Does Pima College have a subscription to EMSI (Economic Modeling Specialists International)?

Yes

Has Pima College performed a student satisfaction survey that includes student satisfaction with student services?

Yes

Does Pima College have a useful graduate follow-up survey with information from occupational program graduates?

Yes

In order to have a better understanding of the information that Pima College has from their recent Environmental Scan, would it be possible for the College to give us a summary of its contents to review before the response to the RFP is due on May 28th?

Yes, see attached

Page 5, 4.e – Does “current programs” included both credit and noncredit (i.e., workforce training) offerings?

Yes

Page 5, 4f – Describe some of the educational services currently offered by PCC. Are these services organized at the district or individual college level?

Accreditation-district/campus, Assessment-district, Career service-district, Library-district/campus

Page 5, 4h – is the analysis of future capacities envisioned to include space, staffing, financial resources, or other metrics?

Yes, see answer to question 16. This RFP refers to future capacities for programs.

Page 5, 4i – Do recommendations for program migrations include movers to/from the major campus as well as the centers?

Yes, if warranted.
9. Page 5, 4g – Describe PCC’s current program review process. Is the “detailed assessment profile” envisioned to be a replacement or extension for any current program review process?

Pima has a 4 year program review cycle. The assessment profile is an additional tool to be used by the college.

10. Page 5, 4g – Can you further define or elaborate on the need for an assessment profile for student services? Will recruitment, retention and enrollment management functions be part of this study and assessed?

No. Student services (i.e. tutoring, first year experience, counseling, advising).

11. Page 5, Section 4, opening paragraph – Will there be a designated College Project Officer for this engagement? Will there be an Educational Master Plan working committee or task force? Will it include members internal and external to the College?

Yes. There is currently not a task force.

12. Page 5, Section 4, item a: Will the College help identify “external constituents” for inclusion in the planning efforts?

Yes

13. Page 5, Section 4, item f: Will the College identify a list of “competitors” within its service area? Nationally? How detailed an analysis is expected?

Yes we can provide a list of competitors. The analysis should identify gaps and/or areas where they excel that we need to focus on.

14. Page 5, Section 4, item g: The end of the item refers to “the College’s service areas”. How many unique or separate service areas exist currently? Are they defined geographically, by industry sector, or some other parameters for this planning project?

The service areas in Pima County in various industry sectors.

15. Page 5, Section 4, item g: Will the College provide data on its current or maximum capacities to support the current curriculum?

No, this information will need to be vetted through the process. The consultant will help with this.
Proposal No. P15/9899
Education Master Plan

16. Page 5, Section 4, item h: Who is assisting the College in developing the facilities master plan? At what stage is that master planning effort currently? When will it be completed?

Smith Group, they are in the gathering and compiling of data stage, they are aware of the need for the Educational Master Plan for their forward movement. The earliest completion date is estimated to be early 2016.

17. Page 8, Section 8, item a: “Prices shall be shown by item and individually extended”. Does this specification apply to this request for services, as the cost form requires only a total lump sum fee?

This specification does not apply to this request.

18. Page 8, Section 8, item c: Where should a narrative explanation of any cost assumptions, parameters, or conditions be presented in the proposal as a cost form requires only a total lump sum fee?

You may use the “cost” form for any narrative regarding assumptions, parameters, or conditions, however a total sum is required.

19. The College is requesting a considerably array of data collection, analysis and planning services in the defined and detailed Scope of Work. Does the College have a price range or a maximum amount that has been anticipated for this project?

Yes
Environmental Scan
January 2014 Update

Introduction

This report provides an overview of the current socio-economic conditions impacting the local community. While the focus is on local issues, national topics also are included as they directly impact Pima County. Specifically, the following areas are discussed:

A. Federal and State
   
   A1: National, State, and Local Economic Outlook
   A2: Political Climate
   A3: State of Arizona Education Funding
   A4: Arizona Ready Education Council

B. Pima County
   
   B1: Demographics
   B2: Business and Industry
   B3: Other Occupational Areas of Significance
   B4: Education Issues Facing the College

Note: The issues discussed in this report provide current information as it relates to Pima Community College. The challenges identified in other publications continue to warrant attention.
A. Federal and State

A.1: National Budget and Economic Outlook

CBO’s Current-Law Baseline Budget

Last year (FY 2012), the Congressional Budget Office (CBO) projected a $1.1 trillion federal budget deficit (CBO, 2012). The current deficit estimate for FY 2013 is $642 billion (CBO, 2013a). Baseline projections for the 2014–2023 show cumulative deficits totaling $6.3 trillion, $618 billion less than projected in February 2013. The decline in the projected deficit for 2013 is largely due to a boost in estimated revenues as well as from expected payments to the Treasury by Fannie Mae and Freddie Mac. Changes in the 2014–2023 baseline result mainly from lower projections of outlays (primarily for Social Security, Medicare, and Medicaid). As a result, CBO projects that, under current law, public debt will total 74% of GDP in 2023.

Revenues - Revenue projections have been raised by $105 billion (4%) for 2013 and by $95 billion (0.2%) for the following 10 years. Those increases stem primarily from higher-than-expected collections of individual and corporate income taxes this year which are likely temporary and anticipated to decrease in the future.

Spending - Estimated outlays in 2013 and the following 10-year period by $98 billion and $522 billion, respectively. Most of the change for 2013, results from a $95 billion increase in estimated payments from Fannie Mae and Freddie Mac (a result of improving construction and housing market conditions). Changes over the 2014–2023 period are principally from reductions in projected spending outlays Social Security, Medicare, Medicaid, and associated interest costs.

Deficits are expected to shrink over the next few years, falling to 2.4% of GDP by 2015. Deficits are projected to increase later in the coming decade, however, because of the pressures of an aging population, rising health care costs, an expansion of federal subsidies for health insurance, and growing interest payments on federal debt. As a result, federal debt held by the public is projected to remain historically high relative to the size of the economy for the next decade. By 2023, if current laws remain in place, debt will equal 77% of GDP and be on an upward path.

