

2024 Assurance Argument

PIMA COUNTY COMMUNITY COLLEGE DISTRICT - REVIEW DATE: 12/9/2024

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Introduction

Pima Community College (PCC) has had a long-standing federal Hispanic-serving Institution designation, located just one hour north of the US/Mexico border in Tucson, Arizona, is dedicated to serving its diverse community with academic excellence, equity, and economic opportunity. Governed by a duly elected [Governing Board](#), with one representative from each of the five districts of Pima County, PCC serves both Pima County and Santa Cruz County. PCC is a multi-campus district with a centralized District Office that provides resources and support for educational services. PCC provides instruction at [five campuses, three learning centers, and multiple additional locations](#) across Pima County and Southern Arizona. PCC also offers online asynchronous courses, many of which are designed and facilitated through [PimaOnline](#).

In August 2024, [PCC welcomed](#) a new Chancellor, Dr. Jeffery Nasse, who brings fresh leadership and a renewed commitment to our mission of excellence and inclusivity as we continue to serve our vibrant and diverse community.

Our student population of approximately 16,000 reflects the rich cultural backgrounds of our community. We offer a broad range of educational opportunities, including Associate degrees for transfer, Associate degrees of Applied Science, Certificates, and FastTracks (micro-pathways). Additionally, we provide on-ramps to higher education through high school equivalency programs and dual enrollment options. However, we understand that true excellence in serving our students extends beyond enrollment metrics. It requires a comprehensive and holistic approach that strategically addresses both qualitative and quantitative factors to respond to inequities and promote student success.

At PCC, we believe in the power of data-driven decision-making to create pathways that lead to social and economic mobility for our students and their families. Our [Strategic Plan Extension](#) includes two ambitious institutional goals:

- **Increase completer counts to 6,000 by 2024-2025:** This goal represents a 65% increase over the past six years, demonstrating our commitment to significantly boosting overall student success rates.
- **Double the completer counts of Hispanic or Latino, American Indian, Alaska Native, and Black or African American learners by 2024-2025:** This goal underscores our dedication to diversity, equity, inclusion, and access by focusing on these specific underrepresented groups to transform our community through affordable education.

Through these strategic initiatives, PCC aligns its resources and efforts to create a supportive, inclusive environment that fosters the success of all students. We continuously strive for excellence in teaching and support services to ensure that every student experiences a welcoming and empowering educational journey.

Our commitment to excellence, equity, and economic opportunity extends beyond academic success to include the holistic well-being of our students. Through advising and counseling, out-of-class supports that range from academic coaching to addressing food insecurities, and community collaborations, we aim to create an ecosystem where every student feels valued and supported throughout their educational journey.

In 2022, only [48 percent](#) of Arizona's high school graduates enrolled in postsecondary education, falling short of the national average of 62 percent. Our state, local, and institutional data highlight the need for progress, especially given the challenges within our community. Driven by our new Chancellor and Governing Board, our organizational culture is focused on accelerating student success by removing barriers

and empowering students while addressing the challenges and opportunities within our community.

Pima Community College actively cultivates and fosters partnerships with universities, high schools, municipalities, and businesses and industries. These collaborations are essential to our mission of providing high-quality education and creating pathways to success for our students. By working closely with our partners, we enhance educational opportunities, support workforce development, and contribute to the economic vitality of our community. Through these strategic alliances, PCC ensures that our programs remain relevant and responsive to the needs of our diverse student population and the broader community we serve.

By fostering a culture of continuous improvement, PCC is committed to adapting and evolving in response to the diverse and changing needs of our students.

1. Mission

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

1.A - Core Component 1.A

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

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

Argument

[Criterion 1 Acronyms](#)

The [mission and values](#) of the institution are at the forefront of our decision making processes. Developed with wide input, our mission and values help the institution overcome challenges, such as loss of state revenues, by focusing on our impact to students. We demonstrate commitment to our communities served and understand the importance of external and internal stakeholders' perspectives in the Mission Fulfillment Framework review and the Strategic Planning process.

Mission Review Process

The Mission Fulfillment Framework is reviewed every five years ([AP 1.16.01](#)) by the Strategic Planning Team ([SPT](#)) ([AP 1.16.02](#), [BP 1.16](#)), which identifies the mission framework as a key component of the College's institutional effectiveness program.

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

Shifting to a fully virtual operation during the pandemic delayed review and finalizing the mission statements. Online meetings resumed in August 2020 and included an executive leadership strategy

[meeting](#) in early 2021. In this virtual environment, the [2021 Virtual Futures Conference](#) used interactive [slides](#) to again provide an opportunity for feedback on the mission of the College. Statements were finalized and surveys were conducted and a detailed [summary](#) of the survey findings was published for review by the SPT.

The Governing Board actively engaged throughout the mission review process, participating in a [study session](#) which included draft statements, responding with their feedback, and ultimately unanimously [approving](#) the mission.

Our community of K-12, university, business and industry, economic development entity partners, and existing and potential students provided input at the 2020 and 2021 Futures Conferences. We also met with the Pima Open Admissions Coalition and received and responded to community [communications](#), incorporating feedback into our Mission. One notable addition based on community input was the addition of “affordable” to the College’s purpose statement and ensuring the mission statement included “open-access.” These actions sought to address concerns around the mission raised by our community some 10 years ago when PCC was placed on probation. Highlighting the progress made, community members [thanked](#) the College for being open to community input and engaging in strong outreach.

Commitment to Mission

PCC’s mission expresses a commitment to every learner with a focus on the diverse population of Pima County, reaffirms its role as an open-admissions institution, and ordains affordable, comprehensive, and flexible learning opportunities that support student success. By raising educational attainment within the local community, PCC can progress on its vision to “be a catalyst for personal transformation, economic growth, and cultural prosperity that enriches our diverse community.”

The [2021-2025 Strategic Plan](#) outlines the priorities through which PCC works to progress on its vision and mission and fulfill its purpose. It outlines one goal, [Achieve60](#), which corresponds to the Achieve60AZ [Action plan](#), and a series of institutional key performance indicators ([KPIs](#)) that further elaborate on the College’s commitments. This goal has two associated Institutional [Targets](#):

1. Increase completer counts to 6,000 by 2024-2025
2. Double the completer counts of Hispanic or Latino, American Indian and Alaska Native, and Black or African American learners by 2024-2025.

Demonstrating commitment to our diverse community, the College’s Institutional Target 2 commits to doubling completer counts of three minority race/ethnicity groups. The target references U.S. Census Bureau data showing that the proportion of Pima County residents who hold an associate degree or higher varies significantly by race/ethnicity, from over 50% for White or Asian to below 25% for Hispanic or Latino or American Indian and Alaska Native. Targets and KPIs are regularly monitored and updates are provided at Governing Board [meetings](#) and [Strategic Cabinet](#).

