPIs) that further elaborate on the College's commitments. The mission and related statements are current and reference various aspects of the mission.

PCC's mission demonstrates the commitment to every learner with a focus on the diverse population of Pima County. PCC mission and statements advocates its role as an open-admissions institution, and promises affordable, comprehensive, and flexible learning opportunities that support student success. PCC uses its vision of " to be a catalyst for personal transformation, economic growth, and cultural prosperity that enriches our diverse community" to allow the local community to obtain and meet their educational goals. PCC offerings supports every student in achieving their goals, including credit programs, adult education, Integrated Basic Education and Skills Training, dual enrollment, and workforce. PCC recently introduced PimaFastTrack which is an accelerated learning route for students to earn industry-recognized skills.

All stakeholder groups have an input into the College's mission. Academic offerings are approved and reviewed on a regular basis to meet the community and industry needs. Support services are driven by student feedback which is collected on a regular basis. Finally, enrollments are a direct result of targeted marketing to potential students that offers affordable education for anyone. These key metric areas are consistent with the College's stated mission.

PCC's purpose, mission, vision, and values statements to Pima County are on public display at meetings and events. In 2023, the Interim Chancellor and Interim Provost referenced the Mission, Strategic Plan, and Institutional Goals at All College Day, PCC's annual employee kickoff to the new academic year. The mission framework is posted on the College website including the co-curricular learning and diversity pages, at Governing Board meetings in Mission Moments, on posters in work areas, and in the academic catalog. Additionally, to ensure that the internal and external community are aware of College work on the mission and related priorities, regular report outs are given on items such as Chancellor's goals, Strategic Plan updates, student success, and annual reports.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

PCC is a government institution that serves no superordinate agency and receives no funding or distribution of funds associated with superordinate entities. The College is committed to serving the community and providing educational programs for those seeking a post secondary degree. This commitment can be found within the mission fulfillment framework and is integrated in the mission and vision statements.

The Strategic Plan and its goals focus on the engagement and support of students. PCC works on refining institutional efficiency to help improve the community's educational attainment. Decisions are based on data and recognizing that Tucson's poverty rate is ranked 10th out of 12 western Metropolitan Statistical Areas. The budgeting process focuses on the students needs and the essential operations required to run the College. Limited state appropriations mandated the College to secure $65 million in Revenue Bonds, Series 2019 which was used to support the development of Centers of Excellence in business and industry in-demand markets. By June 2024, all bond proceeds were allocated for Automotive Technology, Advanced Manufacturing, and other projects. PCC leverages resources to help support the financial struggles of students. The College offers free success support courses and special tuition charges to include a 15-credit tuition cap, lifelong learner discount, and online course rates. PCC follows Arizona Revised Statutes, including Title 15, Chapter 12, which contains articles on the establishment of community college districts, finance, boards, and processes for the issuance of bonds.

PCC hosts a number of community events to support certain causes to include a national signing day where high school students and new PCC students sign a pledge to pursue a CTE education. It should be noted that in each of the past three years between 350 and 500 students have participated. The annual Futures Conference invites students and community members to engage with employees to discuss and plan approaches to important issues of mutual interest. More than 615 community members and 40 students have taken part including 183 in-person and 87 virtual participants in 2023.

PCC works with the Southern Arizona Leadership Council, the largest group of business and economic development leaders in the region, to get input on workforce development needs, networking to get needed feedback on workforce skills, and potential internship and apprenticeship opportunities. The College works with nearly 700 local employers, economic development practitioners, and community groups to provide real world learning experiences for students seeking direct employment. The open forum with external stakeholders demonstrated that they work well with PCC and value their relationships. New programs have been developed from the needs of the local businesses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

There are a variety of activities that PCC supports that prepare students for informed citizenship and workplace success. There is a faculty led Voices on the Economy that is dedicated to developing intelligent debate regarding national issues. There is a section that is dedicated to students in the project. A recent VOTE Center was developed by Pima Community College, in partnership with Northern Arizona University (NAU), which is designed to foster new ways of teaching economics. PCC does allow for freedom of speech and public expression within some limits. Every year, the College sends an email urging students to exercise the right to vote with a call to action to click on Pima's voter information page, where students can find a link to the state's online voter registration service. In 2023, 122 students clicked the link to the voter information page. There is a collaboration with the City of Tucson to help revitalize underserved neighborhoods.

PCC operates the Small Business Development Center (SBDC) within its assigned region. This helps local entrepreneurs launch, grow, and sustain their businesses. The SBDC assists companies in ascertaining the viability of starting a business.

PCC follows the Board Policy 2.01 which states "Pima Community College commits to a future in which its student body and workforce, including faculty, staff, and administrators, reflect the diversity of the Pima County community and in which people of all backgrounds feel welcome and engaged by the College. The College values its diverse student and employee populations and is committed to providing and supporting programs, services and training that will enable all students and employees to achieve their educational and career objectives. The same value will be utilized by PCC in employee recruitment and hiring. In order that College employees reflect the diversity of the students and its community, reasonable good faith efforts will be made to recruit highly qualified and diverse applicants." This policy is reflected in the hiring numbers which directly reflect the Pima County demographics. The numbers reflective of the biggest groups are shown below.

Race/Ethnicity	Pima County Arizona	Pima Community College Employees
Black or African American alone	4.6%	3.4%

| Hispanic or Latino* | 36.6% | 32.8% |
| White alone, not Hispanic or Latino | 51.4% | 55.3% |

Gender	Pima County, Arizona	Pima Community College Employees
Female	50.5%	55.8%
Male	49.5%	44.2%

PCC has incorporated into the Strategic Plan, processes that are developed from diverse members of the stakeholder groups. Benchmarking against similar institutions will help with the processes being developed and incorporated into the Strategic Plan. The centralized planning efforts will incorporate DEI results directly into the plan rather than being a separate plan. PCC does believe and incorporate DEI into its strategic priorities.

The College promotes and follows its mission-guided statement regarding establishing and maintaining a climate of respect for all stakeholders. PCC offers activities such as a leadership retreat that included a DEI workshop, an All College Day with the same workshop, various events, speakers, resource sharing, and additional training in the area. Through the institutional survey, employee satisfaction is monitored and student awareness and campus culture is monitored through the Community College Survey of Student Engagement (CCSSE). In 2022, the College piloted a Race/Ethnicity survey for faculty and students that provided data from students answering the question, "During the current academic year at this college, how often have you participated in activities or discussions out of class that encouraged you to examine your understanding of issues of race/ethnicity?" Although results offered that 27.2 % said often or very often, 34.6% never responded, the College will continue to use surveys like this to develop ongoing trend data for analysis in this area.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

PCC demonstrates and provides an inclusive learning environment that includes perspectives from all stakeholder groups. This process allows the College to follow its mission and create a strategic plan that includes diverse perspectives and institutionalize and transform the culture. As pointed out, PCC will focus on the mission for its 2024-2025 school year for the benefit of all stakeholder groups. The mission has served the College in the past however an upcoming review will allow them to change it to be more relevant if needed.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Pima Community College (PCC) demonstrates integrity in how it develops the mission and the Governing Board adoption by maintaining a clear distinction between mission development, led by the college's leadership, and mission adoption, which falls under the board's oversight. This separation ensures that the Governing Board acts within its governance role without influencing or directing the mission's development. Policies such as BP 1.10 (Code of Ethics) and BP 1.06 (Commitment to Ethical Conduct) establish the Governing Board's responsibility to oversee and adopt the mission without operational involvement, reinforcing ethical governance. In May 2021, the Governing Board adopted PCC's Mission Fulfillment Framework, which includes purpose, vision, mission, and core behaviors, thereby formalizing the strategic direction of the college without engaging in its development. This structured approach allows PCC's leadership and stakeholders to collaboratively shape the mission, with the board approving it as a last step. The Governing Board's annual planning schedule, which includes regular study sessions and presentations, facilitates informed decision-making without overstepping into operational domains. By adhering to Open Meeting Laws and exhaustive and participatory external and internal stakeholders, PCC ensures that board activities are accessible to the public, strengthening transparency and ethical governance in mission adoption. The college has an excellent opportunity to develop a new mission under the guidance of the Chancellor with the new Governing Board

PCC upholds integrity across financial, academic, human resources, and auxiliary functions by following structured policies that ensure ethical practices, transparency, and accountability. Financially, BP 4.07 (Reserve Fund Balance Targets) and BP 7.01 (Internal Audit) guide responsible fiscal management and oversight. The Finance and Audit Committee, which includes board members and community representatives, meets regularly to review budgeting, investments, and financial practices. This commitment to transparency is evident in PCC's compliance with Open Meeting Laws and the public availability of financial data on the Finance page and OpenBooks portal,

illustrating PCC's dedication to ethical fiscal management.

- In human resources, PCC enforces ethical standards and fair treatment through AP 1.25.05 (Ethical Standards and Conflict of Interest) and BP 5.10 (Protection Against Discrimination, Harassment, and Retaliation), establishing clear guidelines for workplace ethics and employee protections. The HR-ER team, created in 2023, enhances support for workplace concerns by providing conflict resolution and policy guidance. The visiting team confirmed that the newly established Office of Dispute Resources (ODR) serves as an independent resource for resolving complaints. Guided by BP 2.18 and AP 2.18.01 (Compliance Policy), PCC's complaint processes include Whistleblowing provisions to ensure confidentiality and prevent retaliation. The recent appointment of a Chief Compliance Officer underscores the institution's commitment to ethical oversight, supported by regular compliance training for all employees.
- In academics, BP 1.25 (Faculty Code of Ethics) supports ethical conduct in curriculum and instruction, aligning with PCC's mission to serve its students responsibly. Auxiliary functions, such as campus retail and passport services, also adhere to BP 4.07, ensuring ethical and transparent management. Annual audits conducted by the Arizona Auditor General, with results published on the Financial Reports page, provide external validation of PCC's commitment to ethical practices. Public hearings for budget and tax matters allow the community to engage with and provide feedback on PCC's financial decisions, further reinforcing transparency. PCC has also implemented a process to monitor and provide substantive use of generative AI. Students get guidance from teachers in content syllabi and the implementation of an AI taskforce.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Pima Community College (PCC) demonstrates a strong commitment to ensuring the accuracy of its representations regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships. The college catalog and institutional website serve as primary sources of information, providing clear, comprehensive, and regularly updated details about degree programs, course requirements, and learning outcomes. This ensures that students can make informed decisions about their education. Tuition and fees are transparently outlined on the website, accompanied by tools such as the Net Price Calculator, which enables prospective students to estimate the cost of attendance based on individual circumstances. PCC also ensures that information about financial aid, scholarships, and payment options is easily accessible and regularly updated, further supporting financial transparency.

The college publishes detailed profiles of its faculty and staff, including their qualifications and areas of expertise, through directories that demonstrate PCC's commitment to employing highly qualified personnel. Governance documents, such as the Governing Board Bylaws, board policies, and meeting minutes, are publicly available, ensuring transparency about the institution's leadership and decision-making processes. Additionally, PCC provides accurate and accessible information about its accreditation relationships, prominently displaying its status with the Higher Learning Commission (HLC) and program-specific accreditations on its website. This includes links to accreditation reports and contact information for accrediting bodies, ensuring students and the public are well-informed about the institution's compliance with quality standards. By maintaining clarity and accuracy in all representations, PCC fulfills its responsibility to present itself transparently and ethically to students and the public.

Pima Community College (PCC) substantiates its claims about contributions to the educational experience and community through well-documented evidence of its impact on research, community engagement, experiential learning, and economic development. The college highlights its role in enhancing the educational experience through initiatives such as service-learning opportunities, internships, and workforce training programs, which provide students with practical, real-world learning experiences. These programs are accompanied by documented outcomes, such as job

placement rates, employer satisfaction surveys, and student success stories, which demonstrate the institution's effectiveness in preparing students for professional success.

PCC's commitment to community engagement is evidenced through partnerships with local businesses, nonprofit organizations, and government entities, which support programs such as adult education and initiatives targeting underrepresented populations. The college frequently highlights these efforts in annual reports and community outreach publications, providing quantitative data and qualitative narratives that showcase its role as a community partner. Additionally, PCC supports economic development through its Small Business Development Center, which offers training and resources to local entrepreneurs, and through its workforce development programs that align with regional industry needs. These contributions are further supported by public recognition and awards from external organizations, validating PCC's impact on the community. Additionally, PCC collects data from community partners via survey to inform how careers or programs are selected or sunsetted.

