Pima County Community College District is governed by an elected five-member board. For information on the Board of Governors, see: www.pima.edu/about/pima/board-of-governors.

Pima Community College is an equal opportunity, affirmative action employer and educational institution committed to excellence through diversity. Upon request, reasonable accommodations will be made for individuals with disabilities. Every effort will be made to provide reasonable accommodations in a timely manner. For public and employee accommodation requests, as well as information related to the ADA complaint process, contact the College ADA Coordinator at (520) 206-4539 or 4905C E. Broadway Blvd., Tucson, AZ 85705-1130. For PCC student accommodation requests, please contact the appropriate campus Disabled Student Resource office (520) 206-4600 (TTY 520-206-4630).
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Introduction

It is not an exaggeration to say that the American Dream is in danger. This intergenerational covenant — that children, with hard work, will be better off than their parents — is at risk as it never has been. A child born poor in the United States today is more likely to remain poor than at any time in U.S. history. In a recent survey, almost as many Americans identify as lower class as middle class. As President Obama said in his State of the Union address, “Massive shifts in technology and global competition have eliminated a lot of good, middle-class jobs, and weakened the economic foundations that families depend on.”

To take a phrase from Intel Corp. founder Andy Grove, Pima Community College and the nation are at a “strategic inflection point,” a time when major shifts are taking place in the competitive environment.

Demographic shifts are compelling new directions in higher education, especially at community colleges such as PCC. In the U.S., 78 million Baby Boomers are heading toward retirement. Their replacements in the current and future workforce are some 48 million Americans ages 14-24. Compare that with 450 million young people in India and 420 million in China. The U.S. cannot remain competitive if our children cannot succeed in school and the workplace. Jobs will go where the best employees are.

The era when a person lacking a high school credential could maintain a reasonable standard of living is long gone. In today’s unforgiving economy, educational attainment is the ticket to the middle class. And we are falling behind the rest of the world academically. A recent international survey indicated that U.S. 15-year-olds are 26th in mathematics, 21st in science and 17th in reading. For adults, the numbers are equally bleak: 21st in numeracy and 15th in literacy, including digital literacy, the ability to use online resources, information gathering and problem
solving. This is especially important because 77 percent of U.S. corporations use online resources to train workers, and one-third of U.S. college students are taking at least one online course.

Globalization also is forcing major change. Ninety-five percent of U.S. companies’ potential consumers live outside the U.S. One in six U.S. jobs is tied to trade; in some states, 40 percent of jobs are trade-connected. Americans need to be aware of other societies because it’s critical to know what your potential customers think and it’s smart to know what your competitors are up to. Yet, as has been documented by the Abraham Lincoln Commission for Study Abroad, only 20 percent of Americans hold passports.

These factors are behind the inability to fill some 4 million jobs in the U.S., with the problem particularly acute in manufacturing: Sixty-seven percent of the National Association of Manufacturers members report shortages of qualified workers. The American Society for Training and Development reports that 84 percent of its members say they have difficulty finding work-ready employees. Potential employees often lack soft skills: communication, collaboration, creativity, and problem solving. The mismatch also is evident in that only 27 percent of college graduates are hired for a job related to their major. The importance of this issue cannot be emphasized enough – in a time of high unemployment, millions of jobs go unfilled because there are not enough people with the skills required for those jobs.

As has been well-documented, Tucson is the sixth poorest city of its size in the U.S. and Arizona is the fifth poorest state in the nation, with more than 45 percent of its residents living in a state of “persistent financial insecurity,” according to a recent national report. Like its more than 1,100 fellow U.S. community colleges, Pima Community College is uniquely positioned – and, I would argue, morally obligated – to help in the fight for economic equality. We can be the difference-maker in supplying employees for middle-skill jobs that can significantly lift workers’ standards of living. There are myriad reasons our beautiful, diverse city sits near the bottom of the poverty rankings. But the reality is that PCC has not done all it can to help our fellow citizens along that road to the middle class. This is not an indictment; it is a call to action to systemically reimagine our College so that it can help Pima County develop economically, thus playing a role in helping our constituents gain the prosperity and stability they strive for.

Politicians across the ideological spectrum have called for improving connections between businesses and community colleges to improve job training and increase apprenticeship and other foot-in-the-door career opportunities. In his State of the Union address in January, President Obama said, “Too many young people entering the workforce today will see the American Dream as an empty promise — unless we do more to make sure our economy honors the dignity of work, and hard work pays off for every single American.” In the Republican response to the address, Rep. Cathy McMorris Rodgers said Republicans too are seeking “to improve our education and training systems so . . . skills training is modernized.” As Secretary of Education Arne Duncan put it, “Education should be the ultimate bipartisan issue.” For Pima Community College to serve students, community and nation, it must transform so that it has the ability and passion to set our region’s workforce on what President Obama calls the “upward trajectory for life.”
About this report

This Report to the Community describes the state of PCC in March 2014, the eight-month mark of my tenure as chancellor. I have been entrusted to lead a resource that supports the economic development of the region by meeting the academic and professional needs of the community. Thus, the audience for this report is embedded in its title. It is meant for the community — the people of Pima County whose tax dollars account for approximately 57 percent of the College's general and designated fund revenue, and the some 24,000 students attending PCC this spring and whose tuition and fees account for another 37 percent. It is intended to be targeted and concise, in deference to its audience, which is busy earning a living, raising a family and in many cases attending PCC. It is not meant to be an exhaustive compendium of the College's internal activities.

I also believe that our constituents are more interested in the future of PCC than they are its past. So, while the report recounts the College’s considerable accomplishments in a wide range of areas over the last half-year, its most important sections pertain to the opportunities and challenges to PCC that lie ahead, and their impact on the College's students and stakeholders. It is also important to give voice to the instructors, students and staff who together do the essential work of the College. Their insights and experiences are included throughout this report.

Probation in context

This report must begin by addressing probation, the first goal of my 2013-14 Goals, Objectives and Timelines. PCC is in the midst of a College-wide effort to emerge from probation, a type of sanction imposed by the Higher Learning Commission. The HLC is one of several regional and national organizations that accredit institutions of higher education such as PCC. Accreditation is an important indication for current students, prospective students and the community that a college is operating acceptably.