Further, the Mission’s purpose statement of “Transforming lives through affordable education” informs our budget process (Criterion 5.B). PCC works to ensure it is affordable by showing comparisons with [tuition](#) and fee costs per credit with other community colleges statewide and analyzing the cost of attendance through the Strategic Vision Outcomes [Report](#). [Data](#) indicates that we are an affordable option compared with the state’s universities.

Mission-driven Programs

PCC is an open admissions college ([BP 3.10](#)) to all who want to continue their learning ([AP 3.10.01](#)). Fall 2023 [reports](#) indicate PCC's student body is [56.5%](#) female, [58.1%](#) aged 18-24, [19.5%](#) are first generation (based on FAFSA completion), and [82.8%](#) of credit learners are Pima County residents. To meet the diverse educational needs of [Pima County](#), we provide a comprehensive and flexible range of lifelong learning and academic offerings, a full suite of student support services (Criterion 3.D), and equitable access to classroom learning ([AP 3.05.01](#)).

Our range of offerings supports every student in achieving their goals, including [credit programs](#), [adult education](#) ([BP 3.27](#)), Integrated Basic Education and Skills Training ([IBEST](#)), [dual enrollment](#), and [workforce](#). Recently, PCC introduced [PimaFastTrack](#) to provide accelerated routes for students to earn industry-recognized skills. The institution has [transfer partnerships](#) in place with universities in Arizona and elsewhere. Students can also complete [High School Equivalency](#), an Arizona General Education Curriculum ([AGEC](#)) Certificate (Criterion 3.B), prepare for industry [certifications](#), and gain marketable skills [achievements](#).

PCC uses placement testing ([AP 3.12.01](#)) and Multiple Measures processes to match students with their own best starting point (Criterion 3.D). PCC also provides a way for students to have an academic [fresh start](#), allowing a path to completion for those who otherwise may be ineligible. To further address affordability, students may earn credit via [prior learning](#) assessment and national [standardized tests](#), reducing credits needed to achieve their goal (Criterion 4.A).

In addition, PCC seeks to address the specific needs of Pima County residents.

- Over [35%](#) of Pima County residents identify as Hispanic; PCC's student body is over [49.6%](#) Hispanic or Latino. The College is proud to be designated as a [Hispanic-Serving](#) Institution and is an active member of the [Hispanic Association](#) of Colleges and Universities. One initiative to support the success of our Hispanic population is a partnership with [Excelencia in Education](#).
- With Davis-Monthan Air Force Base located in Tucson, the community Pima serves has a higher proportion of [Veterans](#) (9.5%) than the whole of Arizona (7.9%) and approximately [2.8%](#) of students receive active duty or veteran benefits.
- Pima County's [population pyramid](#) demonstrates we have a higher number of residents aged 55-74 compared to 40-54. To support access to education of this older population and show commitment to lifelong learning PCC offers a lower tuition rate for [individuals](#) aged 55 and above.
- Our Aztec Resource Centers ([ARC](#)) provide food, hygiene items, and school supplies to students; approximately 75% of those served by ARC are from Communities of Color.
- We are a [provider](#) of [SNAP CAN](#), Arizona's community-based employment and training program that provides employment readiness services to eligible SNAP recipients.
- PCC offers a robust [Financial Aid](#) program, and just under [29.8%](#) of students are Pell eligible.
- We strive to implement new services when there is an emerging need. For example, during the COVID-19 pandemic, recognizing that computer and internet [access](#) was not available for all and likely impacted low-income households the most, PCC leveraged Higher Education Emergency Relief Funds ([HEERF](#)) to purchase laptops, tablet devices, hotspots, miscellaneous software, and provided [free Wi-Fi](#) available in parking lots to support student learning. The Fall to Spring persistence rate of credit students who borrowed devices was [20%](#) higher than the rate of non-borrowers.

- Further highlighting the commitment to diversity, two open data sessions were provided for all employees: [the first](#) was [Equity in Data](#) Analytics and [the second](#) was Exploration of [PCC Data](#) from the Perspective of Learner Equity.

Mission Communication and Effectiveness

PCC’s purpose, mission, vision, and values highlight our commitment to Pima County and we publicly display these statements at meetings and events. In 2023, the [Interim Chancellor](#) and [Interim Provost](#) referenced the Mission, Strategic Plan, and Institutional Goals at All College Day, PCC’s annual employee kickoff to the new academic year. The mission framework is posted on our [website](#) ([AP 1.16.01](#)), including the [co-curricular](#) learning and [diversity](#) pages, at Governing Board meetings in [Mission Moments](#), on [posters](#) in work areas, and in the [academic catalog](#). Further, to ensure that the internal and external community are aware of College work on the mission and related priorities, regular report outs are given on items such as Chancellor’s [goals](#), Strategic Plan [updates](#), [student success](#), and [annual reports](#).

Positive shifts identified by the College Employee Satisfaction Survey ([CESS](#)) demonstrate effective mission communication strategies. Specifically, the mean satisfaction for the statement “The mission, purpose, and values of this institution are well understood by most employees” [increased](#) from 3.11 in 2013 to 3.57 in 2022. Other improvements that align with the mission fulfillment framework are:

- “This institution involves its employees in planning for the future.” In 2013, the mean employee satisfaction was 2.62. By 2022 this had increased to 3.17, a statistically significant [increase](#) over 2019, but not statistically different from comparison colleges.
- “This institution treats students as its top priority.” In 2013, the mean employee satisfaction was 3.30. By 2022, this increased to 3.66, a statistically significant [increase](#) over 2019, but not statistically different from comparison colleges.
- Similar results are seen for the statement “This institution does a good job of meeting the needs of students.”

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- Criterion 1 Acronyms

1.B - Core Component 1.B

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

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

Argument

[Criterion 1 Acronyms](#)

PCC, as a governmental entity, serves no superordinate agency and receives no funding or distribution of funds associated with superordinate entities. We are committed to serving our community and providing opportunities to all who desire advanced educational attainment beyond a high school degree. This commitment is codified within the College's mission fulfillment framework and is highlighted in our [vision](#) and [mission](#) statements.

Strategic Focus

The Strategic Plan, including the Extension approved in August 2024, was designed around the long-term goal Achieve60 (Criterion 1.A). All of the [priorities](#) within the Strategic Plan focus on engaging and supporting students and refining institutional efficiency to improve educational attainment for our community. Throughout our decisions, we understand and respond to data indicating Tucson's 2022 [poverty rate](#) is 14.9%, placing Tucson 10th out of 12 western Metropolitan Statistical Areas.