While PCC is a secular institution, it fosters an inclusive environment where students of diverse religious or spiritual backgrounds can thrive. Through student organizations, spaces for reflection, and interfaith activities, the college demonstrates its commitment to supporting students' spiritual well-being as part of their overall educational experience. By providing robust evidence of its contributions across these areas, PCC ensures that its claims are transparent, substantiated, and aligned with its mission to serve its students and the broader community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

Pima Community College (PCC) ensures its Governing Board is well-trained and knowledgeable to meet its legal and fiduciary responsibilities effectively. Board members undergo training that includes updates on financial management, academic policies, and compliance with state and federal regulations. These sessions equip the board with the necessary expertise to make informed decisions in the institution's best interest. The Finance and Audit Committee, comprising board members and community representatives, meets regularly to review budgets, financial reports, and audit results, aligning its activities with the standards outlined in BP 7.01 (Internal Audit). Additionally, the board adheres to Open Meeting Laws, ensuring that its operations remain transparent and compliant with legal expectations, further demonstrating its accountability in managing the institution's resources and upholding its fiduciary duties.

Ensured Board members utilized resources provided by the institution in preparation for meetings. For example the Board in cooperation with the College uses data to make decisions in the best interest of the students and the College.

- Established processes to promote transparency in decision-making at the Board and Senior leadership levels. For example, the Board in cooperation of the new Chancellor utilizes policies and decision making in the best interest of the college.
- Conducted board training to help all members understand their roles, responsibilities, and governance. See the following: 1. All Board members are required to attend a comprehensive new Board orientation which examines all facets of the college. 2. All Board members engage in continuous training opportunities. 3. All Board members will attend the Association of Community College Trustees(ACCT) development opportunity.
- Focused Executive Leadership efforts on engaging the community and the Governing Board in

meaningful dialogue to address challenges and communication strategies. The Chancellor will engage all stakeholders through internal and external partnership meetings.

The new Board members attended the ACCT for professional development Visiting team found that during the forum with the Governing Board steps have been taken to address Board training.

PCC's Governing Board conducts deliberations with the clear intent to preserve and enhance the institution's mission and operations. Board decisions are guided by the college's Mission Fulfillment Framework, which prioritizes strategic goals and institutional integrity. Regular study sessions and presentations ensure board members are informed about institutional priorities, financial health, and academic progress. By focusing on long-term sustainability and alignment with the college's mission, the board demonstrates its commitment to enhancing the institution's impact on students and the community.

PCC ensures that its Governing Board incorporates the perspectives and interests of both internal and external constituencies during its decision-making processes. Through public board meetings that comply with Open Meeting Laws, the board provides opportunities for students, faculty, staff, and community members to voice their concerns and provide input. The inclusion of community representatives on the Finance and Audit Committee further reflects the board's commitment to integrating diverse viewpoints into its deliberations. Additionally, the institution's stakeholder engagement efforts, such as partnerships with local organizations and feedback mechanisms, help inform the board's understanding of community needs and expectations.

PCC's Governing Board maintains its autonomy and independence by adhering to policies that protect it from undue influence by donors, elected officials, ownership interests, or other external parties. The institution's Code of Ethics (BP 1.10) explicitly reinforces the board's commitment to integrity and accountability, ensuring decisions are made in the best interest of the college. PCC's independence is further supported by its compliance with BP 1.06 (Commitment to Ethical Conduct) and periodic evaluations that verify the board's adherence to these principles. The board's commitment to impartial governance ensures that institutional integrity is preserved.

PCC's Governing Board effectively delegates the daily management of the institution to the administration while ensuring that faculty oversee academic matters. The college's administration, under the guidance of the Chancellor, manages operational activities, resource allocation, and compliance with board policies. Faculty are entrusted with overseeing academic programs and ensuring alignment with institutional goals and accreditation standards. This separation of governance roles is codified in the institution's policies and reflected in the board's focus on strategic oversight rather than day-to-day operations. By delegating these responsibilities, the board ensures that institutional management is handled by those with the appropriate expertise while maintaining its focus on broader governance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Pima Community College (PCC) demonstrates its commitment to academic freedom and freedom of expression through its Faculty Code of Ethics and "BP 3.02 (Academic Freedom)", which emphasizes the right of faculty to teach, research, and express ideas freely without fear of censorship or interference. This policy highlights the institution's recognition of academic freedom as a cornerstone of intellectual exploration and its dedication to fostering an environment where diverse perspectives are welcomed and encouraged. PCC supports faculty autonomy in curriculum development, ensuring that faculty play a central role in shaping the academic programs and content they deliver to students.

Additionally, PCC's inclusive campus culture reinforces its commitment to freedom of expression. Classroom discussions and public forums provide opportunities for open dialogue and the exchange of ideas, fostering critical thinking among students and faculty alike. The college's compliance with federal and state regulations protecting free speech further demonstrates its commitment to upholding the principles of freedom of expression. Through these measures, PCC ensures that academic freedom and freedom of expression remain integral to its mission of providing high-quality, inclusive education.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Pima Community College (PCC) upholds professional standards and regulatory compliance in basic and applied research through established oversight mechanisms and adherence to ethical practices. The college supports research initiatives that align with its mission and ensures fiscal accountability by adhering to its policies. PCC's grant-funded research programs and collaborations with industry and community partners include rigorous oversight to ensure compliance with funding requirements and ethical standards. While PCC is primarily a teaching-focused institution, it actively supports applied research in areas like workforce development and community engagement, maintaining accountability for resources and outcomes. Community workforce partners affirmed during open session that surveys inform vocational course offerings and decisions regarding vocational careers selected by the institution.

PCC offers effective support services to faculty, staff, and students to ensure the integrity of research and scholarly practices. These services include guidance on grant applications, research funding, and compliance with ethical standards. PCC's administrative teams assist researchers in managing funding and aligning projects with institutional priorities, ensuring that research activities are conducted responsibly. Additionally, the college provides resources for professional development and training in scholarly practices, helping faculty and staff maintain high standards of research integrity.

PCC ensures that students receive guidance in the ethics of research and proper use of information resources through its curriculum and support services. Many courses incorporate lessons on information literacy, teaching students how to evaluate sources, avoid plagiarism, and conduct research responsibly. The colleges learning resource center plays a critical role by offering workshops, resources, and one-on-one assistance to help students navigate ethical considerations in their academic work. These efforts align with PCC's commitment to fostering responsible and informed research practices among students.

PCC enforces policies on academic honesty and integrity through a robust system of guidelines and procedures. The institution's Code of Conduct outlines expectations for ethical behavior, and its academic policies provide clear definitions of plagiarism, cheating, and other forms of academic misconduct. Faculty are equipped to address issues of academic dishonesty using standardized procedures, ensuring fairness and consistency. PCC also uses educational resources to help students understand the importance of academic integrity and prevent violations. Additionally, the institution demonstrates its commitment to academic freedom and freedom of expression through its faculty Code of Ethics and "BP 3.02 (Academic Freedom", which emphasizes the right of faculty to teach, research, and express ideas freely without fear of censorship or interference. This policy highlights the institution's recognition of academic freedom as a cornerstone of intellectual exploration and its dedication to fostering an environment where diverse perspectives are welcomed and encouraged. PCC supports faculty autonomy in curriculum development, ensuring that faculty play a central role in the programs and content they deliver to students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Pima Community College (PCC) provides substantial evidence under Criterion 2 to demonstrate its commitment to integrity, transparency, and accountability across its governance, operations, and institutional practices. The Governing Board plays a key role in ensuring the college operates ethically and responsibly supporting the board's fiduciary and legal responsibilities. The board's adherence to Open Meeting Laws and its inclusive approach to decision-making reflect a commitment to transparency and responsiveness to internal and external constituencies. It is essential for the college and the governing board to continue the ongoing process of board development. PCC demonstrates integrity in its public representations through regularly updated catalogs, accurate tuition and fee disclosures, and clear communication about governance and accreditation. The college also supports academic freedom and freedom of expression through its Faculty Code of Ethics and " (BP 3.02 (Academic Freedom)" and fosters a culture of inclusivity in intellectual exploration. Additionally, PCC promotes ethical research practices, compliance with academic honesty policies, and the effective use of resources through mechanisms such as curriculum development processes and library services. While PCC demonstrates alignment with many HLC expectations, opportunities remain to strengthen its position with more comprehensive documentation, such as formal research policies, evidence of grievance processes, and systematic assessment of stakeholder engagement. These enhancements would solidify PCC's commitment to integrity and further align its practices with HLC standards.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met With Concerns

Rationale

Pima Community College (PCC) offers an array of career and technical education programs for students who aspire to move directly into the workforce and variety of transfer programs for students who want to earn a bachelor's degree. These programs are at the certificate and associates levels. PCC's policy AP 3.25.11 states a range of credit hours and provides a brief description for each credential level. The credit hours and descriptions are commonly accepted and appropriate for the credential awarded. All curriculum and programs are evaluated and approved by the College Curriculum Council and the Governing Board. PCC plans to offer bachelor's degree programs in the future.

The course catalog articulates the learning goals/outcomes for each course, certificate, and program offered at PCC. Learning outcomes are also logged in the eLumen system for student learning assessment. The learning outcomes scaffold the expected learning and the certificates are stackable to create pathways for timely graduation. The stackable credentials ultimately lead to the associates degree. PCC is also using Simple Syllabus to provide consistency in syllabi creation and learning outcome communication; a central repository for all syllabi; and reviews and feedback to faculty.

PCC has several branch campuses and many locations, and recently established a standard set of policies and processes to maintain consistency at all locations (AP 3.25.08). The 2023 Multilocation Review illuminated areas for improvement in evaluation, assessment, and continuous improvement. As a result, PCC hired a Director of Additional Location Compliance who evaluated each location, closed 10 locations, and placed a temporary hiatus on adding more locations. The improvements made at the time of the comprehensive reaffirmation site visit include closing several high school

automotive locations until equipment and instruction could be improved; creating an asset transfer process to improve equipment at locations; deans and department chairs making at least one visit per year to each location; improving the data to monitor non-locations before course offerings hit the 50% threshold for locations; and, governing board approval to establish new locations. Furthermore, the academic units have accepted responsibility for assessing learning at all locations and is actively collecting data and incorporating the location faculty (dual enrollment and PCC faculty) into the action plans for learning. This work should continue and the process for improving, managing, and evaluating additional locations need to be refined. Additionally, dual enrollment has nearly doubled in four years and is offered to approximately 6,000 students in 45 high schools. The stated process for evaluating dual enrollment faculty credentials is currently the responsibility of the high schools. However, during interviews with the campus and requests for additional documents, the PCC Department Heads review the credentials and apply the faculty qualifications established by the Discipline Faculty Committee.

The assurance argument outlines the work that is currently being conducted to establish and streamline dual education processes and the work is ongoing. There is significant pressure from area high schools and business and industry partners to provide education and training off-site. The college's dual credit program quality and learning goals lack consistency. After visiting three additional locations, the team identified a lack of data collection and processes to effectively close the assessment loop. The College is in the process stage of creating a reporting system to help at the additional locations. PCC administration offered that the system should be streamlined and adequately usable within a time frame of 2 years. This will allows them to collect data, merge existing processes, and create policies that all stakeholders can utilize.

PCC offers courses in all modalities and distance education enrollment has increased recently and by 40 percent. Distance Education is organized and supported by the PimaOnline division and has several handbooks for the creation and review for each master online course. Subject Matter Experts (SME) create master course shells with the help of discipline specific colleagues, instructional designers, web programmers, and videographers. An amalgamated rubric to evaluate course design efficacy was created and consists of carefully selected elements from the Quality Matters, OSCQR-SUNY, and Peralta scoring rubrics. Courses are evaluated and an iterative process for improvement begins prior to course launch with small tweaks made throughout the first semester offered. Adjunct faculty are required to use the master course shell. Adjunct faculty are allowed to make small changes to the course but with department head approval.

Several training opportunities are required and others are voluntary. TEACH 125 or D2L Essentials are required for all faculty prior to teaching an online course. Additional D2L courses are provided for faculty enrichment. TEACH 150 is strongly encouraged but not required. Regardless, the iterative work between the subject matter experts and the instructional designers, web developers, and videographers, required training, and evaluation rubric provide a consistent and high-quality online learning experience for the students. PCC should consider mandating all training for new faculty which will establish a baseline of learning that will be consistent from the initial faculty onboarding.