Figure 1. Federal budget deficits and surpluses as percentage of GDP (CBO, 2013b).
A.2: Arizona and Local Economic Outlook

The seasonally adjusted unemployment rate in Arizona was 7.9% in April, unchanged for the third consecutive month. The U.S. seasonally adjusted unemployment rate decreased one-tenth of a percentage point from 7.6% in March to 7.5% in April. A year ago the Arizona seasonally adjusted rate was 8.4% and the U.S. rate was 8.1%. The unemployment rate for Pima County stood at 6.7% in April, the same as that in April of 2012. In April of 2013, Arizona gained 48,300 (2.0%) non-farm jobs over April of 2012. The Private Sector gained 44,200 jobs over the year while Government gained the remaining 4,100 jobs. Of the eleven major sectors, ten recorded employment gains while only one sector, Other Services, lost jobs (ADOA, 2013a).

Figure 2: National and state Employment and Unemployment rate trends (ADOA, 2013a).

A.2.1: Arizona Employment Projections

For the 2012 to 2014 forecast time period, the major sectors with the largest projected employment gains are: Leisure and Hospitality (18,100 jobs); Professional and Business Services (14,700 jobs); Trade, Transportation and Utilities (14,300 jobs); Educational and Health Services (14,300 jobs); Construction (12,200 jobs); Financial Activities (11,100 jobs); Government (6,800 jobs) and Manufacturing (4,800 jobs). Smaller gains are forecast for Information (1,300 jobs) and Natural Resources and Mining (900 jobs) sectors (see Figure 3 below). The only major sector with a projected loss in employment for 2012 to 2014 is the Other Services sector (-400 jobs) (ADOA, 2013b).
A.2.2: Arizona’s Economy

Arizona’s 2012 economy gained momentum 2012, demonstrating stronger job, population, and housing growth than in 2011. Job gains in 2012 were driven, as usual, by service-providing sectors. However, the goods-producing sector contributed to growth as well, with gains in construction, manufacturing, and mining and logging.

Having added 50,500 jobs in 2012, job growth contributed to a decline in the state unemployment rate of 8.2%, down from 9.5% in 2011. Unfortunately, there was a simultaneous decline in the labor force also played a role in the drop. The 2.1% annual growth rate was more than twice as high as that for 2011. Industry sectors adding the most jobs in 2012 included:

- Professional and business services,
- Education and health care (primarily health care),
- Trade, transportation, and utilities, and
- Leisure and hospitality.

The service-providing sectors accounted for 83.0% of net job gains in Arizona last year, but the goods-producing sectors contributed as well. Job growth was slower in Pima County last year, with employment rising by just 0.6%, a marked improvement over the 0.1% job growth noted in 2011. As with the state, Pima County also experienced a drop in the unemployment rate in 2012 to 7.3% and sustained losses in the size of its labor force.
Arizona population growth also accelerated in 2012, with just over 60,000 residents added from July 2011 to July 2012. Stronger population growth was driven by renewed net migration into the state. Population growth in Pima County was 0.4% in 2012, slightly slower than the 0.5% increase seen in 2011 (UA, 2013).

A.3: Political Climate


The challenges associated with the recent recession have prompted several initiatives at the federal level to support education. Perhaps the most significant of these was the American Recovery and Reinvestment Act passed by Congress in February 2009. The bill provided more than $100 billion in new funding for education, including $53.6 billion for a State Fiscal Stabilization Fund. This provided funds to local school districts facing possible cutbacks and layoffs due to state budget shortfalls, and allowed for school modernization. Arizona’s educational institutions benefited from $1,750,832,046 in stimulus funding through 11 different programs in several areas initially, and Arizona also received an additional $274,516,879 million on March 23, 2010 for successfully completing the second part of the application. With the additional monies Arizona has now received $2,025,348,925 through the Recovery Act (USDOE, 2010). Some of the uses were:

- **$742,438,293 through the State Fiscal Stabilization Fund (SFSF) Program** which aimed to:
  - Stabilize state and local government budgets in order to minimize and avoid reductions in education and other essential public services.
  - Ensure that Local Educational Agencies (LEAs) and public institutions of higher education (IHEs) had the resources to retain educational personnel and staff.
  - Support the modernization, renovation, and repair of school and college facilities.
  - Advance early learning through post-secondary education reforms to benefit students and families.

- **$195,087,321 in Title I funds** for State Education Agencies (SEAs) and LEAs to support schools with high concentrations of students from families that live in poverty. This was intended as an aid to improving teaching and learning for students most at risk of failing to meet state academic achievement standards.

- **$195,709,675 for Parts B and C of the Individuals with Disabilities Education Act (IDEA)**. Part B of the IDEA provides funds to SEAs and LEAs to help them ensure that children with disabilities, including children aged three through five have access to a free appropriate public education. Part C of the IDEA provides funds to each state lead agency designated by the Governor to implement statewide systems of coordinated, comprehensive, multidisciplinary interagency programs and make early intervention services available to infants and toddlers with disabilities and their families.

- **$12,454,383 in Education Technology Grants**, the primary goal of which was to improve student academic achievement through the use of technology in schools.
- **$13,086,333 for the Vocational Rehabilitation State Grants Program** which helps individuals with disabilities prepare for, obtain, and maintain employment.

- **$577,076,112 in Pell Grants** to promote access to postsecondary education for low-income undergraduate and certain post-baccalaureate students attending schools in Arizona. The additional funding allowed the Department of Education to raise the maximum Pell Grant award from $4,731 to $5,550. In 2013 this will be tied to the Consumer Price Index plus 1%, rather than remain subject to the yearly budget appropriations process.

- **$2,210,509 in financial need-based Work Study funds** to provide student jobs to help with college and living expenses.

### A.3.2: U.S. Department of Education FY 2013 Budget

- Provides $69.8 billion in discretionary spending, which is 2.5%, or $1.7 billion, above the 2012 enacted level. This request builds on the significant gains already made through Race to the Top and other Administration initiatives. It safeguards increases in major K-12 reform programs and funds new efforts to improve college access, affordability, and quality to help reach the President’s college completion goal. To accommodate increases in these priority areas, the Budget makes targeted reductions and consolidations that help preserve resources for the highest priority investments.

- Spurs comprehensive reform at the State and local level by providing $850 million for Race to The Top and $100 million for Promise Neighborhoods, two signature reform initiatives.

- Overhauls the Department’s Elementary and Secondary Act (ESEA) programs by consolidating 38 program authorities into 11 competitive grant programs designed to allow States and districts more flexibility to use resources where they will have the greatest impact.