Through the budget development process (Criterion 5.B), resource allocations focus on the needs of our students and the essential operations required to run the College. With limited State appropriations, to support the development of Centers of Excellence in business and industry in-demand sectors PCC secured [\\$65M](#) in Revenue Bonds, Series 2019. By June 2024, all bond proceeds were [expended](#) on Automotive Technology, Advanced Manufacturing, and other projects (Criterion 5.B).

Leveraging resources to implement several programs in recognition of the financial challenges of students, we offer [free](#) success support courses (Criterion 5.C) and special tuition charges, including a 15-credit [tuition cap](#), lifelong learner [discount](#), and online [course rates](#). The Strategic Vision Outcomes Report shows the cost of attendance at PCC is [5%](#) of Pima County's median household income, lower than the national comparison of 14%.

PCC follows Arizona Revised Statutes, including [Title 15, Chapter 12](#), which contains articles on the establishment of community college districts, finance, boards, and processes for the issuance of bonds. In the [Annual Report](#) to the Governor, PCC provides information on progress, courses of study, instructional staff employed, student numbers, revenues and expenditures, tuition and fee charges, as well as highlighting the educational role of the College.

Prompted by student advocacy to the Governing Board, in 2017 we responded to concerns about the high cost of textbooks by launching a Strategic Plan [initiative](#) to expand the use of high quality Open Educational Resources ([OER](#)) and reduced cost course materials (Criterion 1.C; 5.C). Through collaboration with Faculty, Librarians and Instructional Designers many courses transitioned to zero textbook cost, providing direct savings for students on the cost of attendance and removing financial barriers to course content for all learners. By 2023, PCC had saved students over [\\$11M](#), and the prioritization of high quality OER and low-cost course materials continues to be a focus to improve equity and access to education.

Meaningful grant awards help benefit students and the community (Criterion 5.C), such as:

- [TRIO Upward Bound](#) Math and Science program, which focuses on low-income, first-generation high school students.
- [Strada](#) Education Network's Employer and Community College Partnership Challenge to support innovative employer partnerships that connect students to in-demand employment opportunities and strengthen regional economies.
- [Title V Hispanic Service Institutions](#) grant focuses on success coaching, peer mentoring, creating virtual learning communities, and developing virtual engagement activities.

Additionally, we help our community understand how propositions could affect their education. For example, resources were provided to help current and prospective students affected by the passage of Proposition 308, which allows qualifying non-citizen Arizona high school graduates to receive in-state tuition at Arizona's community colleges. [Frequently Asked Questions](#) and a [Chancellor's Message](#) were posted to the College's [Proposition 308](#) page.

Community through Service

We play an important role in supporting Pima County's diverse communities. At a grassroots level, hundreds of employees volunteer their time at community activities and the College hosts numerous community events at its campuses and facilities. Systematically, the College involves members of the community as it makes comprehensive plans for a future in which all learners can achieve economic equity.

Employees are active philanthropists in Southern Arizona

Robust resources are created for employees and the community to take part in College activities. The [Events Calendar](#) is a comprehensive online listing of college-sponsored recruitment/registration, arts/cultural, and other activities. The Community Engagement [Dashboard](#) contains ways for employees to sign up for community events. The College estimates and records the numbers of events and attendees through a [post-event](#) survey of participants. In April 2024, there were 10,548 attendees in 40 college-sponsored events.

Executive Leadership is active nationally and regionally

The Executive Leadership Team (ELT), consisting of the Chancellor, Provost and C-level administrators, is actively affiliated with many [organizations](#).

Peer-to-peer connections often result in initiatives whose goal is to improve student success. Informal conversations between PCC's Provost and her counterpart at Northern Arizona University resulted in

the establishment of the [NAU-PCC](#) Educational Attainment Collaborative, which is designed to ensure seamless academic pathways between the two institutions and to enhance student support.

PCC promotes education through community events

Since 2015, PCC has hosted Career and Technical Education (CTE) National Letter of Intent Signing Day, when high school students and new PCC students sign a pledge to pursue a CTE education. In each of the past three years between 350 and 500 students have [participated](#).

Northwest Campus has hosted the Arizona STEM Adventure in partnership with the Southern Arizona Research, Science and Engineering Foundation and major area employers such as Raytheon and IBM since 2015. The purpose of the event is to increase elementary and middle school students' awareness and interest in Science, Technology, Engineering, and Mathematics (STEM) through child-friendly demonstrations and hands-on exhibits. In [2023](#), 695 students from Southern Arizona took part in-person and 1,350 participated virtually. Approximately 79% of the students participating were from low-income, Title I schools.

West Campus has been the site of the League of Latin American Citizens annual Youth Conference for 28 of the past 30 years. In 2019, [668](#) students from more than 25 area schools participated in the [conference](#), which promotes the importance of learning and leadership to middle and high school students.

PCC consults with its community as it plans comprehensively

The annual [Futures Conference](#) invites students and community members to engage with employees to discuss and plan approaches to important issues of mutual interest and is built around facilitated, small-group discussions. To date, more than 615 community members and 40 students have taken part including 183 [in-person](#) and 87 [virtual](#) participants in 2023.

Adult Basic Education for College and Career (ABECC) organized in-person and virtual [forums](#) to consult with [students](#) and [neighborhoods](#) on how to best utilize the centers' physical space and to gather insights on other needs and expectations. [Feedback](#) from these forums reinforced the validity of ABECC projects and initiatives, such as maintaining both virtual and in-person instruction at all Learning Centers. A second initiative to invest in a special Student Experience and Enrollment team was also confirmed, with the goal to better provide ABECC students with information about and access to support services.

Organized [engagement](#) with Southern Arizona Leadership Council, the largest group of business and economic development leaders in the region, to get input on workforce development [needs](#), ensure that the College is getting feedback on needed workforce skills, and consider internship and apprenticeship opportunities.

PCC engages with business to train students for good jobs

Our Mission includes a behavior commitment to "Open up to change and endeavor to serve our learners and the community by soliciting, valuing and using their input." In CTE and Workforce, this involves collaborating with nearly [700](#) area employers, economic development practitioners, and community groups to provide relevant learning experiences for students seeking direct employment. Community Based Organizations and workforce practitioners vary in size from fewer than 10 to over 500 employees.

Strong relationships with employers also helps optimize execution of the Educational Master Plan ([EMP](#)). A key element of the EMP is the establishment of Centers of Excellence ([CoE](#)) learning hubs that

provide high-tech training to students and incumbent workers. Each CoE has been built around events that gather insights from employers, educators, and students. In 2023, the College established its newest CoE in [Science & Engineering](#) with a [forum](#) that included discussions and small-group work with more than 100 participants (22 students, 18 business community, 13 public Universities, and 42 faculty, staff, and administrators). Preliminary insights gained from the session will be evaluated and considered for incorporation into emerging plans, including the need for apprenticeships to build the STEM pipeline.