Interim Monitoring (if applicable)

By January 29, 2027, the college should submit a report outlining progress on additional location management and the development of dual enrollment processes. The report should include 1) updates on faculty orientation to the learning management system, 2) Desire2Learn (D2L), required training

opportunities provided to faculty, and 3) data collection efforts related to student success, learning outcomes, and curriculum alignment. Additionally, the report should present an analysis of the collected data and describe the actions taken in response to the findings, demonstrating a commitment to continuous improvement in these areas. Finally, PCC should provide the management system set up that oversees the multi locations with progress reports on the effectiveness of the oversight process. PCC should demonstrate that the management process is implemented at every location and monitored as a checks and balance on a regular basis.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

PCC has established general education learning outcomes posted on the website with a statement noting these apply to the general education core and all programs. The general education learning outcomes also complement the program learning outcomes. Students in associate of applied science programs are required to complete 15 credit hours of general education. Additionally, students who intend to transfer to a 4-year university are required to complete 32-35 credit hour block of general education. During the site visit, the faculty and staff noted approximately 70% of students intend to transfer to a 4-year university. Students who aspire to transfer have the privilege of transferring all general education courses as a block to the universities governed by the Arizona Board of Regents. This includes the University of Arizona, Northern Arizona University, and Arizona State University. The Board of Regents recently updated the general education curriculum with the intent of creating curriculum for the 21st Century.

The curriculum changes were minimal at PCC and the learning outcomes remained the same. Students will be provided with modestly customized general education curriculum for students going into the liberal arts, business, or science program of study. These are currently known as AGEC A, B, and S. Furthermore, PCC's BP 3.35 includes the historical framework, which was established in 1991 and reviewed every three years. The historical framework and recent curriculum updates provide a commonly accepted general education throughout higher education and provides the opportunity to obtain knowledge and skills that every college-educated person should possess.

The Office of College and Cultural Connection, along with curricular and co-curricular options, PCC

provides an array of multicultural learning opportunities. The general education includes courses in global and cultural awareness. The Student Life Office has programming dedicated to global awareness PCC is a predominantly teaching college; however, PCC policies include BP 6.05 and BP 6.06 for copyrights and intellectual property.

The creative and scholarly works noted in the argument included opportunities for students to explore fashion, DNA barcoding, and environmental actions. During the site visit, the faculty noted they would like to be more involved in co-curricular programming and assist with alignment to their courses. At the next mid-cycle review, the team should inquire about collaboration and communication to develop cultural enrichment experiences for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

PCC is designated as a Hispanic Serving Institution by the US Department of Education and recently earned the Seal of Excelencia. The student population composition includes 48% Hispanic, 37% White, 56% females, 57% traditional age, and 70% part-time enrollees. The faculty and staff demographics are similar when comparing gender, but not when comparing race and ethnicity. Twenty-seven percent of full-time employees are Hispanic and 63% are White. During the site visit, the campus clearly understood the concerns, but indicated efforts to educate and hire their graduates in the future. This is evidenced by the increased in student employment on campus through the federal work study program. Moreover, the Faculty Affairs and Development department uses a framework for full-time faculty searches that utilizes best practices for recruiting and hiring diverse employees and developed AP 2.02.01 to cement the procedures used to increase Hispanic employees.

There are 246 full-time faculty and 560 part-time faculty. During the faculty meeting, many expressed concerns about the ability to provide high quality teaching and service to the institution due to overall workload. However, many noted the effective use of analytics to increase full-time faculty in disciplines and programs with significant growth. Staff support in student learning assessment, tutoring, student coaching, academic advising, and institutional research are significant and assist with facilitating the faculty's responsibilities.

The Disciplinary Faculty Committees developed faculty qualifications for each discipline at the college and in line with HLC's latest policy. The Department Heads review all faculty qualifications for both full and part-time applicants and document the review through a variety of forms and systems. For example, dual enrollment faculty are pre-screened through the "dual enrollment instructor pre-screening form." Policy AP 3.01.01 solidifies the faculty minimum qualifications requirements and vetting process.

Full-time faculty have an annual annotated performance review called a "condensed cycle" and a three-year comprehensive review called "full cycle." The full cycle review includes teaching observations, student evaluations, and self-reflection. The Faculty Evaluation Guide provides performance requirements and additional process information.

Part-time faculty are evaluated in the spring through a one-page summative form and the college defines dual enrollment instructors as part-time faculty. During the site visit, the team inquired about evaluating all 560 part-time faculty in one semester. Additional comments from faculty and department heads indicated part-time faculty evaluations are episodic and sporadic. Given the number of part-time faculty and opportunity to impact student learning, the college should develop an evaluation cycle and performance criteria for part-time faculty prior to the mid-cycle review. Valid and reliable performance evaluation instruments may need to be selected and developed.

Faculty are supported through the Teaching and Learning Center and a new executive director joined the Pima team in July 2024. There are many internal opportunities for professional development such as an All Faculty Day, Teach/Build/Lead, and Faculty Learning Academy. During the site visit and the faculty meeting, the faculty claimed they are supported through the Enrichment Fund and have resources to attend conferences on subject matter and teaching and learning. PCC is a Perkins grant recipient and the funds are used to support CTE faculty and staff as well.

Full-time faculty are required to keep five office hours per week. They may select to hold office hours in-person or hybrid to meet the students where needed. Additionally, part-time faculty are expected to provide 20 minutes per week per credit hour to their students. While all hold office hours, faculty are also available for students upon request.

Policy AP 2.02.01 provides guidelines for hiring staff throughout the district. Staff have the privilege of attending PCC at a discounted rate. New regulations and policies inspire additional training and credentialing through professional associations and conferences at the state and national levels such as the NASFAA credential. Academic advisors complete the Florida Atlantic University "appreciative advising" training. Staff have resources available and are supported in their professional development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

PCC has a wide array of student services to assist students during their academic journey. PCC's traditional and commonly provided services include academic advising, registrar, financial aid, military and veterans, career services, tutoring, mental health counseling, library, testing, and access/disability resources. PCC goes a step further and offers 24 hour, 7 days a week student services centers and academic success coaching, leadership institute, international student services, and English as a Second Language (ESL) support services. Given the Hispanic and first-generation student population these services are appropriate and needed for PCC's students. Additionally, the Office of Financial Aid and Scholarships assigns students who are eligible for federal work study to both campus offices and external non-profit organizations. During the student interviews, the students endorsed and appreciated all of the services provided by PCC and in particular the opportunity to work off-campus and with a local non-profit organization. PCC combats food insecurity with food pantry services as well. The students identified one area for improvement and they desire to have drop-in or drop-by opportunities to visit with an academic advisor. At this time, all advising services are perceived to be by appointment only according to the students.

PCC has several strategies and opportunities to support students and provide pathways to graduation. First is the multiple measures placement strategy. PCC's multiple measures include ACT, SAT, or GED test scores and high school GPA for honors, mathematics, writing, and reading placement. Additionally, PCC offers pre-enrollment computer skills workshops, first-year experience courses, content prep workshops, and summer courses to facilitate college success. During the student interviews, the students complimented PCC's two-credit hour transfer student prep course. The students claimed the course provided guidance on application, financial aid, program course requirements, housing, and transportation all of which facilitate student transfer to a 4-year university.

PCC also has a multi-layered approach to academic advising. The first layer is the enrollment

advising, which occurs when a student is first entering PCC. The second layer is after a student selects a program of study, they are assigned to a program advisor and the third layer is students have an academic counselor for support about any facet of their academic experience. An early alert system is utilized as well and the PimaConnect system facilitates case management. Advising is provided face-to-face, video conference, phone, same day, appointment, call back, and group to meet the needs of the students and at all PCC campuses.

PCC has 1.7 million square feet of physical facilities and recently, PCC leadership constructed a new health sciences, advanced manufacturing, and renovated the life and physical sciences building. These buildings offer PCC students the opportunity to learn hands-on skills needed for the local workforce. PCC has many clinical sites for health education and in all health-related programs. Additionally, PCC has unique and recently renovated learning spaces for cybersecurity, computing, auto technology, sign language, makerspaces, and performing arts. The technology infrastructure to support online and face-to-face learning includes D2L learning management system, academic integrity software, WIFI throughout all buildings, Google docs suite, and hardware. Hardware includes computers, which can be loaned to students, printers, and scanners. The students, faculty, and staff have the resources necessary to support high-quality teaching and learning. The library has resources and access to the librarian 24/7 for all students to utilize.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

Overall, PCC provides quality education to its students and has the resources to continue to do so in the future. PCC's programs are appropriate for its student population, community needs, and level of credentials awarded. The general education core curriculum transfers to many 4-year universities and provides students with a liberal arts, culturally rich, and skills driven program. Faculty and staff are supported in their areas through both internally provided and externally recognized professional development. Furthermore, faculty and staff are supported with the infrastructure to provide high-quality education. PCC has the opportunity to continue to improve its dual credit education and multi location management through an interim report due in January 2027.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

During the visit it was evidenced that Pima Community College maintains a practice of regular program reviews on a four-year (4) internal program review timeline. Many institutional staff and stakeholders were described as part of the process, and providing input into noted procedures that guide the program review including faculty course learning outcomes reviews uploaded in the College's LMS system, and input from advisory councils, student surveys, by the Discipline Faculty Committee etc. The program review process incorporates key metrics (enrollment, retention, completion, cost, community need forecasts, local wages aligned to credential) into the review process as described by members of the Office of Curriculum Quality Improvement, Director of Finance, Strategy, Analytics and Research-STAR program, members of the Faculty Senate, Deans and Department Heads, and other institutional stakeholders.

PCC described procedures for the credit it accepts in transfer defined in articulation agreements and as awarding of career tech and education (CTE), advanced placement coursework. The College's District Board Policy (3.21; rev 2/14/23) stipulates the process for appropriate credit for all coursework at other regionally accredited institutions evaluated by the Registrar's Office. A review of the PCC college catalog for 2024-2025 found information available to students and stakeholders on policies pertaining to Prior Learning Assessment was found only in the 2023-2024 Workforce Catalog.

PCC does have policies (BP 3.21 and AP 3.21.01) that ensures the quality of credit that it accepts in transfer. The process is reviewed and includes the faculty and department heads. Credits transferred are compared with current curriculum and looks at equivalency and standards of rigor. The Registrar's Office evaluates transfer credit individually and course-by-course for a student's stated Program of Study

The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, and access to learning resources was evidenced in the policies and procedures and is outlined in the SOP, Faculty Handbook, Discipline Faculty Committee, and 2024-25 college catalog. Additionally, knowledge of and access to learning resources for all students, is communicated in student success courses, course syllabi, as well as the college website as described by students, faculty, library resource, and high school counselors who are college partners. The evaluation and faculty qualifications for all programs, including dual credit programs, defined as full-time, part-time and faculty certified to teach dual enrollment in the high schools and off-campus sites, is stratified. PCC employs 246 (31%) full-time and 560 (69%) adjunct faculty are the instructional staff that supports the five (5) branch campuses, 45 high school partners, educational sites and multi locations. The process for the evaluation of dual enrollment faculty was described as first beginning with individual high schools determining the instructional needs by the high schools. This is followed by recommendations for hire submitted to the high school liaisons and moved forward for review and certification by PCC Department Heads. An evaluation of faculty files supports this process as well as an understanding of the same described by high school administration, Department Heads, and Vice Provost of Academic Access. The manner in which the College ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum was described in student and faculty forums during the assurance visit. It was noted that the College needs to create better communication lines with its dual enrollment faculty (3A.3). Developing a better on boarding process for these faculty would benefit both the College and the high school. Faculty teaching dual enrollment indicated a strong desire to be more immersed with the College i.e. visiting a campus, interaction with other campus faculty and receive feedback beyond spot check observations to help understand how the manner in which they teach dual enrollment courses are consistent with campus instruction.

Faculty qualifications for all PCC programs, including dual credit programs, were outlined and defined by department heads and administrative staff. They reported that the procedural policies of review has full-time faculty evaluated every three years or less, with new faculty reviewed every two years and part-time faculty evaluated within one year of instructing. Evidence provided supports this practice however, both department heads and faculty noted the practice varied by disciplines. Both stakeholders described that for some the number of disciplines as a load responsibility, the number of full-time faculty contrasted with part-time faculty were factors in how the evaluation process was equitably accomplished as a practice. The College would benefit from self-monitoring in this area and create a more systemic practice.

The institution maintains specialized accreditation for its programs as appropriate to its educational purposes was evidenced as an area of strength for the college. Numerous external community stakeholders described the critical impact health, automotive, fire department, and other externally accredited career programs have on the social economic impact of the Tucson area community. The College does maintain appropriate programmatic accreditation for the programs that require it. This is noted in the catalog and the College website. Currently, there are 24 programs accredited by different accrediting bodies. The team found that all programs displayed their credentials at each learning site.

The College has sufficient systems in place to evaluate the success of its students and graduates. The CQI team readily collects data in this area and provides data for all stakeholders to view. PCC uses the eLumen system of tracking course and program level outcomes as well as alignment of goals to the Chancellor and strategic goals. Both academic and student support services noted gaps in information pertaining to the success of its graduates defined as CTE students, dual enrollment students and associate degree holders that graduate and/or transfer to neighboring 4-year institutions. The team noted that the College is working on developing better communication between departments in the use of data.