The HLC directed us to conduct an Institutional Self-Study, a comprehensive review of our operations, policies and goals, so that the College can provide evidence that it has resolved the HLC’s concerns and deserves the full confidence of our accreditor and the public. The College is developing an Institutional Self-Study Report, and will host a site visit by an HLC evaluation team later this year.

Make no mistake: Probation is an existential threat. If the HLC, after receiving the Self-Study Report and conducting the site visit, concludes
that the College’s accreditation should be revoked, it will mark the end of PCC as a viable institution. Our students would not be eligible for financial aid, and their credits would not be accepted for transfer by a four-year institution. Essentially, it’s a case of no accreditation, no Pima.

To avoid such a disaster for the community, we have enlisted more than 250 employees – faculty, staff and administrators — as well as students and community volunteers to examine evidence to determine how well the College is meeting criteria in 125 areas of policy and operations. I am pleased to report that we meet criteria at a high level or acceptable level in about 85 percent of those areas, including our educational infrastructure and resource base – areas that are critical to the College successfully serving our students and community. In 19 areas, about 15 percent, we do not meet criteria. In those areas that do not meet criteria, we have assigned each to a team to make changes so that the College can fully meet criteria no later than May 1, 2014.

It is by no means assured that the College will successfully emerge from probation. We recognize that the hardest work still lies ahead. However, I am proud of the work that has been done so far by PCC, and I look forward to the visit by the evaluation team and the chance for the College to definitively demonstrate it deserves the fullest confidence of the HLC and the public. [You can read specifics about the College’s activities related to accreditation and probation on the Pima Addresses Probation webpage, www.pima.edu/about-pima/probation.]

But assume that the College does get off probation. What then? The reality is that even after putting probation behind it, Pima Community College still faces challenges that, while not threatening its viability, can severely compromise its ability to effectively serve its students and the community. In four areas – alignment, planning, engagement and performance – the college has opportunities to significantly enhance the academic and economic vitality of the region. But the reality is that to fully take advantage of these opportunities likely will mean systemic change at PCC.

Karen Palmer was well past whiz kid age when she discovered her love for math and science. In fact, she already had a degree in education and a 17-year teaching career when she decided she wanted to be something different when she grew up.

“I’m grading math papers. I’m trying to show students how things work because I’m seeing the mistakes they are making and I’m getting fascinated with how things work. I thought, ‘Why don’t I just go to Pima and take a math class?’” Palmer said.

She tested the waters with a pre-calculus course at Pima Community College in 2003 and loved it. She started her studies in earnest in 2007 and, by 2010, earned two associate degrees, one in science and one in general studies with an engineering emphasis. She earned her bachelor’s in mechanical engineering with a minor in math from The University of Arizona in December 2013 and is seeking employment in engineering even as she works at Pima as a staff instructor of science and math.

Palmer said renewing her educational journey at Pima was ideal. The price was right and the atmosphere was far less intimidating than that of a university.

At Pima, she said, she started out in classes of 20-30 students as opposed to taking similar classes at the university that typically have hundreds of students in them.
Alignment

How well we succeed in helping our students reach their goals depends in large part on whether we can align our efforts with those being undertaken elsewhere in public education, and in the business, government and community-based sectors of society.

A high school credential, while an important educational marker, is no longer enough to succeed in the workplace these days. Educators should have as a common goal the production of college or career-ready adults. K-12 systems, community colleges, bachelor’s-degree granting institutions and workforce education services often are less coordinated than the public rightly expects them to be. We are seeking ways to better align with our education partners. For example, PCC is working with K-12 districts to conduct assessment tests in high schools, rather than requiring that the tests be conducted at PCC. The current process results in a financial and logistical burden for the districts, which must bus their students to our facilities. Our common goal is for students to be assessed sooner, so deficiencies can be remedied before students step through PCC’s doors. Everyone wants students who need little or no catch-up work and are well prepared for college-level schoolwork.

PCC’s special relationship with The University of Arizona needs to be strengthened. Our institutions need each other, as both of us are working to increase the number of students with postsecondary credentials. UA needs PCC to send it students who will go on to earn bachelor’s degrees. Science, technology, mathematics and engineering, the STEM programs, are one natural area for a tightened connection between our schools, as both PCC and UA have received STEM grants. The engineering curriculum at PCC’s West Campus has been improved so that our students have a better transition from PCC to the rigors of UA-level courses. This model process should be replicated in other areas, so that transfer to a four-year college or university can be as smooth as possible.
In occupational disciplines, where employment is the goal, education must be aligned to ensure that students are attaining skills as well as credentials, as skills are fast becoming the ultimate, real-world measure of performance. And time is of the essence: We need to explore programs that can simultaneously improve basic literacy while providing industry-specific skills.

The Integrated Basic Education and Skills Training Program (I-BEST) offers a promising solution. I-BEST is a nationally recognized model that improves students’ literacy and work skills so that they can earn credentials and get middle-class jobs. In an I-BEST classroom, two instructors — one teaching professional content that students will need in the real world of work, the other teaching basic skills — work together so students can move through school and into jobs faster.

PCC is doing good work in this area. In Adult Education, the groundwork is being laid for funding classes that prepare the student not only to receive a high school equivalency but also serve as a bridge to further studies. Northwest Campus is developing an I-BEST component for its Hotel and Restaurant Management program.

Additionally, it is essential for the College to align its programs with the needs of local high-skill, high-wage industry sectors in order to provide employers with qualified workers that will grow their industries and provide real economic benefit to individuals and the community. The skills gap is well documented and will grow only larger, as nearly 1 in 4 employees in the nation’s manufacturing sector is 55 or older. The College must work with local companies to find which skills a qualified worker will need in industries that are being quickly transformed by technology. In machining, for example, advances in automation are creating a need for workers to service and operate the robots that will become increasing commonplace on the factory floor. Aligning our programs with industries’ needs — both for today and, especially, the future — is essential to economic development.

On a wider scale, we should work closely with economic development organizations such as the Arizona Commerce Authority (ACA), which has identified seven key industry sectors that represent the best opportunities for expansion: aerospace and defense; technology and innovation; optics/photonics; bioscience and health care; renewable energy; advanced manufacturing; and advanced business services industries. The ACA helps facilitate sector partnerships among companies in a specific industry. These companies work with governments, educators, labor, economic development groups and community organizations on a holistic approach to growth throughout an industry. Our role in such efforts — talent production — will be a crucial one.