Pima fosters healthier communities

Campuses are sites for the City of Tucson’s Household [Hazardous Waste](#) Campaign, where community members can safely dispose of substances to protect the ecosphere. [Downtown Campus](#) hosts [Market on the Move](#) to distribute 60 pounds of produce for \$10 to any community member. The First Year Experience program has a yearly [carnival](#) that welcomes new students and provides safe, October festivities for young children such as pumpkin decorating, costume contests, and face painting.

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- Criterion 1 Acronyms

1.C - Core Component 1.C

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

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

Argument

[Criterion 1 Acronyms](#)

The faculty-spearheaded [Voices on the Economy](#) project is dedicated to fostering intelligent debate around critical national economic issues. College support took physical form with the dedication of the [VOTE Center](#) on West Campus and the announcement of a partnership with Northern Arizona University.

PCC allows for freedom of speech and public expression within some limits, and allows the use of public spaces for such expression ([AP 1.17.01](#)). The College also allows for rental of physical spaces, typically charging fees for use. However [AP 2.05.01](#) waives those fees for elected officials holding community [forums](#).

Every year, PCC sends an [email](#) urging students to exercise the right to vote with a call to action to click on Pima's [voter information](#) page, where students can find a link to the state's online voter registration service. In 2023, [122 students](#) clicked the link to the voter information page.

PCC signed an [Intergovernmental Agreement](#) to support the City of Tucson's Thrive in the 05 initiative with funding and a full-time staff person. Thrive in the 05 seeks to revitalize underserved neighborhoods in the 85705 ZIP code.

Maricopa Community College is the recipient of a grant to operate the Arizona Small Business Development Center Network. As a [sub-recipient](#) of the award, PCC operates the Small Business Development Center ([SBDC](#)) within its assigned region to help entrepreneurs launch, grow, and sustain their businesses. The SBDC assists companies in ascertaining the viability of starting a business, including directing them through a business plan and ensuring they have capital and/or the means to access startup funds, which contributes to the [outcomes](#) for the 6th and 7th Congressional Districts.

We [hosted](#) the faculty-led Climate Community Day in 2024, with luminary speakers and community organizations.

Diversity and Equity are Mission-fulfillment Behaviors

[BP 2.01](#) commits to a future in which its student body and workforce, including faculty, staff, and administrators, [reflect](#) the diversity of Pima County and in which people of all backgrounds feel welcome and engaged. BP 2.01 and the mission fulfillment framework inform seven [behaviors](#) every employee

is encouraged to embrace, which exemplify the spirit of the College and seek to foster a compassionate and productive educational environment. Recognizing that social justice and equity is an essential consideration, “commit to equity and social justice” was included within the listed behaviors.

Based on themes identified during the development of the Strategic Plan, event attendees provided input on topics at the [2023 Futures Conference](#) that included the [future](#) PCC learner leveraging [projection data](#) for Pima County. Critical considerations related to social justice were directly woven into the [conversation](#) with attendees, embedding inclusion and equity into our planning process.

The year one Strategic Plan goal to develop a new Diversity, Equity, and Inclusion (DEI) plan was met through an inclusive process led by the Chief Cultural Impact Officer. Through this work, a need was identified to define what Social Justice means to PCC. Along with this definition came a need to assess practices leading to transformative change for student access, progress, and outcomes. The ELT noted that the [initial draft](#) did not contain enough of a focus on data and assessment in order to effect change, and [approved](#) a modified planning process. This [process](#) would be housed within the College’s integrating planning system (Criterion 5.C) and be data-informed, leveraging practices identified at benchmark institutions. A Social Justice Team, advisory to the SPT, was charged with this work. These teams included stakeholders from across the College to ensure diverse perspectives. Centralized planning efforts will now have DEI results incorporated directly into future Strategic Plans rather than being a separate plan. This is showcased in the Strategic Plan Extension, which fully incorporates DEI into the fabric of the College’s strategic priorities.

The Achieve60 institutional [targets](#) (Criterion 1.A) are an example of a concerted effort to increase retention, persistence, and completion rates for populations identified as predominantly underserved: American Indian or Hawaiian Native, Black or African American, and Hispanic or Latino. The May 2023 [Update](#) on Achieve60 calls attention to the many college-wide initiatives and program-level activities that provide evidence of PCC’s commitment to enacting its Strategic Plan and, more importantly, in supporting the community it serves. This work is also reflected in associated unit plans (Criterion 5.C). Examples of unit plans include:

- [Advising and Counseling](#): Action 2 - “Advising and Counseling public facing information improvements,” aligned with the Strategic Plan [priority](#) to “Rebuild learner-facing and community-facing processes with a focus on standardization, simplification, access and removing the barriers that limit learner progress.”
- [Athletics](#): Action 1 - “Increase Aztec athletics enrollment, persistence, retention, and completion among student athletes,” aligned with both institutional targets.
- [College Readiness and Student Success](#): Includes an action to “increase part time student persistence/retention,” which supports both institutional targets.

The Immigrant and Refugee Student Resource Center ([IRSRC](#)) was created to gather resources to empower immigrant and refugee students to achieve their educational dreams. The Center provides information, offers workshops, and partners with external community organizations to also support undocumented learners.

PCC participated in the Community College Faculty Survey of Student Engagement ([CCFSSE](#)) race/ethnicity surveys in spring of 2022. For the [faculty question](#) “During the current academic year, this college has taken appropriate actions regarding incidents of racism”, 83.1% agreed while 16.9% disagreed. These results will be assessed as part of the social justice work to identify strategies to improve.

Actions Build a Climate of Respect

- PCC’s commitment to its mission-fulfillment behavior, “commit to equity and social justice,” includes activities to foster a climate of respect among students, faculty, staff, and administrators, as well as the role of the College in a multicultural society. The 2023 leadership retreat included a [DEI workshop](#), repeated during [All College Day](#). Through the Office of College and Community Cultural Connection, [Pima Affinity Networks](#) host events, speakers, share resources, and offer training.
- Through the [CESS](#), the College monitors employee satisfaction with statements related to diversity. The statement “Pima Community College fosters an environment that is inclusive of diverse identities” has been included in the survey as a custom statement since 2013. The mean score for all employees was 3.54 in 2013, [increasing](#) to 3.76 in 2022.
- The College participated in the 2022 CCSSE pilot Race/Ethnicity survey for [faculty](#) and [students](#). The student survey includes the question “During the current academic year at this college, how often have you participated in activities or discussions out of class that encouraged you to examine your understanding of issues of race/ethnicity?” [27.2%](#) of responses said often or very often, while 34.6% responded never. While PCC does not have access to trend data, as these surveys were new, the data provide insights into the atmosphere at the College for people of diverse backgrounds and these data will be analyzed as part of the social justice initiative.