The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes as evidenced by councils, committees, shared governance decision making and strong community partnerships. Additionally, the College looks to indicators it deems appropriate to its mission for all programs as evidenced by informed decision making with departmental and administrative stakeholders pertaining to the budgeting process. The alignment of funding considerations for current and future academic, career and workforce needs in concert with the Chancellor and colleges strategic mission. Graduates provide feedback on their learning experience and is utilized for program improvement if necessary. Employers provide feedback on the skills of graduates. All programs are reviewed for relevancy and benchmarked against other programs. Program advisory boards provide the necessary feedback for program changes. Furthermore, the College uses surveys, Perkins, employment data, transfer rates, graduation rates, and the current Arizona Data System (currently being developed) to support its programs development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met With Concerns

Rationale

The institution demonstrated it has effective processes for assessment of student learning as described by academic team members and full-time faculty representatives attending the open forums. Information was also supported in a demonstration of course and program level outcomes mapping as part of PCC's eLumen management system. Discipline and program faculty, Provost, deans and department head members described and demonstrated how information for both course and learning outcomes are in the eLumen system for faculty, reviewed by department heads and evaluated for completion with a 90% achievement. There are systems in place to ensure reviews are completed. Information is reviewed by other stakeholders including members of the CQI team for discussions with college-wide program faculty, councils and committees. The College stakeholders acknowledge that this process, and the structures in place are relatively new and require time and opportunity for evaluation of practices. In regards to co-curricular, PCC stated; "The institution acknowledges that these assessment practices were not centralized. As part of a minor organizational change starting in academic year 2025, the Dean of Student Success position, which straddles the academic and student affairs connection to students, has been charged by the Provost and the Vice Chancellor for the Student Experience to lead the College's efforts to create systems and plans that identify, capture outcomes from, and continuously improve the co-curricular activities offered by the College. Each co-curricular area (e.g., Student Affairs, TRiO, Athletics) is authorized to develop meaningful assessment processes and outcomes for their program and event mission." An understanding of the procedures, knowledge of the persons associated with overseeing all aspects of the process from faculty, department heads and beyond was described by many faculty as confusing. A few department heads stated the responsibility of achieving the completed input and results for completion looked different for some department areas, the responsibility to achieve required time and few instructional resources for some, and the by-product of the data communicated to other stakeholders within the college was stratified, varied and not completely understood. The typical "operating within Silos" was provided by the various stakeholder groups. Given the consistent messaging in this area, it is recommended that a monitoring report outlining the communication process among departments, communication of the process development, and the creation of an

effective communication process be established.

Pima Community College has refined its procedures and processes for the assessment of student learning in academic and co-curricular offerings led by the Discipline Faculty Committee, inclusion of all faculty and with input from advisory council stakeholders.

The institution uses information gained from the assessment of student learning by program to improve student learning. Input includes Advisory Committee input, eLumen data regarding student learning, action research projects for programs, faculty, leadership, and program Deans. Many stakeholders described a change in executive leadership, realignment and reimagining of mid-level leadership with responsibility over department and college-wide programs as well as procedures that guide this reviewing causing stratification in the understanding and effectuation of assessment. The Office of CQI described its role in providing student and faculty surveys in support of the assessment. Department Heads shared their role in working with faculty on the evaluation of course and program learning outcomes by some departments per semester, and the uploading of said information in the College's learning management system. Department leaders noted assuring >90% compliance of course/program assessment information in the system through observations for, following up with outstanding areas and "freezing" the system to ensure completion. The use of the eLumen system can be explained more to the faculty to take advantage of the collected data.

The College's processes and methodologies to assess student learning reflect good practice. Leaders described participation in additional training to aid in this area by participating in HLC training as impactful. The institution described and its processes for the collection of data to inform decisions related to the process of assessing student learning.

The visiting team found a lack of understanding or connection between the student learning assessment processes and communications and training of said processes. This detachment is particularly evidenced in the area of multi-location oversight. An additional concern is the ineffective communication leading to inconsistencies in departmental success with student learning assessment. Another concern is that this lack of effective communication affects how data is collected and disseminated to all stakeholders for the general education learning outcomes and program learning outcomes. Although there exists assessment of student learning, the reporting of the lack of proper oversight of multi-locations and communication silos within the campuses has led to a disconnect, see (3.a.).

It should be noted that the College does acknowledge a disconnect in communication within the departments and is working to develop a process of better communication. The College also hired a Director of Additional Location Compliance that directly oversees the location compliance and they are in the infancy stages of rectifying process oversight while the Vice Provost of Academic Access is developing proper faculty orientation at these sites. After interviewing the Director of Additional Location Compliance, the process for student learning assessment and the needed faculty and department head engagement falls under the Academic Deans for oversight. The team feels the College understands the issues and is on their way to developing systems that can be managed effectively.

Interim Monitoring (if applicable)

A monitoring report should be submitted by January 29, 2027 which details how the College has created a communication plan and training protocol to increase consistency of student learning

assessment in between departments and at offsite locations. It is recommended the Director of Additional Location Compliance, Deans, and the Department Heads participate in creating the communication plan and training protocols. The plans should also include streamlining the organizational chart with clearly detailed job responsibilities and reporting structures and these should be shared with the off-site locations. As in 3(a), a more systematic process should be established not only regarding the dual enrollment and multi-location management process, but that each campus establishes clear channels of effective communication. This will allow for better data collection, distribution, analysis, and communication regarding improving student learning.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

The College has defined goals for student retention, persistence and completion noted as appropriate to its mission, student populations and educational offerings and was evidenced by the adoption of three strategic initiatives focused on enhancing outreach, recruitment, and student success through structured and responsive educational pathways in part using a PCC Strategic Enrollment Management Plan. The new Chancellor's 2024-25 Goals, includes a focus on communication after completing a 100 day listening session with PCC employees and community members, coupled with the strategic enrollment management plan being embedded institutionally to strategic planning, overseen by the Office of Strategy, Analytics and Research was evidenced and meeting good practice. Both course and program learning goals were evidenced in the D2L platform. This is available to be reviewed by all faculty and college administration with metrics that further aligned to the Chancellor's strategic goals and governing board as exhibited.

The institution collects and analyzes information on student retention, persistence and completion of its programs was described and evidenced by faculty, department heads, and other institutional stakeholders. The institution utilizes student retention, persistence and program completion data for internal tracking, using dashboard and reports provided to faculty, administrative and academic leadership, college employees, and for use in governing board presentations, annual data summits as well as individual department requests and meetings. PCC stakeholders noted having access to the CQI department and other support which is readily available upon request. A variety of reports through the Pima Reports platform, ranging from institutional KPIs to operational data sets can be accessed here. PCC was noted as doing an exemplary job in the collection and use of data for

analysis. Expressed in the forums were main conduits of information utilized as annual Data Summit Days, Department Faculty Committees, all college councils/committees and departmental meetings. Less apparent was the cohesive use of this process. Areas to improve noted among stakeholders, and described as falling short of how the information is utilized collectively for improved decision making among inter-departmental areas, towards more efficient understanding, utilization of and impact for student retention, persistence and completion efficacy.

One example the institution provided in how they use information on student retention, persistence and completion of programs to make improvements as warranted by the data was exhibited in the institution's good use of metrics as a decline in completers resulting from the pandemic persisting through the 2021-2022 academic year. The institution put several initiatives into place with strategies to increase completion including a reprioritization of automatic conferral of degrees over reverse transfer awards, completion and a redesigned catalog. Currently, PCC only includes PCC certificates and degrees as completion points for the learners. Other types of completion have value for students in the workforce including non-credit Pima FastTrack programs and industry credentials. The growth in dual enrollment offerings by high schools significantly increased during the last 4 years causing one high school partner to pause and reassess the level of efficacy associated with the number of offerings, instruction and the bench strength to effectively achieve its goals. A self-assessment that should be revisited by the College with all other dual enrollment partners.

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. PCC places an emphasis on the transparency and evaluation of student learning outcomes for all courses and programs at the institution by requiring full-time faculty to participate in the development at the program and general education levels, as well as analysis and implementation of curricular or programmatic change and reassessment of outcomes. The process involves many layers including 1) Discipline Faculty Committees who develop the faculty leadership handbook, 2) The College Curriculum Council which evaluates curriculum submissions from each division 3) The General Education Committee who establishes requirements and criteria for general education 4) The Academic Standards Committee provides recommendations to the Provost regarding quality of academic programs and services; and other stakeholder groups identified as the Faculty Senate, Staff Council and Student Senate, and external accrediting bodies for the 16 plus academic career programs. This structure was described as a significant improvement in the communication process from previous practices and it will take time to measure the efficacy of improved practice and efficiency. All teaching staff and administration have access to the College's eLumen system and demonstrated coordinated levels of oversight, metrics and evaluation of the collective student learning. It was demonstrated that it is in alignment with key performance indicators (KPIs) to support the Chancellor's Goals and that of the Governing Boards related to the College's mission. The institution provided good evidence on the process, and collection of data. Various department heads and faculty committee groups provided details on how the information is utilized. The College should continue to work on the data distribution and analysis for the benefit of how the information is translated into good practice and metrics as part of the Chancellor's goals, faculty evaluation, course and program review outcomes, evaluations as well as other stakeholder groups including student services for advising, transfer, dual enrollment progression, non-credit workforce and other relevant areas of the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

Pima Community College demonstrates responsibility for the quality of its educational programs, learning environments and support services in the policies established by the governing board, procedures in their SOP, Master Plans and KPI's, the priority goals of the Chancellor and the myriad of council and committee structures in place charged with supporting learning at the college. The passion and commitment imbued from PCC faculty, students, academic and student support members as well as external community members and partners all testify to the good work and pivotal role the college plays for the Tucson community and beyond. Revised governance structure to address gap areas related to significant growth in dual enrollment requiring a similar need and attention to students in online learning which constitutes the largest enrollment of credit by students. PCC is recognized by Excelencia in Education with the distinction as a Hispanic Serving Institution. Evidenced was disparity in the demographic composition of the college faculty and administration that does not mirror the demographic composition of its students. This was also acknowledged by faculty and administration as an area of awareness and for consideration to improve. Faculty administration and staff exuded tremendous passion and commitment to serving all students, of which the students agreed they felt supported and engaged.

The College evaluates their effectiveness for student learning through processes designed to promote continuous improvement including councils and committees that include representatives along the stakeholder continuum representative of faculty, students and other stakeholders. An area of improvement for communication and collaboration was noted for the academic and student success areas. Shared governance was a model described with continuous improvement and a culture shift for increased and improved communications from all areas of the governing board to the faculty member and students, noted as improved and hopeful with the incoming new leadership and governance model. Given these observations, PCC is poised to continue in a positive trajectory in being the economic vehicle of education for members of the communities they serve.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Pima Community College (PCC) demonstrates effective leadership and mission fulfillment through its robust administrative structures and collaborative processes. The College's comprehensive policy framework, including Board Policies (BPs), Administrative Procedures (APs), Standard Operating Procedures (SOPs), and the Employee Handbook, provides clear guidelines that ensure consistent practices aligned with PCC's mission. Specifically, BP 1.01 governs operational procedures, ensuring clarity across all levels of the institution. PCC's governance structure further strengthens its mission-driven approach. The Governing Board sets institutional goals in collaboration with the Chancellor and in the future in consultation with the All College Council (ACC), facilitating clear responsibility assignments and effective shared governance. The ACC, which includes faculty, staff, and students, ensures that all stakeholders are represented in institutional decision-making, contributing to a more inclusive and responsive environment.

Collaboration is key to PCC's decision-making process, with Faculty Senate, Staff Council, and Student Senate playing integral roles. These bodies ensure diverse perspectives are heard, ensuring that decisions reflect the needs of all campus constituencies. Additionally, the Chancellor's Goals are tracked using data-informed processes that align decisions with institutional priorities. Regular data reviews help inform strategic initiatives, ensuring that the College is meeting its goals. Finally, PCC's adoption of a structured decision-making process ensures that all major decisions align with the College's mission. Through this process, data and stakeholder input are incorporated to address

community needs effectively, demonstrating how the leadership enables PCC to fulfill its mission of providing accessible, high-quality education.

Pima Community College (PCC) is developing a shared governance model that engages all internal constituencies, including the governing board, administration, faculty, staff, and students. The All College Council (ACC) is intended to include representatives from each employee classification and students, ensuring that diverse perspectives are included in decision-making processes. The policy development process further supports broad engagement, with policies reviewed through input from Faculty Senate, Staff Council, and the Student Senate. The College also prioritizes staff input on compensation and working conditions through the AERC, which utilizes a structured Meet and Confer process. Faculty Senate and Staff Council, along with various standing committees, facilitate active involvement in planning and decision-making, ensuring a comprehensive approach to institutional development. Student voices are integral to PCC's shared governance, with student representatives in the ACC and other governance structures. Feedback from students is regularly solicited and incorporated, strengthening the College's responsiveness to student needs.