- Sustains investments in programs that support States’ efforts to implement rigorous and comprehensive reforms like the ones being developed in their ESEA flexibility plans.

- Invests $1.1 billion in a reauthorized Career and Technical Education program that will prepare students for the future by aligning what they learn in school with the demands of 21st Century jobs. The Budget also provides support for establishing new highly-effective career academies.

- Prepares America’s students for the 21st Century workplace by providing $260 million in funding for science, technology, engineering, and mathematics (STEM) programs, including a new $30 million evidence-based math education initiative to be jointly administered with a comparable program at the National Science Foundation, and $80 million to help reach the President’s goal of recruiting and preparing 100,000 high-quality STEM teachers over the next 10 years.

- Continues the Administration’s commitment to keep college affordable for students and their families by making the American Opportunity Tax Credit permanent, suspending an increase in student loan interest rates, and helping to secure the future of the Pell Grant program. The Budget provides sufficient funding for a $5,635 maximum Pell Grant award, $900 above the 2008 level
which ensures access to postsecondary education for nearly 10 million needy students. The Budget also provides over 12 million borrowers with low-cost loans to attend college.

- Invests significant new resources to reform higher education through Race to the Top: College Affordability and Completion, reforms to the Campus-Based Aid program, and a new First in the World competition.

- Builds the knowledge base of effective educational interventions and helps translate research into practice through an additional $12 million for Institute of Education Sciences’ research and development and sustained funding for Investing in Innovation.

- Supports new interagency efforts to break down administrative barriers to coordinating services for disadvantaged children and disconnected youth.

- Makes targeted reductions to a handful of programs to ensure that funds are spent only on the most effective and essential activities (USDOE, 2013).

A.3.3: State of Arizona Primary and Secondary Education Funding.

The Arizona Education Association published the following information about educational funding in Arizona for the 2013-2014 school years (AEA, 2013). The Arizona State Senate approved a fiscal year 2013 - 2014 budget on May 16 and awaits action by the Arizona House. The budget bills that impact K-12 education are:

- SB1483 - general appropriations bill
- SB1487 - K-12 budget reconciliation bill (BRB)

**Inflation Funding Increase:**
- Inflation increase of 1.8% to both base level and transportation component of education funding formula. Increases base level to $3,326.54 (currently $3,267.72 since school year 2009-2010). This is a $58.82 increase per student and amounts to a combined $90 million increase to school funding statewide. The $3,326.54 is the amount without the teacher compensation increase. With the teacher compensation increase component, this amount is $3,368.02 for the 2013-2014 school year.

**School Bonding Level Increase:**
- Allows, until July 1, 2016, an increase in school district bonding capacity to 10% for elementary and union high school districts (or $1,500 per student whichever is greater) and 20% for unified districts (or $1,500 per student whichever is greater). These new indebtedness limits apply to bonds that are currently in place (those previously approved by voters) as well as any that will pass by voters between now and the July 1, 2016 expiration date for this expanded capacity.

**Budget Overrides:**
- Requires the Arizona Department of Education to report to the Joint Legislative Budget Committee (JLBC) and the Governor’s Budget Office by November 30 of each year the amount budgeted for school district budget overrides by district and type of override for the current fiscal year.
**District Additional Assistance:**

This year ADE will combine the soft capital and CORL funding formulas into a new per pupil amount that will be called district additional assistance.

- Preschool with disabilities: $420.18 per student
- K-8 schools: under 100 students = $507.64 per student; 100-600 students: $362.84 per student; over 600 students: $420.18 per student
- High schools (9-12): under 100 students = $613.10 per student; 100-600 students: $393.25 per student; over 600 students: $498.69 per student

For the state’s fiscal year 2013-2014, the computed amount will be reduced by $239 million which reflects the current reduction in place. This means that school districts will have next school year exactly what they have received this school year.

**Performance Funding:**

- Appropriates $2.4 million to the Arizona Department of Education (ADE) for performance funding. Requires the ADE and the Governor’s Budget Office to submit a preliminary recommendation to JLBC by November 1, 2013 on statutory changes needed to implement a $35 million annual performance funding program for schools. The ADE and OSPB must submit final recommendations to JLBC for review by March 3, 2014.

**School Facilities:**

- Eliminates the current building renewal formula and replaces it with a $17 million statewide building renewal grant program. The building renewal formula has not been funded for the last several years. The current grant program is only $3 million statewide, so this is a $14 million increase.
- Provides new school construction money for Thatcher and Benson for schools already approved by the School Facilities Board. No other new school construction money is appropriated.
- Requires school districts to submit capital plans to the School Facilities Board and contains intent language stating: "It is the intent of the Legislature to evaluate long-term funding for new school facilities on review of additional demographic data and other information as submitted by school districts during the capital review process”.
- Makes accommodation schools ineligible for new construction and building renewal grant funding.

**School Safety Funds:**

- Funds the School Safety program at $3.6 million. The intent of this appropriation is to provide a state-matching grant that can be used by school districts to hire school resource officers and/or
juvenile probation officers. The current $7.8 million in funding provided through Proposition 301 dollars will continue as well for the School Safety Program.

**Education Data System:**
- Provides $22.4 million to the Arizona Department of Education (ADE) for the state’s education data system—the Arizona Education Learning and Accountability System (AELAS). Requires the ADE to contract with an independent third party to review and evaluate AELAS implementation and requires review and approval of the plan by the JLBC.
- Authorizes the ADE to enter into agreements with school districts and charter schools to provide services from the completed ELAS and collect service fees. Beginning July 1, 2014, an annual report shall be provided by the ADE to show the agreements executed, the number of participating districts and charters, the services provided, and the estimated cost savings created by the agreements.
- Continues to require community colleges and universities to transfer $6 per student to the ADE by December 1, 2013 for deposit into the fund for the data system.

**English Language Learner Pilot Program:**
- Establishes a 3-year pilot program for online ELL instruction to be funded with up to $3 million per year from the state’s Structured English Immersion Fund.
- School districts and charter schools can submit applications to the ADE in order to participate in the pilot program. Those that are selected to participate shall provide online ELL instruction with the hardware and software provided by the entity selected by the ADE.