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- Criterion 1 Acronyms

1.S - Criterion 1 – Summary

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

Summary

Accomplishments

- PCC proudly asserts that throughout the breadth of its operations its mission is unequivocally understood, effectively operationalized, and deeply embedded throughout the institution transcending into the community.
- PCC is a culture of care and equity. As such, we value the diverse perspectives, heritages, and lived experiences that make up our college community.
- From the collaborative development of the mission through to an intentional focus on the students and community we serve, PCC demonstrates a clear commitment to the public good and a dedication to its vision to be a catalyst for personal transformation, economic growth and cultural prosperity for the diverse community we serve.

Opportunities

- In 2024-2025, PCC has the opportunity to focus on the mission and conduct a collaborative review of our mission. This will ensure that our guiding statements align with the College’s evolving purpose and vision in the changing higher education landscape, further strengthen our commitment to serving our community, and provide a strong foundation for our next comprehensive planning process.

Sources

There are no sources.

2. Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

[Criterion 2 Acronyms](#)

The Governing Board's [Bylaws](#) establish the powers and authority for governance and operations of the institution.

Responsibilities of the Board

In May 2021, the Governing Board adopted PCC's [Mission](#) and unanimously [approved](#) the new mission fulfillment framework: purpose, vision, mission and behaviors (Criterion 1.A). [Board presentations](#) and [study sessions](#) provide opportunity for Governing Board oversight and public transparency. The Governing Board's annual meeting [planning schedule](#) allows for conversations to remain informed and effectively carry out legal and fiduciary responsibilities. The Governing Board's [fiduciary duties](#) include oversight, accountability, and stewardship of PCC's resources in service to the interests of its constituents.

Integrity and Ethics

Expectations of fair and ethical behavior are codified in the [Code of Ethics](#) of the Governing Board's Bylaws and in [BP 1.10](#). A commitment to a culture of ethical conduct and accountability are demonstrated by [BP 1.06](#), [BP 1.25](#), the Employee [Code of Conduct](#), and the Faculty [Code of Ethics](#). PCC employs General Counsel for the College and the Governing Board ([BP 6.01](#)) and a Compliance Program is designated by [BP 2.18](#) and [AP 2.18.01](#). Enterprise risk management and internal audit monitor perceived and identified risks and recommend mechanisms for improvement.

The [Employee Handbook](#) includes provisions regarding accountability, rights and responsibilities, and compliance. [AP 1.25.05](#) outlines and [Ethical Standards](#) and Conflict of Interest details conflict of interest;

together these documents reinforce that all employees are subject to Arizona’s Conflict of Interest [laws](#). New employees have compliance training upon onboarding, with biannual and annual updates to training (Criterion 5.B).

Employee protection regarding Discrimination, Harassment and Retaliation is provided through [BP 5.10](#), [AP 5.10.04](#), [AP 2.03.01](#), and [handbook policy](#). Further, [BP 2.18](#) and our [Whistleblowing](#) policy communicate an expectation of employees to immediately report suspected fraud or abuse with an expectation of confidentiality. Retaliation is broadly prohibited and the Chief Compliance Officer has an independent reporting responsibility to the Governing Board, Chancellor, or external authorities (BP 2.18).

Embedded Report on Dispute Resolution

Introduction

In the October 6, 2022, [Focused Visit](#) letter to Pima Community College (PCC or “the College”), the Higher Learning Commission (HLC) directed the College to include an Embedded Report in its 2024-2025 Comprehensive Evaluation to address the following:

Dispute Resolution

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

Discussed below are the key changes made and ongoing efforts to communicate those changes to address the specific issues identified in the 2022 Visit Report.

Overview of the Roles of the Office of Dispute Resources and Human Resources

The Office of Dispute Resources (ODR), formerly known as Office of Dispute Resolution, provides information and guidance to any stakeholder, including students, employees, and community members for addressing their concerns, complaints, or grievances. The College has different processes available and responsible offices depending on the nature of the complaint (i.e., grade complaint, Title IX, disability accommodation issue, dispute with a coworker, etc.). Recognizing that students and employees might not always be sure of where to go to for assisting with a particular issue, the College formed ODR in 2014 to serve as a single location where anyone can go when they have a concern or complaint and receive assistance and guidance with the applicable complaint resolution process. The specific functions of ODR are [delineated](#) on their web page.

Through these functions, ODR serves as an independent resource to guide all concerned to the most appropriate process for resolving all types of concerns and to provide factual information to inform the resolution.

Human Resources, and in particular its new as of 2022 Employee Relations team (HR-ER), serves a vital role in supporting employees in addressing workplace concerns. The HR-ER provides consultation on various issues, including interpersonal conflicts between coworkers or supervisors, questions regarding policies and procedures, mediation, and conflict resolution. HR-ER also offers coaching and advising services for employees. HR-ER provides guidance to supervisors on the proper implementation of corrective actions and discipline to ensure employees receive due process, and outcomes are

appropriate and consistent across comparable situations.

HR-ER and ODR collaborate closely on employee matters, as well as with Deputy Title IX Coordinators, the Behavioral Assessment Team, the Employee Service Center (benefits, accommodations and leave), and other areas as appropriate to jointly address and resolve concerns across the institution. Through these collaborations, the College ensures that there are no “wrong doors” to enter a complaint resolution process. Regardless of which office someone starts with, they will be referred to the most appropriate area and process. And, as noted above, when in doubt, ODR is always available to provide guidance.

Complaint Process Changes

Based on input from the All Employee Representative Council and Internal Audit, the College clarified its written Complaint Review [Process](#) in 2023. Recognizing that there was room for additional clarification and improvement, in 2024, the College conducted further internal and external reviews. For example, the College retained the services of outside legal counsel with extensive education experience, who completed her [report and recommendations](#) in May 2024. Based on this input, the College implemented a series of actions.

Enhanced Complaint Review Process

Simplified Language: The [Complaint Review Process](#) documentation has been updated with clearer, more accessible language to ensure understanding by all members of the College community.

Mandatory Training: In Fall 2023, the College conducted [training](#) for all employees regarding the role of ODR. Since then, complaint-related training has been incorporated into the [College-Directed mandatory training program](#). This training ensures that all employees are familiar with the complaint processes and the roles of [ODR](#) and [HR-ER](#) in handling complaints. The College used multiple methods to reach a broader audience, including [presentations](#) during All College Day which is a collegewide in-service day for all employees, in Pima-All [emails](#) and Pima-News, with academic and student affairs coordinating groups, [new employee orientation](#) and through [meetings](#) with employee and student representative groups.