Pima Community College (PCC) relies heavily on data to guide informed decision-making in the best interests of the institution and its stakeholders. Through a comprehensive business intelligence system, the College ensures that faculty, staff, and administrators have access to a wide range of institutional data, including enrollment trends, retention, and student success metrics. These data are central to the decision-making process and are used to track progress against strategic goals, inform policy development, and improve operational efficiencies. The College's governance structure further promotes data-informed decisions, with regular data sessions that encourage input from faculty and staff on key performance indicators (KPIs) and other institutional data. For example, decisions related to academic programming, such as the review of 29 programs based on metrics like enrollment and completion rates, are driven by data analysis. Additionally, faculty use data to refine teaching methods, as seen in the Math division's pilot program to improve student success through targeted study sessions. Considering the new Chancellor's lack of an HLC background and the introduction of new HLC criteria, the team recommends that the Chancellor, his administrative team, and members of the Board of Governors attend the upcoming HLC conference. The Chancellor and Board of Governors members should consider participating in the HLC Conversations with Presidents and Trustees workshop.

Pima Community College (PCC) fosters a collaborative environment where faculty, staff, and students actively participate in shaping academic requirements, policies, and processes. The College's governance framework, which includes bodies like Faculty Senate, Staff Council, Student Senate, and the evolving All College Council (ACC), ensures that input from these groups is incorporated into decision-making. Faculty, in particular, play a vital role in overseeing curriculum, reviewing student learning outcomes, and making recommendations on course offerings through Discipline Faculty Committees (DFCs). These committees collaborate to ensure academic rigor and alignment with institutional goals. Staff and students are also integral to the process, with the Student Senate providing feedback on policies and student services, and the Staff Council offering recommendations on operational matters. Additionally, the AERC engages faculty and staff in discussions about compensation and working conditions through the Meet and Confer process. This inclusive approach ensures that academic and operational decisions reflect the needs and perspectives of all stakeholders.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

Pima Community College (PCC) allocates its fiscal resources strategically to support both its educational offerings and long-term goals. For Fiscal Year 2025, the College's budget totals $373.8 million, sourced primarily from property taxes (38%) and tuition and fees (12%). Other funding comes from grants, contracts, and financial aid (23%), as well as College equity (21%) and state aid (2%). Despite minimal state appropriations, PCC has engaged in proactive long-term budget forecasting, preparing for anticipated challenges such as infrastructure improvements through planned reserve spend-downs.

PCC has a developing operational staff to meet its goals, with the HR Department overseeing recruitment, classification, and professional development. New staff employees undergo comprehensive training, including compliance topics like FERPA and Title IX, ensuring a competent workforce. Additionally, the College supports continuous professional development through programs such as Skillsoft's Percipio and tuition waivers, ensuring that staff remain equipped to support PCC's mission.

The institution's Facilities Master Plan and Information Technology infrastructure are aligned with its educational objectives. The Facilities Master Plan ensures physical space supports the Educational Master Plan, while the IT Department continually invests in infrastructure to enhance educational delivery. This includes initiatives like the development of HyFlex classrooms.

PCC's budget process, led by the Chief Financial Officer, ensures that fiscal resources are allocated to support mission fulfillment. The budget is regularly monitored, with mechanisms in place to ensure appropriate use of funds and resources. This careful oversight ensures that the institution's resources effectively support its educational goals and are responsive to evolving needs.

PCC maintains a qualified operational staff to support its educational programs across various delivery methods. The Human Resources Department oversees a comprehensive personnel system,

ensuring the recruitment, development, and evaluation of staff to meet institutional needs. Recruitment processes align with PCC policies and use CornerStone Applicant Tracking software to assess applicants' qualifications, skills, and abilities. New employees participate in a thorough orientation and compliance training, ensuring familiarity with essential regulations such as FERPA and Title IX. Additionally, ongoing professional development opportunities, including Skillsoft's Percipio and department-specific training, equip staff with the skills required to excel in their roles. The institution's infrastructure, including HR systems and training programs, supports operational efficiency across all program delivery formats. Supervisors monitor staff performance through annual evaluations and goal-setting tools like MyCareerCenter, ensuring staff are aligned with institutional goals. Together, qualified staff and robust infrastructure provide the foundation for the institution's success, no matter the program's delivery mode. Although they may have sufficient staff, special attention should be given to dual-enrollment and online programs to support any plans of future growth.

Pima Community College (PCC) ensures that the goals embedded in its mission and strategic statements are realistic by aligning them with available resources and operational capabilities. The College's budget for Fiscal Year 2025 is $373.8 million, with significant revenue from property taxes (38%) and tuition and fees (12%). This reliance on stable revenue sources, along with the College's long-term budgeting forecasts, demonstrates PCC's ability to meet its financial obligations while pursuing its educational goals. Additionally, the College has made substantial investments in infrastructure, with a focus on deferred maintenance and capital projects, including the Centers of Excellence. These projects are funded by a combination of tax-based revenues and grants, ensuring that the physical environment supports the College's mission. PCC's staff capacity is also integral to the institution's ability to meet its goals. The College invests in employee training and professional development, ensuring that its workforce remains capable of supporting the strategic objectives. This is further supported by the establishment of the Portfolio and Project Management Office (PPMO), which oversees the implementation and progress of strategic initiatives, ensuring alignment with resources. Through careful planning, continuous monitoring, and adjustments to priorities, PCC demonstrates that its goals are both ambitious and achievable within the framework of available resources and opportunities.

The institution demonstrates a well-developed process for budgeting and financial monitoring through several key practices. The College's total budget for Fiscal Year 2025 is $373.8 million, with diverse revenue sources including property taxes (38%), tuition & fees (12%), state aid (2%), and grants/contracts (23%). These figures reflect a strong, diversified financial base. The budgeting process begins with an annual forecast reviewed by the Executive Leadership Team (ELT) and the Governing Board, who use it to set fiscal priorities and align resources with the College's mission. This planning ensures that the College is prepared for potential challenges, such as the planned spend-down of reserves to fund infrastructure improvements, including the Centers of Excellence projects. The College employs an incremental approach to budget development, using the previous year's allocations as the starting point. New budget requests are evaluated for alignment with the institution's integrated planning framework, and capital requests undergo a thorough review, prioritizing capacity, deferred maintenance, and lifecycle replacement. Budget monitoring is rigorously managed through the Banner Enterprise Resource Planning (ERP) system, where staff can access real-time Budget vs. Actual reports. This system ensures transparency, accountability, and effective monitoring of financial resources across the College, reinforcing the institution's commitment to sound financial stewardship.

The fiscal allocations outlined in the College's budget for Fiscal Year 2025 of $373.8M illustrate a

strong commitment to supporting its educational mission. Key revenue sources—property taxes (38%) and tuition & fees (12%)—ensure that the institution's core operational and academic needs are met. This structure prioritizes funding for education, allowing the College to effectively allocate resources towards essential services and programs. A proactive strategy is reflected in the planned spend-down of reserves to fund infrastructure improvements, particularly the Centers of Excellence projects. These strategic investments aim to enhance the learning environment, aligning with the College's goal to provide high-quality education. The College also demonstrates forward-thinking financial planning through its Three-Year Budget Plan, which adjusts for changing expenditure limits while addressing potential fiscal challenges.

Furthermore, the College integrates its strategic priorities with the budgeting process, ensuring that resources are aligned with mission-driven initiatives. Investments in areas such as infrastructure, technology, and staffing demonstrate the College's commitment to student success and the continuous improvement of educational facilities. Notably, the development of HyFlex classrooms and ongoing IT enhancements show how the institution is investing in educational technology to improve learning experiences. To ensure fiscal responsibility, the College employs a system of checks and balances, with financial services providing real-time budget tracking to monitor resource allocation. This rigorous oversight ensures that resources are used efficiently and effectively, supporting the College's long-term educational objectives and strategic initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

PCC engages in systematic and integrated planning, ensuring resources are allocated in alignment with the institution's mission and priorities. A recent example of this is the reallocation of financial and human resources from areas no longer aligned with the institution's goals, such as the discontinuation of the Career Focus publication, which allowed funds to be directed toward hiring student recruiters. Similarly, the hiring of the Director of Open Educational Resources & Course Materials reflects the college's commitment to advancing the adoption of Open Educational Resources in alignment with the Strategic Plan. The Office of the Provost also repurposed an instructional faculty position, further enhancing the institution's capacity to meet current educational demands.

PCC's planning processes strive to closely link the assessment of student learning, program quality, and institutional operations. For instance, the establishment of a new Project Management Office (PPMO) through a repurposed vacant position addresses weaknesses in project management, facilitating better coordination between planning, operations, and budgeting. In another example, the creation of a Sustainability Office and the infusion of climate action into the curriculum align with the institution's strategic goal to reduce its carbon footprint by 2030. This initiative reflects the seamless connection between planning, operations, budgeting, and student learning outcomes, such as the integration of climate action-focused courses.

PCC's strategic planning process is comprehensive and inclusive of both internal and external stakeholders. This was evident in the development of the 2021-2025 Strategic Plan, which incorporated feedback from a wide range of internal and external voices, including faculty, staff, and community members. Additionally, the 2023 Futures Conference gathered input to help anticipate

the impact of evolving external factors, such as demographic shifts and technological advancements. This input directly influenced the update of the Strategic Plan for 2024-2026, which reflects current trends and the college's long-term vision.

The institution uses a variety of forecasting tools to assess its current capacity. The CFO presents budget forecasts to the ELT, incorporating data such as projected revenue changes, tuition trends, and enrollment fluctuations. For example, in Fall 2023, a reallocation of $371K to support networking needs for the Advanced Manufacturing Center exemplified the institution's ability to adjust to unforeseen changes in capital project scope. Through these processes, PCC demonstrates its commitment to systematically improving operations and student outcomes by proactively planning for the future, considering both internal needs and external factors.

PCC allocates its resources in alignment with its mission and strategic priorities through a structured budget development process that emphasizes the reallocation of resources to areas of documented growth or need. For example, the Career Focus publication was discontinued, and those funds were redirected to hire student recruiters, responding to a need for greater outreach. Similarly, the creation of a Director of Open Educational Resources & Course Materials position directly supports the college's Strategic Plan priority to advance open educational resources. Investments are also made in facilities and equipment, such as the $371K reallocation for networking upgrades at the Advanced Manufacturing Center, which helps meet the institution's goals in workforce development. Additionally, PCC's integrated planning processes link budget allocation with student learning outcomes, program quality, and operations. This approach ensures that financial resources are strategically aligned with institutional priorities, driving continuous improvement and supporting long-term success.

The institution typically links its processes for assessment of student learning, evaluation of operations, planning, and budgeting through strategic alignment of resources and continuous evaluation. For instance, in the case of student learning, Academic Affairs at PCC initiated a formal process in Spring 2023 to examine disaggregated data on productive grade rates. This data was linked directly to two institutional targets, enabling faculty to identify interventions aimed at improving student outcomes. The outcomes from this initiative resulted in a 1.5 percentage point increase in productive grade rates in Fall 2023 and Spring 2024, surpassing pre-pandemic levels. Additionally, resources were requested and allocated to fund these initiatives, showcasing the direct connection between student learning, operational evaluation, and budgeting. This process exemplifies how PCC integrates assessment of student performance with strategic resource allocation, ensuring that financial decisions directly support the goal of enhancing student success.

PCC's planning process actively engages both internal and external constituent groups to ensure comprehensive institutional alignment. The strategic planning process, for example, involves broad participation from across the college, including faculty, staff, and external stakeholders. The formation of the Strategic Planning Team (SPT) for the 2021-2025 plan included representatives from key areas, with members chosen through a survey and invited to communicate with their stakeholder groups, ensuring that diverse perspectives were considered. Additionally, PCC gathers input from the community and external partners, such as during the 2020 Futures Conference, which informed the 2023-2024 strategic planning update. This external input is vital for understanding long-term priorities, technological needs, and community demands. Internal perspectives are also essential in shaping the planning process. For instance, the creation of the Sustainability Office and the hiring of faculty to integrate climate action into the curriculum were driven by internal discussions and resource reallocation to align with strategic goals. Furthermore, PCC integrates

feedback from data analysis, such as the productive grade rates summit, to inform resource allocation and improve student outcomes. By leveraging both internal and external input, PCC ensures that its planning process is holistic, adaptive, and responsive to both community needs and institutional goals.