**JTEDs (Joint Technological Education Districts):**
- Funds small JTEDs at 100% of funding formula (increase of $1.2 million statewide). The large JTEDs (more than 2,000 students including Pima County’s JTED) will continue to be funded at the current 91% rate.

**Arizona School for the Deaf and Blind (ASDB):**
- $1 million in funding for renovations to dorms at Tucson ASDB campus.

**Continues K-12 Rollover:**
- Continues to defer $952,627,700 in basic state aid payments for fiscal year 2014 until fiscal year 2015. Appropriates $952,627,700 in fiscal year 2015 for these deferred payments. Allows the State Board of Education to make the rollover payment no later than August 29, 2014.

**A.4: Arizona Ready Education Council**

Arizona Governor Jan Brewer issued an executive order establishing the Governor’s P-20 Coordinating Council of Arizona. Citing the need to maximize the effectiveness of our educational systems at all levels, Governor Brewer has charged the Council with devising and articulating ways to achieve a more streamlined system of education while improving academic achievement (AREC, 2011). The council’s name has since been changed to the Arizona Ready Education Council and has the charge of implementing Arizona Ready, Arizona’s education reform plan (ARP, 2011). The education reform plan is based on the idea that high quality data systems must be in place to inform instruction, drive innovation and improve accountability in order for systematic educational reform to take hold. The data systems
must provide timely and relevant information to teachers, school leaders and policy makers. The use of data to drive instruction must become a cultural given within our schools and inform all reform efforts. The guiding force behind Arizona’s education transformation agenda is the urgent need to prepare students to be leaders in a new economy that highly values advanced knowledge and skills, particularly in science, technology, engineering and mathematics. These skills will support a new economic base focused on the fast-growing aerospace, biotech, computer chip and solar energy industries. This new economic base can be achieved through an integrated educational system designed to drive continuous improvement and built on four foundational pillars:

- Effective data use, strong standards,
- Assessments and accountability,
- Renewed investment to produce great teachers and great leaders, and a
- Dedication to the support needed to improve achievement at historically low performing schools.

The Arizona Ready Education Council will develop and utilize an online “report card” to review the performance of Arizona students and coordinate efforts to improve achievement. Additionally, a series of high-profile state goals have been established for 2020, including:

- Increasing to 94% (up from 73%), the number of 3rd grade students reading at or near grade level
- Increasing the high school graduation rate to 93%, up from 75%
- Doubling the number of baccalaureate degrees issued by Arizona institutions of higher education.

To help achieve these and other goals, the Arizona Ready Education Council will focus on key strategies that include:

- Implementation of Arizona’s new state education standards
- Training and recruitment of teachers to implement these new standards
- Implementation of a new, internationally-benchmarked assessment aligned to the standards.

The Council will provide a statewide forum that will, in turn, provide recommendations to the Governor on specific education reforms outlined in the American Recovery and Reinvestment Act (ARRA). In Arizona’s State Fiscal Stabilization Fund application, the Governor offered assurances to make progress on four key education reforms:

- Improving the distribution of qualified teachers
- Establishing a longitudinal data system
- Enhancing academic standards and assessments
- Supporting the state’s struggling schools.

The earlier P-20 Council participated in the development of the state’s educational reform plan that was submitted to Race-To-The-Top (RTTT), a grant sponsored by the federal government. The proposal was supported by the Arizona Community College Presidents’ Council, the Arizona Board of Regents, and
locally by the Pima County Workforce Investment Board. Arizona’s plan reached the final group but ultimately did not receive an award. For FY 2011, Arizona was awarded $25 million of RTTT funding by the US Department of Education (AZ-RTTT, 2012).

RTTT funds will be used to:

- Establish 5 regional education centers to serve as a mechanism for delivering RTTT professional development, technical assistance and support services ($2.5 million).
- Implement the Arizona 2010 Academic Standards (Common Core) using STEM as the vehicle ($3.5 million), and
- Complete the Student-Teacher Connection to the ADE Statewide Longitudinal Data System (SLDS) linking students and teachers to individual courses to provide timely, accurate, and actionable data at the classroom, school site, LEA, and state levels ($2.5 million).

Additionally, the Governor’s Office of Education has entered into a cooperative agreement with the ADE to provide support for the vertical alignment of statewide goals and reform efforts between the ADE and the five regional education centers and create new data dashboards for the Arizona Ready Council State Report Card ($1.5 million).

The ADE will serve as the fiscal agent for the grant, and provide overall leadership, coordination and oversight for all project activities, and will also manage the allocation of RTTT funds to eligible LEAs ($3 million).

The remaining $12.5 million of RTTT funds will be allocated to eligible LEAs to implement Arizona’s RTTT Phase 3 plan.

ADE, the University of Arizona, Pima Community College, and Vail School District are collaborating in a pilot study to test the implementation of the Statewide Longitudinal Data System.
B. Pima County

B.1: Demographics

In light of the economic challenges in recent years it is uncertain how the region will evolve. While local growth has been essentially flat since 2008, decreasing unemployment rates from an improving economy indicate that a larger proportion of the local community are seeking employment in the local workforce in lieu of additional education and training. PCC has experienced significant enrollment decreases in recent years, most notably between Fall 2010 and Fall 2012 when headcount decreased by 15.1% and full time student equivalent (FTSE) by 13.2% (PCC, 2012a).

![Pima County Population Estimates](image)

A comparison of demographics for the US, Pima County and PCC is given in Table 1. Additional information on a range of demographics on PCC students is available online (PCC, 2012b). These data are updated annually or by term and the new American Community Survey (ACS, 2012) data are added as they become available.