Long haul ahead

Denise Meeks has been teaching science and math at Pima for 21 years. Despite the turmoil the College has experienced, she is optimistic for its future — if significant changes continue to be made.

“Once the state of the college is improving. However, change is occurring more slowly than many would like and as is necessary to provide a safe and secure educational environment,” said Meeks, chair of the Science department at Northwest Campus.

Meeks said more changes to Pima’s administration must occur if the College is to move forward. She also believes that faculty and staff have not been treated with the respect they deserve in the past and that has to change if the College hopes to retain its best people.

“The College needs to recognize and acknowledge that there are many world-class faculty here who are experts in their fields, as instructors, researchers and curriculum experts,” Meeks said. “I am awed every day by the caliber of the faculty with whom I have the pleasure to work.”
Suffice it to say that attempts to align education and business are difficult to implement successfully. My experience with similar economic development efforts in Washington state is that a lot of hard decisions must be made by all partners for the process to bear fruit. Often, partners must overcome internal opposition to make the significant changes needed to align their organization with the partners’ goals and objectives. For the collaboration to succeed, I have found that all partners have to think a little less about “me” and a little more about “us,” even if that means pressing the reset button on a program – undertaking a complete retooling before restarting it – or discontinuing an initiative so that it can be replaced by one more likely to provide bigger benefits to our constituents.

Planning

It is also important that we integrate our strategic planning processes with those of local, regional and national groups in order to find areas of mutual interest and opportunities to maximize our impact. As we map our course over the next three to five years, I’m acutely aware that aligning the College with like-minded entities is crucial to effect meaningful change for students and the community – we can’t go it alone. We have examined the plans of a wide range of organizations, from the American Association of Community Colleges to the voter-approved Plan Tucson and to Mayor Jonathan Rothschild’s “Five T” two-year plan for economic development. PCC needs to mesh its academic efforts to further the development of the technology, tourism, trade, transportation and teaching sectors that comprise the core of a healthy Tucson economy.

Our strategic planning achieved a milestone when the PCC Futures Conference convened on Feb. 18. The diversity of the more than 200 people who took part in the conference was remarkable. Students, business owners, educators, community-group and government leaders participated. They sat down with PCC faculty, staff, administrators and members of the Governing Board to discuss the wide variety of ways the College can better serve the people of our region.

It was heartening to hear that the themes emerging from the Futures Conference meshed well with PCC’s challenges and opportunities. The participants astutely had the ultimate metric – a good job — in mind in urging us to create a cradle-to-career

PCC needs to mesh its academic efforts to further the development of the technology, tourism, trade, transportation and teaching sectors that comprise the core of a healthy Tucson economy.
culture of success at PCC. We need to partner with area business and economic development groups to quickly and precisely align our programs with industry needs, standards and trends. We need to partner with K-12 districts and bachelor’s-degree-granting institutions to create “preschool-through-workforce” education pathways. And we must regain the public’s trust, by successfully emerging from probation and by constantly engaging with our constituents so that we can identify their needs and help them achieve their goals.

The next step in our process is to align the general goals emerging from the Futures Conference with our current and projected resources, and determine a series of actions that PCC can undertake over the next three to five years to achieve those goals. Each action should have a discernible measure of success, a deadline for completion and a responsible person or group at PCC. Our Strategic Plan should be ready later this spring and will be shared with the public. Our campuses and work units within the College will use the College-wide plan as a guide when devising plans of their own.

Our goal is to reconvene the Conference in 2016, to share with the public our successes and failures. We will be dreaming big, but we also must keep our everyday focus on the programs and services we offer the community. General Motors CEO Mary Barra said of her company, “The most important thing we have to drive into the business every day is that it all starts and ends with great product. We have to make sure every aspect of product meets the customer’s needs.” Working with our community partners, PCC can create a culture of integrated, continuous improvement. Our customers deserve nothing less.

Engagement

Most people come to PCC to gain the educational foundation needed to subsequently attend a four-year college or university, or to obtain the skills to get a job or advance in their current job. At PCC and elsewhere, students say that receiving a degree or certificate is their goal. PCC is an open-access institution – all students are welcome here. But access is only half of the equation of success. Once students are in our door, we need to engage them so that they can reach their educational goal.

This means creating a culture of connection between the College and students. As nationally recognized education expert Kay McClenny outlined for the College earlier this year, one of the crucial elements of student success is the level of engagement students have with other people at the College, be they student peers in their study group, tutors, advisors, faculty members, counselors — a cafeteria worker with an encouraging word can make a difference. The College needs to create policies and deploy our human infrastructure in order to create such a positive learning environment for all students, not just those in isolated programs. We must
reimagine advising, incorporating high-impact educational policies and practices that break down barriers and eliminate silos that separate instruction and student support. We need to guide students through a plethora of educational choices by discerning their interests and quickly connecting them with a cluster of program options, such as STEM or Health-Related Professions. We need to explore ways to keep students on track, be it an emphasis on 100 percent class attendance in the first four weeks of the semester, or providing default course schedules that the student can opt out of after talking to an advisor. We need to heed students who say they want an enhanced extra-curricular experience – more clubs, speakers, activities. We need to listen to students, by conducting College-wide surveys that will gauge their goals and needs. We no longer let students, especially those we have identified as being in at-risk populations, wander through school.

PCC over the past few years has strengthened its relationships with city, county and community organizations by making our facilities available for a variety of events, ranging from career and job fairs to workshops on combatting sex trafficking and workplace bullying. PCC should build on these efforts to engage the community by making our facilities hubs for community engagement.

Also, connecting with our fellow employees is important. District leadership needs to meet with campus leadership, and with faculty and staff on the campuses. Campus leaders need to meet with their counterparts at other campuses. I have begun holding office hours at each campus. We must switch from a top-down model of imposing solutions to a process that emphasizes convening employees so all can work on common problems together.

PCC is an open-access institution – all students are welcome here. But access is only half of the equation of success. Once students are in our door, we need to engage them so that they can reach their educational goal.
Performance/accountability

A movement for colleges and universities to be more accountable to students and taxpayers is being pushed at several levels of government. The foremost effort is the Obama administration’s proposed college rating system. It is hoped that by ranking schools in an easy-to-compare format, better-informed consumers will attend schools offering the best combination of affordability and student success. PCC agrees with President Obama that our education system needs to “give parents more information, and colleges more incentives to offer better value so that no middle-class kid is priced out of a college education.” PCC is proud that its 2013-14 resident tuition is among the lowest of 10 community colleges in Arizona. We also support efforts to have more middle- and lower-income students enter and complete college.