PCC demonstrates a strong understanding of its current capacity, particularly in managing fluctuations in revenue and enrollment. The institution aligns its budget development process with integrated planning priorities, ensuring resources are strategically allocated to areas of growth or need. For instance, in November 2021, the Executive Leadership Team (ELT) decided to reallocate funds from the Career Focus publication to hire student recruiters, enhancing outreach efforts. Additionally, the creation of the Director of Open Educational Resources & Course Materials role was a response to the Strategic Plan's goal of advancing the adoption of Open Educational Resources. The Office of the Provost also repurposed a vacant instructional faculty position to meet evolving needs. PCC's commitment to optimizing resources is further evident in its capital project reallocation processes. For example, in October 2023, $371K was reallocated from a postponed project to support networking needs for the Advanced Manufacturing Center, ensuring critical infrastructure projects continued on schedule. This flexibility allows the institution to adapt to changes in project scope while being mindful of limited capital resources. The institution also links its budgeting processes to its ongoing assessment of student learning and operational performance. In response to identified weaknesses in project management, PCC established a new Project Portfolio Management Office (PPMO) and staffed it with a new director, utilizing a repurposed position. This office is tasked with improving coordination across college projects, further aligning budget allocations with institutional goals.

In terms of understanding its financial capacity, PCC employs forecasting tools, including a multi-year budget model that considers revenues, expenditures, and enrollment changes. This approach allows for informed decision-making about tuition adjustments, property taxes, and salary changes. The CFO regularly updates the Board on the financial forecast, demonstrating the impact of these changes and ensuring long-term financial stability. Additionally, PCC uses institutional data to monitor progress against its mission and strategic goals, allowing for timely adjustments to resource allocation and ensuring the institution remains responsive to its financial and enrollment fluctuations.

PCC's institutional planning anticipates evolving external factors through a comprehensive and integrated approach. The budget development process aligns resources with strategic priorities, reallocating funds from programs no longer aligned with goals to areas of growth. For example, funds previously allocated to the Career Focus publication were redirected to hire student recruiters, and a new Director of Open Educational Resources & Course Materials was added to advance strategic goals. Facilities investments support the Centers of Excellence, and significant capital resources were reallocated to support the networking needs of the Advanced Manufacturing Center. In addition, PCC engages in systemic planning to address future trends, such as a holistic review of IT systems to eliminate duplication and enhance value. The Futures Conference gathers community input on emerging trends like technology, demographics, and social justice, helping to shape the strategic plan. The College also monitors state support and legislation, securing funding for initiatives like the Aviation Technology Center.

PCC has strategically reallocated resources to align with its goals, such as moving funds from the Career Focus publication to hire student recruiters and investing in Open Educational Resources. This ensures that resources are directed toward initiatives that directly impact student success. The

College has also made significant investments in its Centers of Excellence, reflecting its commitment to improving student outcomes and operational effectiveness in line with strategic planning goals. Additionally, budgeting processes, including the Unit Allocation and Capital Budget Request, are now directly tied to identified needs and institutional objectives, ensuring that financial decisions support long-term goals and student learning. In project management, PCC has strengthened its capacity by creating the Project Portfolio Management Office (PPMO) and adding a director position, along with staff training in project management. This investment enhances the institution's ability to execute strategic initiatives effectively. PCC is also committed to sustainability, investing in a Sustainability Office, a faculty position focused on climate action, and integrating sustainability into the curriculum. These efforts align with the institution's broader goals of improving both academic outcomes and long-term sustainability.

The College uses disaggregated data to analyze productive grade rates, with notable improvements in outcomes for Hispanic/Latinx students, demonstrating the impact of data-driven strategies on student success. Furthermore, the strategic planning process involves various stakeholders and aligns priorities like enrollment management and DEI with long-term institutional goals. Finally, PCC tracks Institutional Key Performance Indicators (KPIs) to monitor progress and adjust strategies, ensuring that efforts are aligned with its mission and driving continuous improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

By effectively leveraging resources, aligning planning processes, and utilizing data-driven strategies, PCC remains mission-focused while enhancing educational quality. These practices prepare PCC to address future challenges and seize opportunities, ensuring sustainability and relevance in a rapidly evolving educational landscape. A focus on the college's overall communication processes and an investigation of change management approaches to address concerns shared during the visit should be key priorities in the new strategic plan. Together, these efforts will reinforce PCC's unwavering commitment to its mission: empowering every learner, every day, for every goal.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- 1-_FC_New2024_Federal_Compliance_Report_HLC_Assurance_System

Rationale

Federal Compliance Rationale Template
Effective September 1, 2024–August 31, 2025

1. **ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION**

Conclusion

The institution meets HLC's requirements.

Rationale:

Pima provides sufficient evidence to demonstrate its policies meet the requirements regarding assignment of credits, program length and tuition. Pima has a credit hour policy that includes definitions for a variety of teaching modalities and types of classes. (AP - Definition of a Credit Hour). The calculation of lab contact hours is contained in a separate document and the document Course Types details the contact and credit hours for different types of courses. The AP Degrees, Certificates, and Awards, outlines the requirements for awards from marketable skills achievement to bachelor's degrees. The Course Guidelines include the different types of courses and contact hours for each type. The document Program Development and Modification provides the criteria new or revised programs must meet prior to approval; details are included for each type of award Pima confers. The process for creating the academic calendar each year is included with Pima's filing and confirms that course length is consistent with the credit hour policy.

The tuition and fees webpage demonstrates transparency in describing tuition and fees, including differential tuition and how it is considered.

A review of course materials and syllabi demonstrates that courses follow the credit hour policy of the institution. The syllabi are in a standard format and do not contain specific course calendars, however the Proof of Schedule provides evidence that courses are scheduled in accordance with the policy.

2. **INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS**

Conclusion

The institution meets HLC's requirements.

Rationale:

The web page https://www.pima.edu/administration/complaint-resources/index.html provides an explanation of the various types of complaints including student policies and complaints and Title IX. It also provides a link to the ODR (Office of Dispute Resources) page that gives instructions on how to file a complaint, a link to the complaint form, as well as contact information for the ODR. From the home page (pima.edu), the link to get to the complaint page is click on the Administration link, which may not provide a clear path for students. Pima provided several documents with the policies for various types of complaints (e.g., Title IX, discrimination, student conduct). It appears that the ODR is responsible for receiving and tracking the complaints.

3. **PUBLICATION OF TRANSFER POLICIES**

Conclusion

The institution meets HLC's requirements.

Rationale:

Pima provided the policy documents that support the publication of transfer policies.

The College Catalog contains a section Transfer of Credits into PCC explaining the requirements for transferring credits into Pima and the fact that courses with a grade of C or better may be transferred. The Transfer to Pima page details the requirements for transcript evaluation, including credits from regionally accredited colleges or universities will be evaluated as will foreign transcripts that have been evaluated by an evaluation service. (https://pima.edu/admission/apply-to-pima/transfer-students.html)

The web page Transfer Degrees & Partners provides information about transferring from Pima to 4-year universities with links to transfer partnerships, information about transferring to a university within the Arizona state system, and a special partnership with Catholic University - Tucson. (https://pima.edu/academics-programs/transfer-degrees-partners/index.html)

The Prior Learning Assessment page provides information about receiving academic credit through prior learning with specific details about opportunities such as challenge exams, industry certifications/licenses, military credit, etc. (https://pima.edu/academics-programs/credit-prior-learning/index.html)

4. **PRACTICES FOR VERIFICATION OF STUDENT IDENTITY**

Conclusion :

The institution meets HLC's requirements.

Rationale:

The administrative procedure, Student Identity Verification in Distance Learning, indicates that all students are provided a secure login and password. Pima uses a variety of methods to ensure this information remains confidential and has several checks to ensure those logging in to the LMS (for example) or to take exams are, in fact, the student they claim to be. Students taking exams in online courses are required to use a proctor either virtually or in the testing center. There is no charge for this service; the process is detailed on the web page Additional Testing Services (https://pima.edu/academics-programs/academic-support/testing-centers/additional-tests.html) Pima's Gramm-Leach-Bliley Act Information Security Plan gives the college's plan for protecting individual information.

5. **PROTECTION OF STUDENT PRIVACY**

Conclusion

The institution meets HLC's requirements.

Rationale:

Several documents were provided in the Federal Compliance report demonstrating Pima's policies and procedures related to protecting student privacy. For example, the Administrative Procedure (AP) for FERPA Educational Records Compliance and Procedures clearly lists the types of information that may and may not be shared without the student's permission as well as student rights under FERPA. The AP for Data Protection describes how Pima protects student data. IT maintains a document outlining operational standards related to security.

Furthermore, Pima provides public disclosure of the policies on its web page, Privacy Policy (https://www.pima.edu/notices/privacy.html), Security of Data (https://www.pima.edu/notices/security-of-data.html), and Mobile App Privacy Policy (https://www.pima.edu/notices/app-privacy.html).

Pima indicates that new employees receive FERPA training as part of the onboarding process, and all employees receive biennial FERPA training. Contracts with third party providers are monitored for compliance with privacy policies.

6. **PUBLICATION OF STUDENT OUTCOME DATA**

Conclusion

The institution meets HLC's requirements.

Rationale:

Pima provides student outcome data on its website, including retention and completion rates, some licensure exam pass data and information about students after graduation. Some of the data on the website is dated, with the most recent data from 2022, and in some cases 2023. Early Childhood Studies reports 2024 data while Aviation Technology reports data from 2022/23 . Pima provided links to the exam pass data for some programs, such as nursing, however, it was not easy to get to those links from pima.edu.

7. **STANDING WITH STATE AND OTHER ACCREDITORS**

Conclusion

The institution meets HLC's requirements.

Rationale:

The list of accredited or certified programs is publicly located at https://www.pima.edu/about-pima/accreditation/program-accred-cert.html. On this page is a link for each accredited or certified program with the accrediting or certifying agency, the letter of approval, and, in some cases, a link to the report. Pima indicates that there are no pending or final actions by any other accreditor.

8. **RECRUITING, ADMISSIONS AND RELATED ENROLLMENT PRACTICES**

Conclusion

The institution meets HLC's requirements.

Rationale:

Administrative Policy Student Recruitment, Enrollment, and Financial Aid includes the code of conduct and expectations for enrollment and financial aid personnel. The video, Ambassador Training, is the means by which Pima trains its employees about the code of conduct and recruitment expectations. Pima is in the process of amending its agreement with Pearson to ensure Pearson complies with required recruiting, admissions and other enrollment practices.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

The document submitted for Appendix A indicates that the single year audit report for the year ending June 30, 2023, conducted by the Arizona Auditor General, indicates that a finding from FY22 was fully corrected.

The Report on Internal Control and on Compliance includes a Corrective Action Plan developed by Pima to address two errors found in the annual audit for FY 23.

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer

No

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met With Concerns
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Interim Report(s) Required

Due Date
1/29/2027

Report Focus
By January 29, 2027, the college should submit a report outlining progress on additional location management and the development of dual enrollment processes. The report should include 1) updates on faculty orientation to the learning management system, 2) Desire2Learn (D2L), required training opportunities provided to faculty, and 3) data collection efforts related to student success, learning outcomes, and curriculum alignment. Additionally, the report should present an analysis of the collected data and describe the actions taken in response to the findings, demonstrating a commitment to continuous improvement in these areas. Finally, PCC should provide the management system set up that oversees the multi locations with progress reports on the effectiveness of the oversight process. PCC should demonstrate that the management process is implemented at every location and monitored as a checks and balance on a regular basis.

Due Date
1/29/2027

Report Focus
The visiting team found a lack of understanding or connection between the student learning assessment processes and communications and training of said processes. This detachment is particularly evidenced in the area of multi-location oversight. An additional concern is the ineffective communication leading to inconsistencies in departmental success with student learning assessment. Another concern is that this lack of effective communication affects how data is collected and disseminated to all stakeholders for the general education learning outcomes and program learning outcomes. Although there exists assessment of student learning, the reporting of the lack of proper oversight of multi-locations and communication silos within the campuses has led to a disconnect, see (3.a.).

It should be noted that the College does acknowledge a disconnect in communication within the departments and is working to develop a process of better communication. The College also hired a Director of Additional Location Compliance that directly oversees the locations compliance and they are in the infancy stages of rectifying process oversight while the Vice Provost of Academic Assess is developing proper faculty orientation at these sites. After interviewing the Director of Additional Location Compliance, the process for student learning assessment and the needed faculty and department head engagement falls under the Academic Deans for oversight. The team feels the College understands the issues and is on their way to developing systems that can be managed effectively.