<table>
<thead>
<tr>
<th>Demographic</th>
<th>USA</th>
<th>Pima County</th>
<th>PCC (FY 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>63.3%</td>
<td>54.6%</td>
<td>47%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16.7%</td>
<td>35.1%</td>
<td>38%</td>
</tr>
<tr>
<td>Black</td>
<td>12.2%</td>
<td>3.3%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.8%</td>
<td>2.5%</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian /Alaska Native</td>
<td>0.7%</td>
<td>2.5%</td>
<td>3%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>2.3%</td>
<td>1.8%</td>
<td>2%</td>
</tr>
<tr>
<td>Females</td>
<td>49%</td>
<td>49%</td>
<td>55%</td>
</tr>
<tr>
<td>Males</td>
<td>51%</td>
<td>51%</td>
<td>45%</td>
</tr>
<tr>
<td>Median Age</td>
<td>37</td>
<td>38</td>
<td>24</td>
</tr>
</tbody>
</table>

ACS 2011 1-year population estimates, (ACS, 2012) and PCC Summary of 2011-2012 Student Enrollment, Unknown ethnicity excluded (PCC, 2012c) Percentages may not add up to 100% due to rounding.
B.2: Business and Industry

The Tucson Regional Economic Opportunities (TREO) agency continues to focus on four industrial sectors for the region (TREO, 2010):

1. Aerospace/Defense
2. Biosciences
3. Solar/Alternative Energy
4. Transportation/Logistics

The troubled economy has resulted in TREO experiencing funding cutbacks from the City of Tucson and Pima County. As a result, TREO is becoming increasingly dependent on the private sector component of its public-private partnership. About half of TREO's $2.4 million budget for FY 2010-2011 was to come from the business community. For the FY 2009-2010, roughly 80% of its $3 million in funding came from government sponsors.

The organization has expanded its Board of Directors to a total of 51 members and has also developed an advisory board. Both boards are expected to help create a balanced funding mechanism between private and public entities (ADS, 2010).

The Pima County One-Stop System connects Pima County employers and job seekers by identifying skills gaps that industry and employers encounter, and providing job seekers with the soft skills, basic skills, and technical skills employers need. The One-Stop System is supported by local, state and federal dollars and is an aid to carrying out the 2012 Pima County Economic Development Plan. The Pima County’s Workforce Investment Board (WIB) has focus on six defined target sectors that include: Aerospace and Defense, Health and Bioscience, Logistics, Natural and Renewable Resources, Emerging Technology, and Infrastructure (WIB, 2014).

B.3: Other Occupational Areas of Significance

An examination of the local Pima County workforce indicates that 89% of jobs in the local economy are assigned an educational level of a bachelor’s degree or lower. College credit, workforce, and Center for Training and Development occupational and transfer programs have a potential to support more than 120,000 jobs in the local economy, offering education and training in more than 200 occupations, which in turn provide labor resources for over 800 business and industry sectors.

STEM Jobs

Bachelor Degree and lower educational level STEM-related occupations harbor approximately 26,000 jobs in Pima County and have an associated median hourly wage of $28.17 per hour ($58,594 median annual wage). Nineteen STEM occupations are supported by occupational or transfer programs at PCC. These programs lend potential support to 12,765 jobs that pay a median hourly wage of $20.52 ($42,682 median annual wage).
Table 2: STEM labor market for PCC programs.

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Description</th>
<th>2013 Jobs</th>
<th>2018 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Annual Openings</th>
<th>Median Earnings</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-1012</td>
<td>First-Line Supervisors of Food Preparation and Serving Workers</td>
<td>3,000</td>
<td>3,315</td>
<td>315</td>
<td>11%</td>
<td>127</td>
<td>$14.05</td>
<td>Work experience</td>
</tr>
<tr>
<td>13-2011</td>
<td>Accountants and Auditors</td>
<td>2,528</td>
<td>2,824</td>
<td>296</td>
<td>12%</td>
<td>114</td>
<td>$28.17</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>49-3023</td>
<td>Automotive Service Technicians and Mechanics</td>
<td>1,966</td>
<td>2,085</td>
<td>119</td>
<td>6%</td>
<td>75</td>
<td>$17.69</td>
<td>Non-degree award</td>
</tr>
<tr>
<td>49-3011</td>
<td>Aircraft Mechanics and Service Technicians</td>
<td>835</td>
<td>893</td>
<td>58</td>
<td>7%</td>
<td>37</td>
<td>$25.13</td>
<td>Non-degree award</td>
</tr>
<tr>
<td>35-2012</td>
<td>Cooks, Institution and Cafeteria</td>
<td>778</td>
<td>843</td>
<td>65</td>
<td>8%</td>
<td>30</td>
<td>$11.50</td>
<td>Short-term on-the-job training</td>
</tr>
<tr>
<td>17-3023</td>
<td>Electrical and Electronics Engineering Technicians</td>
<td>664</td>
<td>651</td>
<td>(13)</td>
<td>(2%)</td>
<td>13</td>
<td>$26.36</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>13-1051</td>
<td>Cost Estimators</td>
<td>578</td>
<td>681</td>
<td>103</td>
<td>18%</td>
<td>32</td>
<td>$26.45</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>27-1024</td>
<td>Graphic Designers</td>
<td>460</td>
<td>468</td>
<td>8</td>
<td>2%</td>
<td>16</td>
<td>$18.15</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>11-9021</td>
<td>Construction Managers</td>
<td>406</td>
<td>521</td>
<td>115</td>
<td>28%</td>
<td>26</td>
<td>$33.89</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>19-4021</td>
<td>Biological Technicians</td>
<td>345</td>
<td>372</td>
<td>27</td>
<td>8%</td>
<td>17</td>
<td>$13.71</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>17-3011</td>
<td>Architectural and Civil Drafters</td>
<td>263</td>
<td>245</td>
<td>(18)</td>
<td>(7%)</td>
<td>5</td>
<td>$22.14</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>17-3022</td>
<td>Civil Engineering Technicians</td>
<td>168</td>
<td>188</td>
<td>20</td>
<td>12%</td>
<td>7</td>
<td>$24.86</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>19-2041</td>
<td>Environmental Scientists and Specialists, Including Health</td>
<td>162</td>
<td>184</td>
<td>22</td>
<td>14%</td>
<td>9</td>
<td>$24.99</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>17-1011</td>
<td>Architects, Except Landscape and Naval</td>
<td>144</td>
<td>136</td>
<td>(8)</td>
<td>(6%)</td>
<td>3</td>
<td>$28.79</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>49-2091</td>
<td>Avionics Technicians</td>
<td>129</td>
<td>139</td>
<td>10</td>
<td>8%</td>
<td>5</td>
<td>$27.02</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>17-1022</td>
<td>Surveyors</td>
<td>120</td>
<td>129</td>
<td>9</td>
<td>8%</td>
<td>4</td>
<td>$22.25</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>17-3026</td>
<td>Industrial Engineering Technicians</td>
<td>101</td>
<td>109</td>
<td>8</td>
<td>8%</td>
<td>3</td>
<td>$27.06</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>17-3029</td>
<td>Engineering Technicians, Except Drafters, All Other</td>
<td>74</td>
<td>83</td>
<td>9</td>
<td>12%</td>
<td>3</td>
<td>$19.48</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>17-3025</td>
<td>Environmental Engineering Technicians</td>
<td>45</td>
<td>50</td>
<td>5</td>
<td>11%</td>
<td>2</td>
<td>$22.66</td>
<td>Associate's degree</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>12,765</td>
<td>13,915</td>
<td>1,150</td>
<td>9%</td>
<td>528</td>
<td>$26.52</td>
<td></td>
</tr>
</tbody>
</table>