But I must point out that helping students shop for the best value through a rating system favoring graduation rates and graduates’ post-college income easily could have unintended negative consequences for community colleges such as PCC. For example, any ranking system must give proper due to institutions that admit students from less privileged backgrounds, who historically have lower graduation rates. Many PCC students are of extremely modest means and are place-bound; they can’t afford to go away to school. Any ranking system or performance-based funding model must account for these and other real-world socioeconomic factors.

That said, PCC, through its membership in the Arizona Community College Coordinating Council, will advocate for accountability tools that accurately capture the unique role of community colleges in the education pipeline. We understand the importance of framing the issue, lest others frame it for us. We will vigorously advocate at all levels of government for sensible reforms that put students first.

State of the College

It is a paradox that reports purporting to comprehensively describe the overall state of an institution are actually snapshots of the institution at a particular moment in time. PCC is a large, dynamic organization with more than 2,000 employees and tens of thousands of students. The College interacts with multiple constituents every day. Old problems are solved, new challenges and opportunities arise. Change is constant. What follows is a look at the major units of PCC, their challenges and accomplishments, in March 2014.
The Provost and Executive Vice Chancellor for Academic Services is the chief academic officer of the College, in charge of all curriculum, instructional and student advising services.

**Challenges/opportunities**

In addition to the considerable duties mentioned above, the Office of the Provost has been charged with overseeing three initiatives of the utmost interest to the community: PCC activities to successfully emerge from probation; a College-wide redesign of developmental education, a College-wide review of student services.

As I mentioned earlier, a College-wide effort is underway regarding probation. PCC committees have examined evidence to determine how well the College is meeting accreditation criteria in approximately 125 areas of policy and operations. Of those 125, 106 areas (approximately 85 percent) meet criteria at either a high or acceptable level. The College has labeled as “red zones” those 19 areas in which PCC does not meet accreditor criteria. The College has created Fast Action Teams to identify and correct specific deficiencies in those red zones by May 1. Of those 19 areas not up to standard, five concern deficiencies noted by the Higher Learning Commission when it placed the College on probation in April 2013. The following summarizes the Fast Action Teams’ efforts in those five areas and lists key accomplishments:

1. **Core Component 2.A:** The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.
   - Strengthened controls over purchasing through clarification of non-competitive and cooperative agreement policies; conducted campus- and unit-based training; Governing Board formed a new committee to help it oversee College financial policies and procedures.

2. **Core Component 5.B:** The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
   - The Governing Board and Chancellor’s Office have evaluated governance models, are revising Board bylaws and policies, and are exploring tools to evaluate Chancellor performance.

3. **Core Component 5.C:** The institution engages in systematic and integrated planning.
   - The College is formulating a three- to five-year Strategic Plan in part through collaboration with local leaders and decision-makers in education, business, government and community-based sectors. Initial community input has been gathered through the PCC Futures Conference.
4. **Assumed Practice A.4:** The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.

- The College is reviewing existing grievance and complaint policies and procedures, developing consistent intake and tracking processes, and clarifying terminology. We are developing an independent office for the intake, triage, investigation, resolution and centralized tracking of complaints and grievances. In addition, the College will provide extensive information on its website and will continue to provide access to a hotline.

5. **Assumed Practice B.2.c:** Faculty participate substantially in oversight of curriculum, consistency of instruction, establishment of academic qualifications of instructors, and analysis of data regarding student learning.

- The College Curriculum Council (CCC) is developing processes to ensure appropriate oversight of all curricula at the College, including non-credit developmental education curriculum. The CCC is exploring the expansion of its membership to include representation from all curricular areas at the College, including Adult Basic Education, Center for Training and Development, Continuing Education, Developmental Education, Workforce Education, Contract Education and noncredit coursework.

**Accomplishments**

Developmental education, or remedial education, equips underprepared students for the rigors of college-level coursework. The preparedness of women and men seeking a postsecondary education has been an ongoing national concern. Underprepared students long have been an issue at PCC.

The Developmental Education Redesign Committee is drafting a plan based on practices considered to be the best among U.S. community colleges, and benchmarking, so that we can measure our efforts over time. The goal is to offer our students new pathways that make front-door engagement inescapable, incorporates high-touch student supports in advising, and strengthens academic and employer-identified skills. The key aspects of the effort include the need by faculty and staff to own the program, which will result in mandatory orientation, test preparation, educational planning with an advisor, and tutoring.

*Underprepared students long have been an issue at PCC, where approximately 46 percent of students enrolled in the past three years have required remedial education.*
Regarding enrollment: As has been true at many community colleges, PCC's enrollment has fallen off after a surge in the late 2000s. Enrollment has declined as the economy slowly improved and as students completed academic programs. (PCC has awarded more than 10,000 degrees and certificates over the past two years.) This decline is likely to continue, both nationally and in Arizona, where the number of high school graduates is projected to fall through the rest of the decade.

The College has formed an Enrollment Management Task Force to develop an institution-wide strategic plan that identifies where our students are coming from, determines local enrollment trends and reasons for the decline, explores best practices, finds incentives for students to complete degrees, and that implements a data-inspired way to measure our progress and make changes as necessary.

The campuses/centers

PCC has six campuses, and it is at these locations throughout metropolitan Tucson that the essential business of the College – teaching and learning – goes on each day. The best alignment of resources to community needs can occur at the campuses, which are hubs for their surrounding neighborhoods. Each campus has a unique personality and unique challenges. But the campuses face common challenges and opportunities as well, as listed below.

Challenges and opportunities

A stronger focus on student engagement, through improved career- and college-readiness resources and mandatory first-time orientations, is needed to improve retention, completion, and transfer/employment, especially for underprepared students and those students who are uncertain about their academic/career path. Campuses also need clear, concise and timely guidance from District regarding changes in federal financial aid rules in order to provide the best information to students in this important area.

The campuses need help to expand outreach to K-12 and the community in order to create a college-going culture in their coverage areas, especially among those populations that have traditionally been underserved by higher education.