Improved Information Resources

- Website Enhancements and Clarification of Complaint Processes:
 - [Complaint Resources and Resolution](#) page: A new complaint-related link was added to the main web page under the “About Pima” [dropdown menu](#) for easier access to complaint resources.
 - [Resolution Information](#) page: Provides information on the distinction between Reports, Appeals or Reviews, Employee Grievances, Informal Complaints, and Formal Complaints. In addition, this page contains descriptions of the roles and functions of ODR, HR-ER, and Student Conduct, as well as direct links to relevant internal pages, external agencies, and regulators.

Policy and Procedural Updates

- [AP 3.31.01](#): This policy was revised to increase accessibility, providing clearer guidance on filing complaints.
- PCC updated the Compliance policy ([BP 2.18](#)) and administrative procedure ([AP 2.18.01](#)).

- Added a [Chief Compliance Officer](#), who was appointed on October 24, 2023, to provide ongoing review and coordination for improvements in complaint processes.

Improvements in Human Resources

Previously, HR members were generalists providing a full range of HR services (i.e. recruiting, training, and employee relations). Beginning in 2022, HR revised its internal structure to create an Employee Relations Team focused on assisting employees to address concerns.

- **Creation of the Employee Relations Team:** HR-ER used vacant positions to recruit and form a three-member team to better support employees and supervisors, including consultation on workplace concerns, conflict resolution, and compliance with HR-ER policies and procedures. Each College [area](#) leader has an assigned HR-ER team member to provide a single point of contact for that leader and their reporting line in regards to employee relations. The Team addresses complaints received directly from employees and supervisors, refers the complaint to the appropriate area, or collaborates with other areas to resolve the issue, depending on the nature of the concern.
- **Added Resources for Supervisors:** HR-ER created process maps and resources for supervisors specific to employee relations matters to provide greater consistency in the handling of concerns.
 - Flowchart - Corrective Action
 - Flowchart - Reasonable Suspicion
 - Do's and Don'ts of Workplace Documentation
- **Additional Designated Deputy Title IX Coordinator:** The [Title IX Coordinator](#) has designated a member of HR-ER with the responsibility of overseeing the complaint process for allegations of a Title IX violation whenever the respondent is an employee.
- **Training:** Beginning in Spring 2023, HR-ER added training related to discrimination, harassment and retaliation, and to clarify the [corrective action process](#).

Ongoing and Future Improvement Efforts

The College recognizes there remain additional opportunities for improvement and that changes and trends need to be evaluated periodically to identify need for further refinement.

- **Updates to Complaint Forms:** The College is collaborating with the third-party vendor NAVEX (also known as EthicsPoint), which hosts the Hotline and online complaint reporting site, to update the web-based complaint forms, making the submission process more user-friendly, and to generate a customer experience survey at an appropriate point in the case management process.
- **Complaint Assessment Team:** This newly formed team completed its initial [meeting](#) to form their plan for ongoing evaluation of complaint processes effectiveness using a [Standard Operating Procedure](#) and providing recommendations for improvement to senior management at least twice a year. The focus will be on reducing the number and severity of complaints and lowering barriers to reporting.
- **Monitoring and Reporting:** The Chief Compliance Officer oversees this complaint process review, with regular reports to senior management and the Finance and Audit Committee. The Team will follow up on all approved recommendations to ensure they are implemented effectively. The Team will submit its first report to the Finance and Audit Committee on October 18, 2024. The Committee

meets every other month.

- **Communication and Training:** Continued communication and training on the complaints processes will be provided throughout the academic year to ensure all employees are aware of the changes and how to access resources. New hires receive training during onboarding, with periodic refresher training for all employees.
 - ODR staff are scheduled to meet with student and employee governance organizations during the Fall 2024 semester to provide information about ODR services and accessing complaint processes.
 - An ODR/HR [video](#) featuring content from the [PowerPoint](#) will be filmed on October 18, 2024, with publication sent the first week of November 2024 through multiple channels and posted to web pages with complaint related-information. This video will then be a required training for all employees in Spring 2025.

Summary

Regardless of where a complaint is expressed, ODR, HR-ER, or another office, the process for addressing complaints at the College ensures that decisions are made in a timely and effective manner. Unless an independent investigation is required, the decision maker may also serve as the investigator or reviewer of the complaint. For employee-related matters, the decision maker is typically the supervisory chain and the Chief Human Resources Officer can step in and be the decision maker, if needed. For complaints related to the Student Code of Conduct, the Student Conduct office typically makes the final decision. When there are highly technical issues involved or a conflict of interest arises, the decision may be delegated to another individual.

The College is committed to prompt decision-making, but more complex cases, those involving multiple parties, or complaints falling under Title IX Sexual Harassment may require additional time. In such instances, the College makes every effort to keep all parties informed of the status and anticipated timelines.

Once a decision is reached, outcomes are communicated directly to the involved parties, in accordance with legal and policy guidelines. Some information may remain confidential due to applicable laws, regulations, or College policies. In cases where processes include defined appeal or review procedures, appeals must be submitted by the specified deadline and must clearly state and provide support for at least one specific appealable issue as defined in the relevant procedures.

Since the HLC Focused Visit, PCC has made significant strides in refining and clarifying the roles and functions of the ODR and HR-ER, and better communicating how individuals access complaint resolution processes. These enhancements have created a more transparent, accessible, and coordinated process for registering and resolving complaints, thus addressing the issues identified from the Focused Visit. Through these efforts, the College has acted to foster a more supportive, timely, and responsive environment for all members of the College community.

Finance and Audit Committee

The Governing Board's Finance and Audit [Committee](#) is committed to accountability and transparency. Per the [Charter](#), the Committee is comprised of two Governing Board members and five to eight community representatives that meet at least four times annually. Meeting notices and materials are

[posted](#) in compliance with Open Meeting Law (Criterion 2.C), and a [summary](#) of activities is provided annually to the Governing Board.

At meetings, the contracted investment manager provides updates on [portfolio](#) performance and demonstrates compliance with investment guidelines. Changes in investment procedures require review and approval by the Committee followed by a report to the Governing Board. In addition, the [Chief Financial Officer](#) provides [reports](#) covering the status of the revenue bonds, capital projects, budget development, and other relevant activities.

The Internal Auditor ([BP 7.01](#)) and Chief Compliance Officer (BP 2.18) provide regular reports and have the option of meeting without management. The Internal Auditor provides [quarterly](#) reports, and the Committee reviews and [approves](#) the risk assessment and audit [plan](#) annually. The Enterprise Risk Management office provides regular [updates](#) on PCC's insurance program and compliance functions.

Stewardship of Public Funds

Property taxes are the primary source of revenue for PCC, making it even more vital that the responsibility as stewards of public funds is honored. PCC adheres to statutory requirements in the development and publication of the [annual budget](#) and, when required, Truth in Taxation [notification](#). The Governing Board holds a [Public Hearing](#) as an opportunity for the community to provide feedback prior to holding a Special Meeting to set property [tax rates](#) and levies and [adopt](#) the budget. An annual whitepaper on [Understanding Property Taxes](#) is posted on PCC's website and [BP 4.07](#) identifies reserve fund balance targets (Criterion 5.B). Arizona law restricts most public funds to conservative and lower-risk investments, which are reflected in the investment [guidelines](#).