EMSI, 2013 Covered Employment - 2nd Quarter

Healthcare Jobs

The College has several occupational programs that support healthcare industries in the local economy and, specifically, those associated with the Healthcare Practitioner/Technician Occupations. Five-year labor market projections from 2013 through to 2018 for Healthcare Practitioner/Technician occupations indicate a likely growth of approximately 2,171 jobs, a 13% increase (EMSI, 2013).

Table 3: Healthcare Practitioners and Technicians labor market for PCC programs.

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Description</th>
<th>2013 Jobs</th>
<th>2018 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Annual Openings</th>
<th>Median Hourly Earnings</th>
<th>Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-1111</td>
<td>Registered Nurses</td>
<td>8,100</td>
<td>9,147</td>
<td>1,047</td>
<td>13%</td>
<td>356</td>
<td>$31.66</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>29-2052</td>
<td>Pharmacy Technicians</td>
<td>1,399</td>
<td>1,594</td>
<td>195</td>
<td>14%</td>
<td>63</td>
<td>$15.31</td>
<td>Moderate-term on-the-job training</td>
</tr>
<tr>
<td>29-2061</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>1,382</td>
<td>1,660</td>
<td>278</td>
<td>20%</td>
<td>93</td>
<td>$21.88</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2071</td>
<td>Medical Records and Health Information Technicians</td>
<td>805</td>
<td>893</td>
<td>88</td>
<td>11%</td>
<td>34</td>
<td>$13.74</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2021</td>
<td>Dental Hygienists</td>
<td>569</td>
<td>647</td>
<td>78</td>
<td>14%</td>
<td>27</td>
<td>$33.71</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>29-1126</td>
<td>Respiratory Therapists</td>
<td>493</td>
<td>547</td>
<td>54</td>
<td>11%</td>
<td>20</td>
<td>$24.19</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>29-2053</td>
<td>Psychiatric Technicians</td>
<td>402</td>
<td>426</td>
<td>24</td>
<td>6%</td>
<td>12</td>
<td>$10.84</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2012</td>
<td>Medical and Clinical Laboratory Technicians</td>
<td>390</td>
<td>434</td>
<td>44</td>
<td>11%</td>
<td>16</td>
<td>$16.33</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>29-2041</td>
<td>Emergency Medical Technicians and Paramedics</td>
<td>365</td>
<td>418</td>
<td>53</td>
<td>15%</td>
<td>18</td>
<td>$20.80</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>29-2056</td>
<td>Veterinary Technologists and Technicians</td>
<td>351</td>
<td>462</td>
<td>111</td>
<td>32%</td>
<td>28</td>
<td>$12.61</td>
<td>Associate's degree</td>
</tr>
<tr>
<td>29-9091</td>
<td>Athletic Trainers</td>
<td>90</td>
<td>100</td>
<td>10</td>
<td>11%</td>
<td>5</td>
<td>$11.58</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>29-2054</td>
<td>Respiratory Therapy Technicians</td>
<td>38</td>
<td>38</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>$24.94</td>
<td>Associate's degree</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>14,384</td>
<td>16,365</td>
<td>1,981</td>
<td>14%</td>
<td>673</td>
<td>$26.07</td>
<td></td>
</tr>
</tbody>
</table>

EMSI, 2013 Covered Employment - 2nd Quarter

Healthcare occupations projected to see an increase of over 90 jobs in the 2013-2018 timeframe include:

1. 1,047 new jobs for Registered Nurses
2. 195 new jobs for Pharmacy Technicians
3. 278 new jobs for Licensed Practical Nurses
Labor Market Trends and Projection

Table 4 presents labor market information trends in Pima County over the most recent 7-year period. Labor market information is presented by major industry sector. Pima County lost more than 30,000 jobs between 2007 and 2010 when the recession job loss bottomed out. During the decline, only the Finance, Real Estate, Private Educational Services, and Health Care and Social Assistance industry sectors gained jobs. By 2013, most industry sectors appear to have recovered from their 2010 job levels. Exceptions include the Information, Finance and Insurance, and the Management of Companies and Enterprises sectors.

Economic Modeling Specialists International five-year job projections for 2018 suggest the Pima County labor market will exceed current 2013 job levels by about 9%, rising from just under 369,000 jobs to approximately 403,000 jobs in 2018 (EMSI, 2013). In the interim, the Utilities and Information sectors are expected to see some serious declines.

Table 4. Pima County major industry sector job estimate trend and 5-year projections.