Staffing is another issue that affects quality of services that the campuses can offer its constituents. It is important that the campuses have the needed human capital at faculty, staff and administrative levels. Succession planning is needed for retiring faculty and staff. Also, continued professional development is needed so that those in leadership positions can successfully execute their current duties and be prepared to take the next step in their careers.

The best alignment of resources to community needs can occur at the campuses, which are hubs for their surrounding neighborhoods.

‘I love helping others’

Ana Chavarin, a 29-year-old married mother of four, started in PCC’s Adult Education GED program and is working toward an Associate of Arts degree with a concentration in Psychology.

She wants to go to The University of Arizona to earn her Ph.D. in Psychology.

Prior to enrolling in Pima’s Adult Education GED program, Chavarin was a victim of a violent crime. When she learned other women had been crime victims but didn’t receive the help they needed because they only spoke Spanish, she decided to return to school to begin a career helping others.

"I love helping others," Chavarin said. "And since I’m bilingual in Spanish, I can help more people."

Chavarin is a PCC Adult Education Ambassador and enjoys encouraging others to earn their high school equivalency, enroll in college and get a better job.

The PCCAE Ambassadors Program provides adult learners an opportunity to publicly speak about their experiences and represent the common interests and needs of Adult Education students. Students develop skills that transfer to other personal, academic and professional pursuits.

"I’m very proud of what I have accomplished," Chavarin said. “I love sharing my story to encourage others to achieve their dreams.”
Accomplishments

• Community Campus: Adult Education — After three years of substantial and strategic statewide advocacy by several organizations, including PCC Adult Education (AE), the state of Arizona fully restored Adult Education funding. GED Testing tested and re-tested almost 1,000 people in less than two months at the end of 2013. AE continued to have a pass rate of more than 80 percent. Workforce Development – the Paramedic program is taking the lead in a new initiative to ensure that paramedics are trained to recognize and respond to child abuse situations. Also, contract training has been provided to more than 20 local companies thus far this fiscal year.

• Desert Vista: The campus successfully implemented a new Behavioral Health Specialist certificate with its first class in August 2013 and the second cohort finishing in Spring 2014. It is working with local high schools and more than 275 high school students who are enrolled in dual enrollment courses. The campus celebrated the Center for Training & Development's 50th Anniversary.

• Downtown: Translation Studies program, one of only a handful of such programs at U.S. community colleges, is connecting Tucson’s bilingual speakers – an untapped workforce resource — with area businesses and organizations that must provide languages services. The program is leading a consortium of regional business and industry to promote pathways for potential translators and interpreters to connect with language providers. Also, an expanded Veterans Center with more resources and significantly more space is opening.

• East: Encore Plus 50 Program and AARP Back to Work 50+ programs provide services and scholarship assistance to older students. The campus has partnered with Community Campus and Adult Basic Education in developing a College Bridge Program, and with Southern Arizona Goodwill Industries Inc. to train Goodwill clients for entry-level skills into meaningful employment.
Northwest: Faculty created and implemented a one-year certificate track for the Therapeutic Massage Program. Clinical Research Coordinator is moving toward online and Web-classroom hybrid instruction to increase access to the working adults who tend to take the program. The campus also is developing an I-BEST component for its Hotel and Restaurant Management program.

West: Successful initiatives include implementation of year one of a $3.249 million Title V Hispanic Serving Institutions grant to strengthen dental studies, including expansion of the Dental Clinic from 13 to 23 chairs; implementation of the PCC/NAU Concurrent Enrollment Program that enables graduates to earn both the Associate Degree in Nursing and the Baccalaureate Degree in Nursing in 2.5 to three years.

Finance

The Executive Vice Chancellor for Finance and Administration and staff are responsible for the College’s budget, finances, business systems, payroll, employee benefits, contracts, risk management, accounts payable, purchasing and student account administration.

Challenges and opportunities

The Arizona Community College Coordinating Council (AC4) proposed $17.8 million from the state for community colleges to improve education in the STEM fields – science, technology, engineering, and mathematics — and about $35 million so that community colleges can contribute to achieving the Arizona Ready Education Council goal of a 50 percent increase in bachelor’s degree attainment in the state by 2020.

However, the fiscal year 2015 state budget proposed by Gov. Jan Brewer provides essentially the same funding for community colleges as the current year. The College, through the AC4, will continue to work with the executive branch and legislature to invigorate these pathways to student success and economic development. We will also continue working with area legislators on opportunity grants, which can provide a funding mechanism to students who do not receive enough federal financial aid to attend Pima Community College.

The reality is that in the 21st century, the state, in good economic times as well as during the Great Recession, chooses not to adequately fund Pima Community College, [see chart] and we need to operate on the assumption that this trend will continue for the foreseeable future. We must
recognize the possibility that property taxes, which currently provide funding for about 60 percent of PCC’s general and designated fund operational expenses, may not continue at the current level. We must continue to be cognizant that a community college education should remain affordable, and consequently, increases in tuition and fees should remain moderate.

Thus, the College must remain extremely judicious in making expenditures to ensure funding of initiatives directly connected to teaching and learning. Additionally, several large College expenses continue to increase each year even with the College carefully monitoring and being prudent with spending. Cost increases in employee benefits costs (medical, pharmaceutical, etc.); utilities charges, information technology license agreements, other contractual obligations and mandatory Arizona State Retirement System contribution increases all contribute to the need to identify additional sources of revenue to pay for these rising expenses.

We must continue to be extremely aggressive in searching for grant opportunities from the government and private sectors, where we currently administer $45 million in active grants.

Additionally, PCC needs to look around the world for potential new funding streams. We need to reach out and engage international partners in nations whose up-and-coming economies require workers with the postsecondary education and skills that the College can provide.

Recent Accomplishments

- PCC is on schedule to be debt free by the end of this fiscal year, reducing to zero the secondary property taxes Pima County taxpayers will pay to the College next fiscal year (July 1, 2014 – June 30, 2015).

- As a result of a $3.4 million payoff of an outstanding lease purchase agreement for the Northwest Campus ‘A’ building, the College was able to reduce its annual debt service budget by approximately $400,000 a year while saving approximately $1 million in interest over the next 10 years.

- The College continues to be focused on cost containment in order to keep tuition affordable for the residents of the county. In-state tuition and property tax rates at the College remain among the lowest among community colleges in Arizona.