A monitoring report should be submitted by January 29, 2027 which details how the College has created a communication plan and training protocol to increase consistency of student learning assessment in between departments and at offsite locations. It is recommended the Director of Additional Location Compliance, Deans, and the Department Heads participate in creating the communication plan and training protocols. The plans should also include streamlining the organizational chart with clearly detailed job responsibilities and reporting structures and these should be shared with the off-site locations. As in 3(a), a more systematic process should be established

not only regarding the dual enrollment and multi-location management process, but that each campus establishes clear channels of effective communication. This will allow for better data collection, distribution, analysis, and communication regarding improving student learning.

Conclusion

PCC has continued to develop its areas of assessment and is on their way to develop structured processes for proper oversight. A new Chancellor and new Board of Governors are hopeful to implement key changes that will help resolve the communication issues between departments and the information sharing between all stakeholders. A previous lack of oversight of additional locations is currently being addressed with the hiring of a Director of Additional Location Compliance however as identified by the institution, this will take time to help resolve the issues. The team has confidence that the new Chancellor with ample time will be successful in resolving the issues. Given the issues identified, the team feels that Standard Pathway would best suit PCC as the element of time and new leadership will help drive the corrective processes, resolve ineffective communication channels, and eliminate the existing silos that currently exist.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Limited to Standard

Federal Compliance
Met

INTERNAL

Institutional Status and Requirements (ISR) Worksheet

Higher Learning Commission

Review Details

Institution: Pima County Community College District, Arizona

Type of Review: Standard Pathway - Comprehensive Evaluation Visit

Description: Visit to include an embedded report to address the following:

Dispute Resolution:

The institution should define more clearly the roles of the Office of Dispute Resolution and Human Resources and the processes by which employees may register a complaint and receive resolution of the complaint.

An Embedded Report on concerns identified during the Spring 2023 Multi-Location Visit. The review team should visit a sampling of additional locations during the comprehensive evaluation. The locations selected are:

- District Support Service Center/Maintenance and Services (M&S), 6680 S Country Club, Tucson, AZ 85709

- JTED at Master Pieces, 2855 W Master Pieces Dr., Tucson, AZ 85741

- Desert View High School, 4101 E Valencia Rd, Tucson, AZ 85706

Review Dates: 12/09/2024 - 12/10/2024

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Associates

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2018 - 2019
Year of Next Reaffirmation of Accreditation: 2024 - 2025

☐ No Change
✓ Recommended Change: 2034-2035

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

✓ No Change
☐ Recommended Change:

Additional Locations:

Prior HLC approval required.

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

✓ No Change
☐ Recommended Change:

Competency-Based Education:

✓ No Change
☐ Recommended Change:

Pell-Eligible Prison Education Program:

The institution has been approved to offer Basic Business Certificate at Arizona State Prison Complex, 10000 South Wilmot Road, Tucson, AZ 85756 in the following modality(ies): distance education. The listed modalities are approved for use in the PEP context.

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

☐ No Change
✓ Recommended Change: limited to Standard Pathway

Upcoming Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

☐ No Change
✓ Recommended Change:

Monitoring report due January 29, 2027: on additional location management processes and the development of dual enrollment processes.

Monitoring report due January 29, 2027: 3A (academic offerings appropriate to higher education) and 4B (assessment of student learning) around assessment processes and

communications and training of said processes. This detachment is particularly evidenced in the area of multilocation oversight.

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	47	✓ No Change ☐ Recommended Change:
Baccalaureate Degrees:	0	✓ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	✓ No Change ☐ Recommended Change:
Specialist Degrees:	0	✓ No Change ☐ Recommended Change:
Doctoral Degrees:	0	✓ No Change ☐ Recommended Change:
Certificate Programs		
Certificates:	63	✓ No Change ☐ Recommended Change:

Contractual Arrangements:

47.0604 Automobile/Automotive Mechanics Technology/Technician - Associate - Ford ASSET Associate of Applied Science - Ford Motor Company

✓ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

Downtown Campus, 1255 North Stone Ave., Tucson, Arizona 85709-3000 United States

Northwest Campus, 7600 North Shannon Road, Tucson, Arizona 85709-7200 United States

Desert Vista Campus, 5901 South Calle Santa Cruz, Tucson, Arizona 85709-6000 United States

East Campus, 8181 East Irvington Rd., Tucson, Arizona 85709-7000 United States

West Campus, 2202 West Anklam Rd, Tucson, Arizona 85709-0001 United States

✓ No Change
☐ Recommended Change:

Additional Locations:

Santa Cruz Center, 2021 North Grand Avenue, Nogales, Arizona 85621 United States

Ironwood Ridge HS, 2475 W Naranja Drive, Oro Valley, Arizona 85742 United States

Canyon del Oro HS, 25 W. Calle Concordia, Oro Valley, Arizona 85704 United States

Rio Rico High School, 590 Camino Lito Galindo, Rio Rico, Arizona 85648 United States

Sahuarita High School, 350 W. Sahuarita Rd., Sahuarita, Arizona 85629 United States

JTED at Master Pieces, 2855 W. Master Pieces Dr., Tucson, Arizona 85741 United States

Mountain View High School, 3901 W. Linda Vista Blvd., Tucson, Arizona 85742 United States

Pueblo Magnet High School, 3500 S. 12th Ave., Tucson, Arizona 85713 United States

Rural Metro Fire Dept. Operations, 3759 N. Commerce Drive, Tucson, Arizona 85705 United States

Tucson High Magnet School, 400 N. 2nd Ave., Tucson, Arizona 85705 United States

Aviation Technology Center, 7211 South Park Avenue, Tucson, Arizona 85709-6185 United States

Davis-Monthan Air Force Base, 5355 E Granite St, Blg 2441, Suite 130, Tucson, Arizona 85709-3009 United States

Marana High School, 12000 W. Emigh Rd., Tucson, Arizona 85743 United States

Northwest Fire District Training Center, 5125 West Camino de Fuego, Tucson, Arizona 85743 United States

Sunnyside High School, 1725 E. Bilby Rd., Tucson, Arizona 85706 United States

Tucson Public Safety Academy, 10001 South Wilmot Road, Tucson, Arizona 85756 United States

Andrada Polytechnic High School, 12960 S. Houghton Road, Tucson, Arizona 85747 United States

Catalina High School, 3546 East Pima Street, Tucson, Arizona 85716 United States

Desert View High School, 4101 E. Valencia Rd., Tucson, Arizona 85706 United States

Maintenance and Security (M&S)/Center for Transportation and Logistics, 6680 South Country Club Road, Tucson, Arizona 85709-6185 United States

JTED at Camino Seco, 8727 E. 22nd Street, Tucson, Arizona 85710 United States

Santa Rita High School, 3951 S Pantano Rd., Tucson, Arizona 85730 United States

Federal Bureau of Prison Federal Correctional Complex, 8901 South Wilmot Road, Tucson, Arizona 85756 United States

Federal Bureau of Prisons, Federal Correctional Complex, U.S. Penitentiary, 9300 South Wilmot Road, Tucson, Arizona 85756 United States

Golder Ranch Fire District Training Facility, 3855 E. Golder Ranch Drive, Tucson, Arizona 85739 United States

Pima Community College 29th St. Coalition Center, 4355 East Calle Aurora, Tucson, Arizona 85711 United States

Pima County Sheriff's Department Training Center, 1250 W. Silverlake Rd., Tucson, Arizona 85713 United States

Arizona State Prison Complex, 10000 South Wilmot Road, Tucson, Arizona 85734 United States

✓ No Change
☐ Recommended Change:

Multi-campus Visit Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Audience: Peer Reviewers
Form
Published: October 2023 © Higher Learning Commission

Process: Multi-campus Visit
Contact: evaluations@hlcommission.org
Page 1

Multi-campus Visit Report

Name of Institution: Pima Community College

Name and Address of Branch Campus: Desert Vista Campus. 5901 S. Calle Santa Cruz, Tucson, AZ 85709-6000

Date of Visit: 12/10/2024

Reviewer: Jill Wright

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Pima Community College's Desert Vista Campus was established in 1993 and serves the southwest area of Tucson. This campus was initially developed to provide educational access for Southern Arizona communities. The campus was first known as "The Education Center-South." Desert Vista Campus is strategically located on Interstate-19 and Valencia Road and is the local agency sponsor for the Tucson area's Skill Center. This campus offers 19 programs and includes short-term programs which are designed to quickly prepare students for the workforce. Examples of short-term programs are Surgical Technology, Certified Nursing Assistant, and Licensed Nursing Assistant programs.   Additional signature programs such as culinary arts, early childhood education, and post-baccalaureate teacher education programs are offered. To support these programs and all students, the campus offers general education classes and supports both in-person and distance delivery courses.

During the 2023 academic year, this campus enrolled 5,830 students. The campus serves community members in career training and post-secondary college readiness. The campus serves both traditional and non-traditional students with a student demographic of 26% percent of the students are over the age of 25. The College offers day, evening, web-based, and off-site classes. The student body includes 69.5% underrepresented students (1.7% Native American, 1.8% Asian, 4.3% African American, and 61.7% Latino).

The Desert Vista Campus is the only Pima Community College campus to offer a full-service childcare center, officially named the Desert Vista Early Learning Center. This Center is supported by a grant: Childcare Access Means Parents in School (CCAMPIS). This grant funds student-parents and eliminates barriers by providing low cost or no cost on-site childcare. The Desert Vista Early Learning Center opened in October 2022 for full day preschool-aged children (potty trained 3–5-year-olds). CCAMPIS operates this program using the Head Start curriculum. Other grant funded programs at the campus in TRIO programs: Educational Talent Search, Upward Bound, and Student Support Services. The Desert Vista Campus offers emergency funding supported by an external entity.

The Desert Vista Campus is also home to the Culinary Arts and Hospitality Center of Excellence. This facility provides first-rate facilities for students who are training in certificate and associate degree programs in culinary arts and hospitality. Including in this facility are kitchen studios equipped with the baking equipment. The Center includes hyflex classrooms and a hotel and restaurant management simulation lab with virtually augmented classroom settings which place students in engaging and complex hospitality scenarios.

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2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

2.A.   The Desert Vista Campus follows the same governance and oversight processes as all campuses. The Governing Board delegates its operational and day-to-day management to appropriate administration, staff, and faculty. The Desert Vista Campus has a Campus Vice President who reports directly to the Lead Campus Vice President. The Desert Vista Campus Leadership works with other Lead Administrators throughout the district to ensure compliance with all Board Policies (BPs), Administrative Procedures (APS), and standard operating procedures (SOPs), and understand they are responsible for ensuring their campus contributes to the successful achievement of PCC's Strategic Plan, Education Master Plan (EMP), Facilities Master Plan (FMP), Strategic Enrollment Plan, and Diversity, Equity and Inclusion (DEI) Plan.

5.B. The Chief Financial Officer (CFO) oversees the fiscal, human, information technology, and facilities operations of PCC, and resources are allocated to meet integrated planning priorities. PCC's organizational structure ensures oversight of district-wide departments and services along with associated budgets; leadership works with the Financial Services unit of the Finance and Business Services Department, which facilitates the district's budget development.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

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5.B. The Desert Vista Campus facilities support teaching, learning, and student services which is evidenced by 20 classrooms, 30 laboratories, 8 conference rooms, and 102 office spaces. The Campus has clear signs, easy and accessible parking, student study and lounge areas. The entire College, including the Desert Vista Campus, offers free public bus transportation to all Pima Community College students through the City of Tucson.

3.D. Desert Vista Campus has a comfortable space for students to eat and a full-service dining area, in addition to vending machines. The campus is handicap accessible and ensures services to students who need accommodations. Technology serves the campus for all staff and students. There is IT support for any student or staff issues. Students have access to a 24/7 library and services.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.C. & 5.B. As of September 2024, the Desert Vista Campus employs 4 administrators (Campus Vice President, 2 Academic Deans, 1 Dean of Dual Enrollment), 94 classified staff, 24 full-time faculty, and 175 adjunct faculty All college employees, including faculty and staff, are qualified following the minimum qualification process used by Human Resources and Faculty Qualifications.

3.C. Fulltime faculty are evaluated according to the Faculty Evaluation Guide. Adjunct faculty are evaluated by Department Heads using an Adjunct Faculty Evaluation form. Staff are evaluated on an annual basis. Faculty and staff are supported through internal and external training and conferences. The College provides financial support for external training. There is an orientation that all employees attend during the onboarding process.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.D. The Desert Campus offers a full range of student services. Students can access these services in-person, online, and via telephone. The services include, but are not limited to, library services, financial aid, advising, counseling, tutoring, testing center, access and disability services, TRIO, bookstore, and food services.