The [Finance](#) page aggregates information, including [financial indicators](#) and metrics, and [financial ratios](#), which are used in the development of PCC's [budget](#) and to monitor performance (Criterion 5.C). Information about the [Revenue Bonds](#), Series 2019, and credit ratings are also available. Further, [State resources](#) are provided, and PCC posts financial transactions on the State of Arizona's OpenBooks [portal](#).

PCC is audited annually by the Arizona Auditor General and the most recent reports are posted on the [Financial Reports](#) page. The audit reports inform and improve operations, internal controls, and policies and procedures. Each Spring, representatives from the Auditor General [meet](#) with the Finance and Audit Committee, and as required by [ARS §11-661](#), provide a [report](#) to the Governing Board. Annual audit activities are discussed further in Criterion 5.C.

Per Arizona Revised Statute [§15-1444](#), PCC may collect revenues from auxiliary services. Such revenues are accounted for within Designated Funds and include appropriate restrictions. Financial Services reconciles annually, with auxiliary funds identified [separately](#) on financial reports. Auxiliary services represent less than one percent of PCC's operations, and the College does not have any significant operational exposure. Examples of PCC's auxiliary functions include:

- Campus [store](#) retail services, managed, staffed, and operated by Barnes and Noble College Booksellers, an [informational](#) item presented to the Governing Board after a collaborative and competitive procurement process.
- [Passport](#) Services at the East Campus, which is authorized on behalf of the U.S. Department of State as a passport application acceptance facility. Passport Services [staff](#) are funded by the revenues generated from operations.

Sources

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- Criterion 2 Acronyms

2.B - Core Component 2.B

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

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

Argument

[Criterion 2 Acronyms](#)

PCC has a stated commitment to sharing information as appropriate with students and the community ([BP 1.20](#)), and [AP 3.10.04](#) requires accurate, complete, and up-to-date information to prospective and current students. Enrollment recruiters, advisors and counselors undergo [ethics training](#) to ensure information presented in an honest, ethical and transparent manner. Internal Audits are a systematic approach ([AP 7.01.01](#)) to ensure the effectiveness of risk management, control, and governance processes. Reports from the Internal Auditor are provided to the Board at least quarterly ([BP 7.01](#)).

PCC establishes brand guidelines for all public facing information ([BP 10.02](#), [AP 10.02.02](#)), including pages centrally managed by The Office of External Relations ([AP 10.02.01](#)), to provide consistency in public communication to students and community. [Governing Board](#) information, [governance](#) structure, and [accreditation](#) relationships are updated as changes occur. A centralized faculty and staff [directory](#) is maintained on the public webpage, and the College Catalog annually updates lists of both [full-time](#) and [adjunct](#) faculty along with their credentials. The Academic Catalog provides program requirements, course descriptions, and graduation requirements. Cost estimation ranges posted on the College website use actual college [costs](#) and fees, regional costs of living ranges, and official sources such as U.S. [Bureau of Labor Statistics](#). Marketing also uses official sources, such as the EMSI, to communicate reasonable employment and wage [opportunities](#).

Community Engagement

The External Relations office is responsible for outreach and marketing to prospective students; overall brand awareness ([AP 10.02.01](#)); outreach to new and traditional media ([BP 10.01](#)); community engagement; outreach to federal, state, and locally elected officials; and organizing internal and external special events ([BP 2.05](#)). The department is advised by the [Enrollment and External Relations](#) Committee, which is made up of outside business and education leaders with marketing and community engagement backgrounds.

For more than four decades, the [Pima Foundation](#) has been instrumental in securing and overseeing philanthropic contributions, significantly broadening access to education at PCC. In Fiscal Year 2024, the Foundation supported Fashion Design's [Runway Renaissance](#), [hosted](#) Estate Attorneys and Financial Planners luncheon, attended [community](#) and [college](#) sponsored events, and disbursed [\\$521,287 in scholarships](#) in fiscal year 2024.

Student athletes [enhance](#) their college experience, develop leadership skills, and engage with the community through volunteer opportunities and outreach programs. In recent years, our student athletic teams have volunteered for:

- Elementary schools [Love of Reading](#) week
- Chapman Automotive Holiday [Toy Drive](#)
- [Habitat for Humanity](#)
- [Tree Planting](#) at Warren Elementary School
- [Cactus Classic](#) Invitational Volleyball Tournament

The Pima Honors Program is committed to helping students develop service and leadership experience. Each year, student leaders suggest community service projects that are conducted by students and assisted and supported by the program.

- [RISE](#) for Homeless Veterans
- [Park Clean-Ups](#)
- [Pima Love Notes](#)
- [Family STEAM Night](#)

The Aztec Resource Center (Criterion 1.A), a student learning lab managed by the Social Services department, runs a multi-location food pantry providing food to students facing insecurity. Pantries exist at West and Desert Vista Campuses with a satellite center at East Campus.

Experiential Learning

The Center of Excellence ([CoE](#)) in Applied Technology is a hub of innovation that includes Automotive Technology and Innovation, Aviation Technology, and Advanced Manufacturing. This facility encompasses cutting-edge programs such as Automated Industrial Technology, Computer-Aided Design, Machining, and Welding. The enhanced labs and equipment connect students' experience to align with industry partners and standards.

The CoE in Hospitality Leadership includes a Culinary Demonstration Kitchen Studio designed with professional recording technology to capture live classroom segments that can be shared on the learning management system, a recommissioned grill, and a full-service production kitchen. The Hospitality Leadership Learning Lab is equipped with advanced visual technology capable of hyper realistic resolution, which facilitates engaging low risk simulation learning experiences by utilizing virtual and augmented reality immersion, and restaurant space that hosts student capstone summative projects and other special events.

The CoE in Information Technology/Cybersecurity has a student-run data center and a live-fire cyber warfare range, which has garnered [national attention](#). National Cyber Director [Harry Coker, Jr.](#), from the Office of the National Cyber Director, the White House visited East Campus to talk about the importance of strengthening the cybersecurity ecosystem, listen to students, and gather best practices. Director Coker affirmed his desire to replicate the PCC model to scale across the US. PCC has received the National Center of [Academic Excellence](#) in Cyber Defense awarded by the National Security Agency, which recognizes rigorous standards in cybersecurity education and research.