- The PCC Governing Board unanimously approved creation of a seven-person Finance and Audit Committee, including community members, to help it ensure the integrity of PCC financial information, audits and investment policies and performance.
Human Resources

PCC’s Human Resources units provide critical services for employees and prospective employees that enable the College to accomplish its mission.

Challenges and opportunities

Why should the public care how the employees of a public organization such as PCC interact with each other? The College needs to foster a culture in which the best ideas and people are allowed to flourish, so that we can offer excellent services and programs to the community. Moreover, if the people of a public organization such as PCC aren’t treating each other well, it is not too farfetched to assume that the services being offered to their primary customers – students – are suffering, too.

The culture of an organization begins with leaders who need to model exemplary behavior to each other and to those they supervise. But the reality is that frontline supervisors have the greatest impact on employees, and I have made it a priority that the College design and implement a supervisory training program no later than April. In more general terms, the College needs a Human Resources structure that can hire the best people quickly, reward and promote those who perform at a high level, train those who need help and deal decisively with those who cannot meet our clearly defined standards.

Maintaining proper staffing throughout the College is an ongoing concern. At the administrator level, PCC is not immune to the nationwide trend of high rates of turnover that are being exacerbated by a wave of Baby Boomer retirements. I have directed the College to begin filling administrative posts currently occupied by acting and interim personnel.

Achievements

- In a new, inclusive approach to employee relations, HR met with representatives of exempt and non-exempt staff, faculty and administrators to address the most pressing HR governance issues: how we fill our positions, grievance and complaints by employees, leaves, and performance management.

- All groups in the 2014 meet-and-confer negotiating process underwent three days of Interest-Based Collaboration training facilitated by the University of Arizona’s Eller School of Management. They developed skills in interests-related negotiating, collaboration, integrative communication, identification of win-win solutions, understanding and counteracting the effects of uncertainty, and approaching needed changes optimistically and with resilience.
Information Technology

Information Technology manages PCC computing systems and programs and oversees the technical infrastructure of the College.

**Challenges and opportunities**

Information security is a top priority at PCC. No institution can guarantee that its systems are impenetrable, as attested by the breaches of information security across the U.S. regularly reported in the media. Every day, on average, Pima blocks 165 viruses, nearly 29,000 spam emails and more than 5.8 million foreign and domestic attempts to log in to our network.

Pima has adopted an aggressive and proactive approach that comprises a variety of industry-approved security controls designed to achieve a layered defense of our systems. We continuously monitor and test our security measures to make sure they are working. And should a breach occur, our primary objective is to detect it and move swiftly to contain it.

The College constantly assesses information security and continually plans enhancements aimed at strengthening our approach. Steps we will be taking in the near future include deployment of new database encryption technology, the installation of next-generation firewalls and additional security training for IT personnel.

Keeping up with the relentless advance of technology is an ongoing challenge. The proliferation of wireless devices is forcing networking changes faster than expected. PCC is working to implement a replacement web portal that will support increased collaboration and will allow students and other users to personalize their experience. The College also is exploring the possibilities of Massive Open Online Courses, better known as MOOCs. The challenge is to dig past the initial hyperbole sur-
rounding the potential of MOOCs in order to find avenues to deliver demonstrable value to the student in a way that makes financial sense to the College.

Also, in a College-wide initiative, we are working to establish a Business Intelligence Competency Center. Business Intelligence is the ability to sift through mounds of data in order to recognize patterns, detect trends and unearth opportunities. A robust Business Intelligence tool would allow Pima to better align its resources with other entities in the community to further economic development of the region.

Accomplishments

- Completed Phase 2 of Health Related Professions Web application, which automates waiting lists for prospective students
- Helped implement digital signage at all campuses and the 29th Street Coalition Center. The signage allows the College a way to quickly provide facility-specific information to students and employees.
- Launched a mobile website and is developing mobile apps to provide information and services to mobile-device users.
- Helped launch a new text-message system to inform and guide students, employees and the community in the case of an emergency at PCC.
- Growth of the College wireless network with the installation of 75 additional access points
- Helped launch multiple College Facebook pages and Twitter feeds and a YouTube channel in order to provide students with a 21st-century way to receive information from and interact with PCC.
Facilities

PCC Facilities departments are responsible for the upkeep of the nearly 1.7 million square feet of interior space at the College. Facilities is in charge of operations, maintenance, construction and environmental health and safety. Last year, the College’s Department of Public Safety was placed under the supervision of Facilities.

Safety and security challenges/opportunities

Last year PCC hired SRMC, Security Risk Management Consultants, to provide the College with an objective and independent assessment of our safety operations. Two different reviews were conducted – one for security and one for threat assessment. For each review, they visited our campuses, interviewing students, faculty and staff.

The College will thoroughly study the consultant’s finding and recommendations and findings before allocating resources. But, informed by the assessment reports, we know we will begin:

- Implementing an electronic reporting and records management system within the police department
- Pursuing accreditation of its police department by the Commission on Accreditation for Law Enforcement Agencies or the International Association of Campus Law Enforcement Administrators
- Evaluating deployment strategies for campus police to provide the most effective coverage to Pima properties
- Adopting and implementing a Community Oriented Policing model with programs and training that have officers directly involved with and communicating with the public.
- Expanding the roles and duties of the Community Service Officers to act as liaisons with the campuses and collaborate on public safety issues
- Having police officers involved with training faculty to handle a disruptive or difficult student
- Increasing faculty involvement in addressing potential student threats.
- Improving communication for those involved in a potential threat situation.
- Providing additional training on how to deal with safety concerns.

I want to emphasize that PCC is a safe place to study and work. Our annual reports of crime statistics, which we post on our website, prove that. The survey of students and employees in one of the consultant reports showed that the vast majority feel safe at the College.

Redesigning trigonometry

PCC’s West Campus has a five-year, $4.3 million federal grant designed to improve education in the all-important STEM fields — science, technology, engineering and mathematics.

One emphasis of the grant has been a redesign of MAT 182, trigonometry, to lower failure rates. In a pilot project last year, two faculty members chose different instructional methods for teaching the course. One was the flipped classroom: students read the textbook and wrote down formulas on a topic before class, so class time could be spent discussing and answering questions. The other mixed lectures; an online component for homework, quizzes and reading assessments; and hands-on group projects.