2.A. All campuses, including Desert Campus, follow the same processes for managing and responding to student complaints. The students verified this during a discussion with the Peer Reviewer. Employees were aware of the employee complaint and follow-up process and stated that this process was recently updated, and they were included as the process was developed.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.B. Pima Community College has established general education learning outcomes posted on the website with a statement noting these apply to the general education core and all programs. The general education learning outcomes also complement the program learning outcomes. The faculty confirmed that this is consistent across all campuses, including the Desert Vista Campus.

4.A. The Desert Vista Campus offers in-person classes, supports distance delivery courses, and schedules according to student need. Students may enroll in laboratory, internship, and clinical courses needed to complete their programs.

7. Evaluation and Assessment

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Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.C. Discipline Faculty Committees (DFCs) ensure oversight of academic matters at a discipline level across all campuses, including the Desert Vista Campus. DFCs are district-wide, made up of all full-time faculty and representative adjunct faculty and the Dean.

4.B. The College follows a standard curriculum development process, and all syllabi include Student Learning Outcomes (SLOs) and programs have standard learning outcomes. This ensures that all campuses evaluate and offer quality education to students. Faculty participation in annual district data days includes a focus on course assessment data as well as persistence and completion data.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

4.C. The institution utilizes student retention, persistence and program completion data for internal tracking, using dashboard and reports provided to faculty, administrative and academic leadership, college employees, and for use in governing board presentations. All campuses, including the Desert Vista Campus, make data informed decisions.

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5.C. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting. Data is accessible, supporting organizational improvement across academics and operations. All employees at all campuses are aware and participate in this process.

Multi-campus Visit Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Multi-campus Visit Report

Name of Institution: Pima Community College

Name and Address of Branch Campus: East Campus. 8181 E Irvington Rd, Tucson, AZ 85730

Date of Visit: 12/09/2024

Reviewer: Jill Wright

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Pima Community College's East Campus has officially been a campus since 1980. Prior to that, the College established the East Education Center in 1976. This campus is situated on a desert site east of Davis-Monthan Air Force Base. The campus doubled in size in the fall of 1989 with construction of the student union and library, and since expanded to accommodate more than 10,000 students. The campus serves both traditional and non-traditional students. Campus demographics are: 23% percent of the campus student population are over the age of 25, with day, evening, web-based, and off-site coursework. The student body includes 53.6% underrepresented students (1.3% Native American, 2.9% Asian, 5.2% African American, and 44.2% Latino). The student body is served well with a host of grant funded programs including Project SOAR (TRIO), Cybersecurity Title III HSI-Stem student support, and TRiO Upward Bound Program.

This campus offers general education as well as a range of programs. A sample of the programs offered at East Campus includes the College's Information Technology, including Cybersecurity, Veterinary Technology. This campus is also home to the Vail Early College program which bridges high school students to college. The East Campus has the nation's only community college-based live-fire cyber warfare range which allows for Informational Technology students to see and manage actual cyber threats in real time. The East Campus is equipped with personnel and staff who offer a full range of student services. The East campus offers students a Makerspace which is a high-tech educational play space where students can expand their technical skills and be creative. The East Campus's Sculpture on Campus program feature student sculpture across the 58-acre campus. The campus also includes a full-service library with a Makerspace, and the Center of Excellence (CoE) in IT and Cybersecurity.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

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Evidentiary Statements:

2.A.   The East Campus follows the same governance and oversight processes as all campuses. The Governing Board delegates its operational and day-to-day management to appropriate administration, staff, and faculty. The East Campus has a Campus Vice President who reports directly to the Lead Campus Vice President. The East Campus Leadership works with other Lead Administrators throughout the district to ensure compliance with all Board Policies (BPs), Administrative Procedures (APS), and standard operating procedures (SOPs), and understand they are responsible for ensuring their campus contributes to the successful achievement of PCC's Strategic Plan, Education Master Plan (EMP), Facilities Master Plan (FMP), Strategic Enrollment Plan, and Diversity, Equity and Inclusion (DEI) Plan.

5.B. The Chief Financial Officer (CFO) oversees the fiscal, human, information technology, and facilities operations of PCC, and resources are allocated to meet integrated planning priorities. PCC's organizational structure ensures oversight of district-wide departments and services along with associated budgets; leadership works with the Financial Services unit of the Finance and Business Services Department, which facilitates the district's budget development.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

5.B. The East Campus facilities support teaching, learning, and student services which is evidenced by 29 classrooms, 23 laboratories, 6 conference rooms, and 82 office spaces. The Campus has clear signs, easy and accessible parking, student study and lounge areas. The entire College, including the East Campus, offers free public bus transportation to all Pima Community College students through the City of Tucson.

3.D. East Campus has a comfortable space for students to eat and a full-service dining area, in addition to vending machines. The campus is handicap accessible and ensures services to students who need accommodation are served. The students have access to a 24/7 library and services.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the

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campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.C. & 5.B. As of September 2024, the East Campus employs 2 administrators (Campus Vice President and one Academic Dean), 69 classified staff, 38 full-time faculty, and 136 adjunct faculty. All college employees, including faculty and staff, are qualified following the minimum qualification process used by Human Resources and Faculty Qualifications.

3.C. Fulltime faculty are evaluated according to the Faculty Evaluation Guide. Adjunct faculty are evaluated by Department Heads using an Adjunct Faculty Evaluation form. Staff are evaluated on an annual basis. Faculty and staff are supported through internal and external training and conferences. The College provides financial support for external training.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.D. The East Campus offers a full range of student services. Students can access these services in-person, online, and via telephone. The services include, but are not limited to, library services, financial aid, advising, counseling, tutoring, testing center, access and disability services, TRIO, bookstore, and food services.

2.A. All campuses, including East Campus, follow the same processes for managing and responding to student complaints. The students verified this during a discussion with the Peer Reviewer. Employees

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were aware of the employee complaint and follow-up process and stated that this process was recently updated, and they were included as the process was developed.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.B. Pima Community College has established general education learning outcomes posted on the website with a statement noting these apply to the general education core and all programs. The general education learning outcomes also complement the program learning outcomes. The faculty confirmed that this is consistent across all campuses, including the East Campus.

4.A. The East Campus offers in-person classes, supports distance delivery courses, and schedules according to student need. Students may enroll in laboratory, internship, and clinical courses needed to complete their programs.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

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3.C. Discipline Faculty Committees (DFCs) ensure oversight of academic matters at a discipline level across all campuses, including the East Campus. DFCs are district-wide, made up of all full-time faculty and representative adjunct faculty and the Dean.

4.B. The College follows a standard curriculum development process, and all syllabi include Student Learning Outcomes (SLOs) and programs have standard learning outcomes. This ensures that all campuses evaluate and offer quality education to students. Faculty participation in annual district data days includes a focus on course assessment data as well as persistence and completion data.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

4.C. The institution utilizes student retention, persistence and program completion data for internal tracking, using dashboard and reports provided to faculty, administrative and academic leadership, college employees, and for use in governing board presentations. All campuses, including the East Campus, make data informed decisions.

5.C. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting. Data is accessible, supporting organizational improvement across academics and operations. All employees at all campuses are aware and participate in this process.

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Multi-campus Visit Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Multi-campus Visit Report

Name of Institution: Pima Community College

Name and Address of Branch Campus: West Campus. 2202 W Anklam Rd, Tucson, AZ 85709

Date of Visit: 12/09/2024

Reviewer: Jill Wright

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Pima Community College's West Campus, constructed between 1968 and 1970, is home to the Center of Excellence for Health Professions, offering programs in Nursing, Radiologic Technology, Respiratory Care, and Dental Studies (supported by a dental clinic open to the community). The campus also offers digital arts programs to prepare students for careers in web design, film and video, graphic design, gaming and simulation, illustration and digital photography. The campus offers a fashion design concentration as an Associate of Arts degree. Students who complete this degree receive direct instruction in fashion drawing, imaginative design and pattern drafting, several levels of sewing, and digital design. The campus offers 12 programs. To support these programs and all students, the campus offers general education classes and supports both in-person and distance delivery courses.

In the 2023 academic year, the West Campus had more than 9,705 undergraduates pursuing credit classes. Most students live in Tucson and surrounding suburbs and areas. The campus enrolls traditional and non-traditional students (28% of the West campus student population are over the age of 25) with day, evening, web-based, and off-site coursework. The student body includes 61.7% underrepresented students (1.9% Native American, 3.0% Asian, 5.0% African American, and 51.8% Latino).

One of the unique features of this campus is that it is home to the Center for the Arts, a theatre-style building, is located on this 304.47-acre campus. The West Campus is home to 13 men and women's sports in the Pima Athletics department. The West Campus includes the Center for International Education (CIE), welcoming students from around 50 countries. This campus offers full services for international students with direct assistance and guidance from the Center for International Education. The West Campus is home to the largest and busiest of the five district libraries.   It is worth noting that the college invested over 20 million dollars to provide state-of-the-art learning labs and classrooms to create capacity for doubling the number of students served at the West Campus.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

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☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

2.A.   The West Campus follows the same governance and oversight processes as all campuses. The Governing Board delegates its operational and day-to-day management to appropriate administration, staff, and faculty. The West Campus Lead Campus Vice President reports directly to the Chancellor. The West Campus Leadership works with other Lead Administrators throughout the district to ensure compliance with all Board Policies (BPs), Administrative Procedures (APS), and standard operating procedures (SOPs), and understand they are responsible for ensuring their campus contributes to the successful achievement of PCC's Strategic Plan, Education Master Plan (EMP), Facilities Master Plan (FMP), Strategic Enrollment Plan, and Diversity, Equity and Inclusion (DEI) Plan.

5.B. The Chief Financial Officer (CFO) oversees the fiscal, human, information technology, and facilities operations of PCC, and resources are allocated to meet integrated planning priorities. PCC's organizational structure ensures oversight of district-wide departments and services along with associated budgets; leadership works with the Financial Services unit of the Finance and Business Services Department, which facilitates the district's budget development.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

5.B. The West Campus facilities support teaching, learning, and student services which is evidenced by 37 classrooms, 77 laboratories, 9 conference rooms, and 221 office spaces. The Campus has clear signs, easy and accessible parking, student study and lounge areas. The entire College, including the West Campus, offers free public bus transportation to all Pima Community College students through the City of Tucson. Students have 24/7 access to the library and resources.

3.D. West Campus has a comfortable space for students to eat and a full-service dining area, in addition to vending machines. The campus is handicap accessible and ensures services to students who need accommodations.

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4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.C. & 5.B. As of September 2024, the West Campus employs 5 administrators (Lead Campus Vice President, Vice President of Student Affairs, Dean of Students, and two Academic Deans), 168 classified staff, 88 full-time faculty, and 344 adjunct faculty. All college employees, including faculty and staff, are qualified following the minimum qualification process used by Human Resources and Faculty Qualifications.

3.C. Fulltime faculty are evaluated according to the Faculty Evaluation Guide. Adjunct faculty are evaluated by Department Heads using an Adjunct Faculty Evaluation form. Staff are evaluated on an annual basis. Faculty and staff are supported through internal and external training and conferences. The College provides financial support for external training.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

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3.D. The West Campus offers a full range of student services. Students can access these services in-person, online, and via telephone. The services include, but are not limited to, library services, financial aid, advising, counseling, tutoring, testing center, access and disability services, bookstore, and food services.

2.A. All campuses, including West Campus, follow the same processes for managing and responding to student complaints. The students verified this during a discussion with the Peer Reviewer. Employees were aware of the employee complaint and follow-up process and stated that this process was recently updated, and they were included as the process was developed.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.B. Pima Community College has established general education learning outcomes posted on the website with a statement noting these apply to the general education core and all programs. The general education learning outcomes also complement the program learning outcomes. The faculty confirmed that this is consistent across all campuses, including the West Campus.

4.A. The West Campus offers in-person classes, supports distance delivery courses, and schedules according to student need. Students may enroll in laboratory, internship, and clinical courses needed to complete their programs.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

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☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

3.C. Discipline Faculty Committees (DFCs) ensure oversight of academic matters at a discipline level across all campuses, including the West Campus. DFCs are district-wide, made up of all full-time faculty and representative adjunct faculty and the Dean.

4.B. The College follows a standard curriculum development process, and all syllabi include Student Learning Outcomes (SLOs) and programs have standard learning outcomes. This ensures that all campuses evaluate and offer quality education to students. Faculty participation in annual district data days includes a focus on course assessment data as well as persistence and completion data.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

4.C. The institution utilizes student retention, persistence and program completion data for internal tracking, using dashboard and reports provided to faculty, administrative and academic leadership, college employees, and for use in governing board presentations. All campuses, including the West Campus, make data informed decisions.

5.C. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting. Data is accessible, supporting organizational improvement across academics and operations. All employees at all campuses are aware and participate in this process.

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