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2018 Job Projection*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry, Fishing and Hunting</td>
<td>525</td>
<td>638</td>
<td>586</td>
<td>623</td>
<td>653</td>
<td>661</td>
<td>667</td>
<td>721</td>
</tr>
<tr>
<td>Mining, Quarrying, and Oil and Gas Extraction</td>
<td>1,802</td>
<td>1,936</td>
<td>1,744</td>
<td>1,615</td>
<td>1,919</td>
<td>2,039</td>
<td>2,149</td>
<td>2,274</td>
</tr>
<tr>
<td>Utilities</td>
<td>2,102</td>
<td>2,097</td>
<td>2,085</td>
<td>2,065</td>
<td>2,040</td>
<td>2,264</td>
<td>2,298</td>
<td>1,663</td>
</tr>
<tr>
<td>Construction</td>
<td>26,227</td>
<td>22,701</td>
<td>16,583</td>
<td>14,975</td>
<td>14,641</td>
<td>14,172</td>
<td>15,471</td>
<td>17,463</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>27,469</td>
<td>27,069</td>
<td>25,162</td>
<td>23,579</td>
<td>23,278</td>
<td>23,295</td>
<td>23,081</td>
<td>23,008</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>9,834</td>
<td>9,653</td>
<td>8,470</td>
<td>8,045</td>
<td>7,539</td>
<td>7,895</td>
<td>8,215</td>
<td>9,104</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>45,106</td>
<td>43,765</td>
<td>40,605</td>
<td>39,644</td>
<td>39,947</td>
<td>39,956</td>
<td>39,741</td>
<td>43,888</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>7,287</td>
<td>7,151</td>
<td>6,768</td>
<td>6,661</td>
<td>7,219</td>
<td>7,505</td>
<td>7,257</td>
<td>8,382</td>
</tr>
<tr>
<td>Information</td>
<td>6,031</td>
<td>5,265</td>
<td>4,747</td>
<td>4,313</td>
<td>4,206</td>
<td>4,295</td>
<td>4,579</td>
<td>5,758</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>10,797</td>
<td>10,372</td>
<td>11,130</td>
<td>11,588</td>
<td>9,827</td>
<td>9,271</td>
<td>9,691</td>
<td>10,462</td>
</tr>
<tr>
<td>Real Estate and Rental and Leasing</td>
<td>7,162</td>
<td>6,862</td>
<td>6,261</td>
<td>5,910</td>
<td>5,614</td>
<td>5,536</td>
<td>5,454</td>
<td>5,416</td>
</tr>
<tr>
<td>Professional, Scientific, and Technical Services</td>
<td>20,411</td>
<td>20,250</td>
<td>18,893</td>
<td>18,521</td>
<td>18,622</td>
<td>18,562</td>
<td>18,642</td>
<td>23,085</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>2,968</td>
<td>2,962</td>
<td>2,753</td>
<td>2,804</td>
<td>2,572</td>
<td>2,670</td>
<td>2,380</td>
<td>2,651</td>
</tr>
<tr>
<td>Educational Services (Private)</td>
<td>4,528</td>
<td>4,461</td>
<td>4,485</td>
<td>4,457</td>
<td>4,766</td>
<td>5,171</td>
<td>4,837</td>
<td>5,819</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>49,165</td>
<td>51,900</td>
<td>53,281</td>
<td>53,347</td>
<td>54,198</td>
<td>54,664</td>
<td>55,064</td>
<td>64,477</td>
</tr>
<tr>
<td>Arts, Entertainment, and Recreation</td>
<td>5,037</td>
<td>4,933</td>
<td>4,488</td>
<td>4,513</td>
<td>4,458</td>
<td>4,520</td>
<td>4,570</td>
<td>6,092</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>35,039</td>
<td>34,931</td>
<td>34,182</td>
<td>33,564</td>
<td>34,253</td>
<td>35,245</td>
<td>35,783</td>
<td>39,563</td>
</tr>
<tr>
<td>Other Services (except Public Administration)</td>
<td>12,121</td>
<td>11,572</td>
<td>10,904</td>
<td>10,589</td>
<td>10,669</td>
<td>10,961</td>
<td>10,798</td>
<td>11,259</td>
</tr>
<tr>
<td>Government</td>
<td>87,435</td>
<td>89,796</td>
<td>86,878</td>
<td>86,362</td>
<td>87,818</td>
<td>89,265</td>
<td>90,750</td>
<td>95,832</td>
</tr>
<tr>
<td>Unclassified Industry</td>
<td>395</td>
<td>248</td>
<td>163</td>
<td>88</td>
<td>57</td>
<td>408</td>
<td>346</td>
<td>388</td>
</tr>
</tbody>
</table>

Total                   | 390,020| 386,795| 365,870| 358,253| 359,764| 364,612| 368,899| 403,384 |

*EMSI, 2013 Covered Employment - 2nd Quarter

B.4: Education Issues Facing the College

Articulation Agreements

Establishing and maintaining successful articulation agreements are important to ensure that students have access to a range of education opportunities at four-year institutions, which match the diverse needs of the student population. The different agreements currently available to PCC students provide a range of different advantages, including:

1. Straightforward way to transfer credit
2. Locking in tuition fee rates
3. Ability to complete four-year degrees in Tucson at institutions other than the University of Arizona (UA)
4. Joint admissions status, giving students access to support from both Pima and the four-year institution.

Not all agreements include all of these options, but the College continues to work with other institutions to expand the opportunities for students. In 2009, Arizona State University (ASU) and the College established a Transfer Admission Guarantee (TAG) agreement. TAG is a degree-to-degree transfer program that guarantees admission into an ASU undergraduate-degree program to PCC students completing designated academic requirements. Under the program, students will complete associate degrees at PCC and bachelor degrees at ASU. Degrees currently covered under the TAG agreement include Social Work and Elementary Education.

The College has articulation agreements with Northern Arizona University (NAU) that cover degrees in Hotel and Restaurant Management, and Nursing. Early Childhood Education is covered under an agreement with the UA. Partnerships with these and other institutions are constantly being development.

The College also has agreements with sixteen out-of-state institutions, including Eastern New Mexico University (ENMU) and the University of Maryland’s University College (UMUC). Degrees available through ENMU cover a range of subjects, including Applied Arts and Sciences, Aviation Science, Emergency Medical Services Management, Occupational Education, and Nursing. UMUC offers programs in Accounting and Psychology.

There are no agreements between the College and in-state private institutions. A list of all current articulation agreements is available (PCC, 2012d).

**Reaccreditation**

Pima Community College received reaccreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools in September of 2010. Accreditation is key goal in the college planning process which was itself extended from a 2-year planning cycle to a 3-year planning period to accommodate the reaccreditation process.

Reaccreditation requires a self-study report that addresses five criteria that focus on:

1. Mission and Integrity
2. Preparing for the Future
3. Student Learning and Effective Teaching
4. Acquisition, Discovery and Application of Knowledge
5. Engagement and Service

The Higher Learning Commission of the North Central Association of Colleges and Schools sent its Accreditation Evaluation Team to visit the College in mid-September 2010. The team visited each campus and the District Office to gather information pertinent to the reaccreditation process. As a result of the team’s findings, the College was reaccredited for the next 10 years (HLC, 2010).