Describing the flipped classroom, faculty member Yvonne Sandoval says, “Students come to class knowing what we are going to talk about.… When students came to class they knew where they were stuck on something and asked a lot of questions.… Students are working!”

The results of the pilot were encouraging. The flipped classroom had a 42 percent student success rate, defined as a grade of A, B or C. The project-based model had a 58 percent success rate. This is significant when compared to the 2010 baseline data collected for the grant proposal, in which success rates were 35 percent for this course.
We are constantly improving safety and security at the College. That’s why:

- We have been changing the locks so that our classroom and office doors can be secured from the inside.
- We just hired four more police officers, bringing our total to 33.
- We have a text-message alert system to provide timely, accurate information in the event of an emergency at PCC.
- Alarm systems and building security are being upgraded.

**Other challenges**

The College has a multimillion-dollar backlog of deferred maintenance. The reduction of the College’s energy costs is a top priority. The College also is faced with the task of replacing inefficient or non-sustainable equipment at the end of its life-cycle with modern equipment and systems that meet the future demands of the institution.

**Other accomplishments**

- During Fiscal Year 2013, Facilities completed 16 renovation projects – most notably renovations of the 29th Street Coalition Center and the West Campus Fitness Center.
- The new 55,000-gross-square-foot building at Northwest Campus is due to be completed this spring. The new Northwest Campus Student Life opened in August 2013.
- Made substantial improvements to reclaimed water system inspection, operation, and maintenance protocols.
- Began transitioning into a modernized District-wide Energy Management Control System to replace a first generation, 25-year-old system.
- Replaced inefficient facilities equipment throughout the District with state-of-the-art technology such as magnetic-bearing central plant chillers at Desert Vista Campus, the Center for Fine Arts at West Campus, and the Northwest Campus’ new building.


PCC Foundation

The Pima Community College Foundation secures and manages philanthropic contributions to support students’ access to education, enhance programs, and provide additional resources to fulfill the mission of Pima Community College. The PCC Foundation also oversees the PCC Alumni Association.

Challenges and opportunities

The biggest challenge facing the Foundation is overcoming negative perceptions about the College, which are persistent and have affected the willingness of donors to contribute. The creation of more connections between the College, the business community and local thought leaders and decision makers is essential for the Foundation to raise more funds to support students and the College. For example, Tucson Mayor Jonathan Rothschild, in his “Five Ts” plan for economic development, suggests that the city and Foundation work together to raise funds to help low-income Tucsonans afford high school equivalency testing fees. The Foundation also can collaborate to seek donors for naming opportunities at campus facilities, such as Northwest’s new building. Finding ways to engage PCC alumni has also proved challenging, but the College has the opportunity to reach out through more strategic use of social media.

Accomplishments

- In 2012-13, the PCC Foundation endowment grew by $100,000, to $4,506,939.
- Hosted the first Building Community luncheon to introduce Chancellor Lambert to over 400 area leaders, raising $40,000.
- Nearly 1,500 scholarships were awarded totaling just under $1,000,000; a new scholarship endowment was established in December 2013 for $100,000.
- Advocacy campaign included four full-page ads expressing support of the College.
- Regular communications are emailed to over 27,000 Alumni, which includes over 1,400 who have registered on the Alumni Association’s web page.

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Conclusion

PCC and the nation’s community colleges, Dr. Walter Bumphus says, “are doing some of the hardest work in America.” Dr. Bumphus is president and CEO of the American Association of Community Colleges, which represents and advocates for the nation’s 1,100 community colleges and their 13.3 million students. Speaking at PCC last week, he outlined the substantial challenges that PCC and our fellow community colleges are grappling with: aligning with K-12 systems and bachelor’s degree-granting colleges and universities to improve college readiness and implement pathways to student success and completion; engaging business and industry to create apprenticeship opportunities and a national credentialing system for career and technical education; and becoming more accountable to our diverse constituents by making data-inspired decisions that consistently deliver tangible value.

Because of the central role we must play for our society to thrive, this is the heyday for community colleges. When our institutions are referenced a half-dozen times in a State of the Union address, when community colleges annually vie for the $1 million Aspen Prize for innovation, when community college leaders play substantive roles in discussions of national educational policy and workforce development, it’s clear that we are at the center during a crucial moment for our nation’s educational and economic future.

First things first, however. Regarding PCC’s current probation, Dr. Bumphus believes that the College will successfully regain the fullest confidence of the Higher Learning Commission and the public. But more than that, Dr. Bumphus said he had “no doubt that . . . PCC will return to the outstanding district it has been.” We at PCC know what needs to be done to fulfill Dr. Bumphus’ prediction, and I believe we have the courage to actually follow through with lifting our students to better lives. “One’s ZIP Code should not determine a person’s lot in life,” Dr. Bumphus said. Your roots should ground you, but not keep you from setting the highest of goals. Pima Community College is more determined than ever to provide the programs and services so that our students can have the opportunity to achieve their American Dream.
Addenda

Chancellor’s Goals, Objectives and Timeline for 2013-14
Chancellor’s Expectations for Successful Leadership
Governing Board’s Statement of Priorities and Strategic Intent
Chancellor’s thank you to the community (Arizona Daily Star ad, Feb. 23, 2014)
Pima Community College exists to meet the needs of our students, our community and our nation. The following goals and objectives are set forth with those purposes in mind. Moreover, recommendation(s) tied to goals and objectives should be informed by data based evidence.

Goal 1
Successfully complete and submit all reports needed for reaccreditation under the Higher Learning Commission (HLC).

Objectives:
A. Complete and submit monitoring report by August 1, 2013.
B. Initiate implementation of activities identified in the monitoring report submitted to the HLC by mid-fall 2013.
C. Complete HLC self-study analysis and evaluation phase by the end of November 2013.
D. Align the work of the self-study committees focused on Core Components 2(A), 5(B) and 5(C) with College Action Teams tasked with the responsibilities and duties of implementing the requirements identified by September 2013.
E. Initiate the implementation of required compliance activities identified by all HLC Self-study committees and Action Teams no later December 2013.
F. Develop an outline of criteria to guide the writing of the self-study report no later than December 2013.
G. Retain the services of a Project Manager/team to drive the development of team goals and timelines no later than early October 2013.
H. Submit completed self-study report to the HLC by July 2014.

Goal 2
Improve and strengthen the level of constructive employee engagement College-wide.

Objectives:
A. Conduct a College-wide climate (researched based) survey during the fall 2013 semester.
B. Work to improve College-wide climate through the establishment of a College-wide task force to oversee the development of a College-wide climate action plan by March, 2014.
C. Task force will review and incorporate recommendation(s) from the blueprint for healing consistent with climate survey results and other assessment approaches no later than March 2014.
D. Begin implementation of the climate action plan no later than April 2014.
E. Conduct College-wide student surveys no later than April 2014.
F. Develop and implement a plan consistent with student survey results during the 2014-15 academic year (students shall be included in the development of the plan).
G. Develop a College-wide sexual harassment training program no later than April 1, 2014.
H. Begin training of all College personnel on sexual harassment rights and responsibilities no later than May 1, 2014.
I. Establish a working group to review all College regulations and SPG’s for appropriate alignment with Federal and State law, and Board policy no later than fall 2013.
J. Form a working group to include part-time faculty and staff to conduct a review of current policies, procedures and practices related to use of part-time faculty and staff no later than Summer 2014.
K. Provide the Board of Governors and Chancellor a report on how to better support part-time faculty and staff no later than July 2014.
Goal 3

Restore professionalism and confidence in the leadership and governance of the College.

Objectives:
A. Work with the Board of Governors to begin implementation of its June 2013 development plan no later than September 2013.
B. Work with Board of Governors to review and revise its policies and bylaws beginning in September 2013.
C. Work with Chancellor’s cabinet on leadership expectations and competencies no later than Fall 2013.
D. Work with campus and district administrative leadership groups (including directors and advanced program managers) on leadership expectations and competencies no later than Fall 2013.
E. Design and implement an administrative leadership development program no later than April 2014.
F. Design and implement a supervisory training program no later than April 2014.

Goal 4

Increase the level of community engagement by the Board of Governors, the Chancellor and the administrative leadership team within Tucson and Pima County, the state of Arizona and nationally.

Objectives:
A. Develop an outreach plan to work with business and industry, universities and colleges, K-12, neighborhood associations, media groups, community based organizations, community groups, community members, and legislative leaders no later than Fall 2013.
B. Begin implementation of the outreach plan no later than January 2014.
C. Develop a plan for establishing institutional philanthropic priorities in order to identify and engage donors, prospective donors and alumni in support of college goals and objectives no later than the Fall 2013.

Goal 5

Improve the operational effectiveness of the College guided by data informed and evidence based decision(s).

Objectives:
A. Begin the review of the following selected operations of the College to include program review, HR systems, budget development, institutional planning, scheduling, student recruitment (in-state, out-of-state and international) and retention, student success, veterans services and curriculum development no later than June 30, 2014.
B. Begin the re-design of the Developmental Education program no later than Fall 2013.
C. Implement the new Developmental Education program no later than the start of Fall semester 2014.
D. Conduct a comprehensive assessment of safety and security capacity no later than Fall 2013.
E. Begin implementation of appropriate recommended safety and security changes no later than Spring 2014.
Expectations for **Successful Leadership**

**Open & Honest Communication**
- Tell the truth
- Communicate clearly & with civility
- Explain inconsistencies
- Share information early & often
- Ask for & listen to input
- Communicate performance expectations
- Promote employee development of communication skills (e.g., conflict resolution)

**Fair, Reasonable & Consistent Policies, Procedures, Practices & Processes**
- Apply current policies & procedures consistently
- Avoid favoritism & its appearance
- Try new processes & communicate them
- Help others follow policies & procedures
- Empower people to offer new ideas
- Hold people accountable but don’t blame

**Informed Decision-making & Planning**
- Communicate the decision process early & the reasons behind decisions made
- Involve those who will be affected by decisions in making the decisions
- Use data in decision-making
- Make & review decisions using student success as top criterion
- Take responsibility for decisions

**Accountability**
- Take responsibility for own & employees’ work; use formal evaluation process
- Admit errors & work to fix them
- Honor commitments
- Follow & promote the College’s vision, mission, values & goals
- Promote & evaluate employee development & learning
- Consistently & impartially acknowledge employee achievement

**Leadership & Management**
- Build & maintain trust within area of responsibility
- Plan strategically & act to improve resource levels
- Demonstrate awareness of good practices in work area
- Maintain qualified staff at efficient levels
- Respond to crises as opportunities to improve
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Priorities

1. Pima Community College is an open access educational institution that provides multiple pathways to maximize student success.

2. The College regularly develops and implements an evidence-based strategic plan.

3. The College develops and offers programs to meet present and future workforce, business and community needs, locally, nationally and internationally.

4. The College is accountable for maintaining high performance standards in meeting its legal, fiscal, community and employee responsibilities.

Strategic Intent

Pima Community College aspires to be a national leader in providing accessibility, diverse retention options, and successful goal attainment for its students.

Pima Community College aspires to become the premier academic and workforce education model for like-sized peer institutions, statewide, nationally and internationally.

To achieve these aspirations, Pima Community College will exhibit leadership in student, employee, and community inclusion; public and private partnerships; operational performance; and continual research, evaluation and innovation.

Adopted by the PCC Board of Governors November, 2013
Thank you for helping us put “community” back in Pima Community College

PCC is moving in a new direction.

More than 200 people attended the first Pima Community College Futures Conference earlier this week. Students, business owners, educators, community-group and government leaders took part. They sat down with PCC faculty, staff, administrators and Governing Board members to discuss the wide variety of ways the College can better serve our diverse region.

You talked, and we are listening. We share your commitment to access, affordability and student retention. We share your belief that creating a culture of success at PCC requires us to partner with business and industry, with our fellow educators, with governments and community groups.

PCC wants to make the American Dream attainable to everyone who comes through our doors. By working together, we all can help turn that dream into a reality.

Thank you again to those who shared their ideas and insights at the Futures Conference, and thank you to the people of Pima County who have supported Pima Community College for more than 40 years.

Sincerely,

Lee D. Lambert, J.D.
Chancellor
Pima Community College

This ad is underwritten by the Pima Community College Foundation, whose mission is to support Pima Community College with the resources necessary to provide opportunities for success for our students and community. To make a tax-deductible contribution to benefit scholarships and programs at PCC, visit www.pima.edu/foundation or mail to 4905 E. Broadway Blvd., Tucson AZ 85706-1320.

(520) 206-4500
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