On April 6, 2013 the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools placed Pima Community College on probation. The College received a Team Visit from the
HLC earlier in 2013. As a result of the visit, the HCL determined the College was not in compliance with its Criteria for Accreditation citing among its findings that the College (HLC, 2013):

- failed to follow its own policies on fair bidding on institutional contracts the College did not operate with integrity
- has also not operated with integrity in its handling of personnel policies and procedures and implementation of those policies and procedures
- failed to conduct a timely investigation of numerous serious allegations related to the former Chancellor and his conduct.
- did not engage appropriately or collaboratively with faculty and administration when it failed to involve these constituencies meaningfully as it changed its admissions policies over public opposition
- Board of Governors had not engaged in regular review and updating of the College’s financial and personnel policies and procedures and had not taken steps to ensure that policies and procedures then in effect in such areas as contracting and sexual harassment were appropriately followed at all levels
- has not engaged in appropriate systematic and integrated planning
- did not respond to allegations and complaints about the former Chancellor in a timely manner and following appropriate and up-to-date policies and procedures
- did not allow faculty to participate substantially in the review and adoption of the new admissions policy

The Probation sanction will remain in place until the College receives HCL Board approval, hopefully in February 2015. In the interim, the College is required:

- to file a monitoring report no later than August 1, 2013, outlining a plan by which it will establish conformity with Assumed Practices A.4 and B.2.c by July 2014
- to file a comprehensive self-study report no later than July 2014 (or eight weeks prior to the comprehensive evaluation), providing evidence that the College has resolved the concerns of the HCL Board
- to host a comprehensive evaluation visit no later than September 2014 to determine whether the concerns of the Board identified in this action have been fully resolved

In response to the HLC’s findings the College has assembled (PCC, 2013):

- a Monitoring Report Writing Team that has thus far developed a draft monitoring report outline
- a Complaint/Grievance Oversight Team and met with the team to discuss the oversight team’s charge, approach and organization
- discussed the details of posting on the PCC public website a draft of the Monitoring Report and an online survey for the public and College community to comment anonymously about the report with the draft and survey tentatively scheduled to be posted in the first half of July
- released a survey seeking volunteers willing to serve on a series of committees that will spearhead the effort to address deficiencies in College operations identified by the Higher Learning Commission
**State Universities and K-12**

The Arizona Board of Regents approved an increase in tuition and fees for resident and non-resident undergraduates for the 2013-2014 academic year. Tuition for resident undergraduates at the state universities (ASU, NAU, and UA) have seen average annual tuition increases of 10.8%, 10.5%, and 11.2% over the last 10 years. Tuition at ASU, NAU, and the University of Arizona have been set at $10,002, $9,738, and $10,391 respectively for the upcoming 2013-2014 school year (ABOR, 2013). The average tuition in Arizona community college districts is $1107. For the upcoming 2013-2014 Academic Year, tuition at PCC has been set at $982.50 (resident tuition for a 15 credit-hour load). The estimated annual tuition increase from 2012-13 to 2013-14 at PCC will be slightly more than 3% ($63.50 per credit-hour to $65.50 per credit-hour), considerably below the 8% increase in tuition of the previous academic year.

The College’s General Fund revenue from property taxes constitutes over 60% of revenues. Property taxes continue to be the major source of General Fund revenues (see Figure 5). Financial Aid revenues have been growing since FY 2009 and in FY 2011 surpassed Tuition and Fees in importance as revenue sources. However, a decrease in enrollments in the last two years will likely result in a decrease in Financial Aid revenues as most of these revenues are funded through enrollment-based formulas. State Aid revenues are expected to remain relatively flat. From FY 2005 through FY 2012, the State Aid share of revenues declined from 11% to 2% (PCC, 2012e).

**Figure 5. PCC General Fund Resources as a Percentage of Total Revenues FY 2005 - 2014.**

The Arizona Board of Regents has agreed to allow more transfer credits for students seeking a bachelor of applied science degree who have completed an associate of applied science degree at an Arizona
The transfer limit will be raised from 64 to 75 credits. This forms one part of an initiative to increase the number of baccalaureate degrees awarded in Arizona. This effort has been strengthened by a grant to the Arizona Board of Regents from the Lumina Foundation for Education. The award is for up to $1.5 million over several years and is one of seven awarded nationally. The grant is to support efforts to expand lower cost options for delivering bachelor’s degree programs in the state.

Arizona continues to struggle with its K-12 education system, which is arguably one of the lowest ranked in the nation. K-12 students are typically academically unprepared for making the transition to higher education, having low placement scores in the fundamentals of writing, reading and mathematics. One consequence is that developmental education continues to be a challenge for the College, as it is for community colleges nationally.

New admission standards were initiated and adopted in 2011 and 2012, in part, to address issues concerning college readiness of incoming students (PCC, 2012f). As a tool to help under-prepared students entering the College, the College has developed the PCC Prep Academy. Prior to entering the Prep Academy, all newly-admitted students coming in to the College are required to take Reading, Writing, and Math placement tests. Students who place at 7th grade or lower on any of the placement test are eligible for entry to the Prep Academy and generally cannot take credit courses (beyond an initial 15 credit limit) until they have passed competencies in Compass or Accuplacer exams.

As a result of HCL findings that lead to the College being placed on probation, the new admission standards have been discontinued, returning to earlier standards. The process has been complicated by federal requirements that have also disallowed the availability of student financial to students that are not sufficiently prepared to undertake regular college coursework.

The 102nd Arizona Town Hall convened from April 21-24, 2013 (ATH, 2013a; ATH, 2013b). Its theme was “Is Higher Education Ready for Arizona’s Future?”

Amongst its findings, participants in the Town Hall concluded that:

- Arizona’s system of higher education is not prepared to support a competitive and prosperous future for Arizona.
- Arizona’s public institutions of higher education are underfunded.
- Arizona’s students lack access to sufficient financial resources enabling them to afford and complete skill-based training, associates degrees, and bachelor’s degrees.
- Too many of Arizona’s graduating high school seniors are ill prepared academically and culturally to succeed in higher education.
- Arizona’s employers continue to face a skills gap in sourcing technical and specialized talent.
- While 61% of future jobs will require a postsecondary education, only 40% of adult Arizonans possess a high school education or less.
- Substantial evidence exists that new and emerging information and communications technologies will dramatically change the modalities of delivering education at all levels.
References


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