PCC invests in other workforce development opportunities such as Truck Driving, Fire Science, and Logistics and Supply Chain Management. The support amassed by the institution’s community, local businesses, and the voters of Pima County for the passage of [Proposition 481](#) marked a pivotal moment, opening avenues for strategic public-private partnerships and the introduction of innovative pathways like [PimaFastTrack](#).

Economic Development

PCC is known across the Southern Arizona region as industry’s economic development [partner](#). Two PCC administrators are members of the Chairman’s Circle and Board of [Directors](#) of [Sun Corridor](#), a CEO-driven alliance championing economic competitiveness to drive business investment and primary job creation in Southern Arizona. Sun Corridor’s [Pivot Playbook](#), Southern Arizona’s comprehensive road map to post-COVID-19 economic recovery, highlights the role PCC played in [American Battery Factory’s](#) decision to locate its global headquarters and new two-million-square-foot production facility in Tucson, promising over 1,000 new local jobs and \$3.1 billion in state-wide economic impact.

PCC also partners with Pima County on workforce development. We fund an embedded employee at the central Pima County [AZ@Work](#), have numerous programs on Workforce Innovation and Opportunity Act’s Eligible Training Partner [List](#), and hold membership on the county’s Workforce Investment [Board](#).

In statewide economic development efforts, an administrator led the steering committee that developed and implemented Arizona’s [Reskilling & Recovery Network](#), an initiative that identified and scaled strategies to give workers the skills necessary to succeed in an economy reshaped by the pandemic. The Chancellor serves as a member of Arizona Community College Coordinating Council; a second administrator co-founded the Workforce & Economic Development sub-committee that coordinates strategy and projects across the 10 community college districts. PCC also collaborates with the Arizona [Commerce Authority](#) on regional and state-wide economic development.

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 - Criterion 2 Acronyms

2.C - Core Component 2.C

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

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

Argument

[Criterion 2 Acronyms](#)

[Governing Board](#) members are publicly elected, unpaid, serve six-year terms by five geographical districts, and are the legally constituted and final authority for the operation of the College. In their autonomous capacity, they make decisions that are in the best interest of the institution, steadfastly adhering to established board policies to ensure the highest standards of integrity. The Board's commitment to ethical governance and responsible stewardship is further exemplified through their careful selection of the Chancellor, ensuring leadership that aligns with the College's mission and values. The Board functions as a committee of the whole. This robust governance framework empowers PCC to thrive and serve its diverse community with excellence.

[ARS §15-1444](#) defines the Governing Board's general powers and duties as an autonomous governing board, with additional administrative powers and duties defined in [ARS §15-1445](#). The Board is charged with the responsibility to ensure PCC operates in an ethical and responsible manner. Board Bylaws [Article X](#) requires that "Board members must demonstrate unconflicted loyalty to the interests of the entire community of Pima County. This accountability supersedes any conflicting loyalty such as that to family members, the College's employees, advocacy or interest groups, membership on other boards or staffs, or any personal interests as a consumer of the College's services."

It is critical that appropriate and timely training is provided to new and existing Board members to ensure understanding of all legal and fiduciary responsibilities. [Article XI](#) of the Governing Board's [Bylaws](#) describes orientation for new members to occur within the first 60 days of election or appointment to office.

After the last election, PCC presented a series of orientation sessions that included Board and Board Member responsibilities, laws, policies, and practices along with overviews of areas that directly relate to or support PCC's most important objectives ([1/17/2023](#), [1/30/2023](#), [2/03/2023](#), and [2/13/2023](#)). In accordance with Open Meeting Law, these live sessions provided opportunity for interactive discussions

with immediate clarification and feedback.

[Regular](#) Board meetings include presentations from various units and representative groups, as well as time for Public Comment. Monthly [study sessions](#) allow deeper discussion of topics, plans, and issues, providing relevant information to the Board to allow for informed decision making, and looking to the Board for direction. Two Board members serve on the Finance and Audit Committee, which receives more detailed information related to financial operations and provides insight and recommendations to the Governing Board. [Board Retreats](#) provide additional opportunities for training, introspection, evaluations, and more in-depth planning. Board members also participate with industry associations and take advantage of external professional development and [training](#) opportunities .

Arizona’s Open Meetings Law and Governing Board Operations

Arizona’s [Open Meetings Law](#) places limitations on communication and decision making among members outside of public meetings consistent with a published agenda, while also conveying the ability to meet and discuss and provide direction (but not act) in Executive Session for specific topics authorized in Statute. The Arizona Attorney General’s Agency [Handbook](#) provides guidance on how to avoid Open Meeting Law violations in communications between the Governing Board and others, whether constituency groups or Executive Leadership. Great care must be taken to avoid splintered or serial discussions that include a quorum of the Governing Board. For that reason, communication with Governing Board members outside of properly noticed meetings tends to be coordinated through the Chancellor’s Office.

While Arizona law permits, with an exception for emergencies, agendas to be posted and amended at least 24 hours before a meeting, Board Bylaws [Article VI](#) requires agendas and supporting materials posted and sent to members no less than five calendar days before meetings unless the Chair approves a shorter period. Members acknowledge receipt of the materials and commit to review, asking for additional information before the meeting when possible. All members have the opportunity to request items from the [Consent Agenda](#) be heard individually and to add topics to [future](#) agenda items. The Board Chair, Vice-Chair, and Chancellor meet the week before meetings to facilitate communication, and again the week of the meeting to ensure as many Board member questions as possible are answered before the meeting.

The Board provides [input](#) into strategic vision plans as part of the Integrated Planning process, asks hard questions as part of their governance and oversight role, and makes specific decisions that are both ministerial and discretionary. The very nature of Open Meetings Law ensures transparency of decisions, and bars public body decisions from being made in private. This can, from time to time, result in public disagreement and discussion among Board members or with College leadership. However, according to Board Bylaws [Article VI](#), the discussion is to be orderly. The Board develops and adopts [goals](#), has direct input into and [adopts](#) Chancellor’s [goals](#), and conducts an annual [self-assessment](#).

Community Engagement and Advisory Processes

Board members and many employees are actively engaged in different segments of the community and organizations. The Board provides opportunities for community input on visioning plans through

forums, town halls, and public comment. Teams coordinate with industry, educational, and community stakeholders and use that information to develop recommendations for the Board. Employee representative groups and shared governance teams provide input through established committees, public comment, or by invitation to Board study sessions or retreats. Board Bylaws [Article III](#) provides time for non-voting Board Representatives selected by various employee and student groups to present during regular Board meetings noticed on agendas.

The Board created broad, well informed, and diverse advisory committees to evaluate options for future use of [Drachman Properties](#) that may have historic value on the Downtown campus and for a Chancellor Search Advisory [Committee](#).

Regular Board meetings include a [Public Comment](#) early in the agenda to permit input on issues within the jurisdiction of PCC. Meeting agendas involving public hearings, such as tax levy and budget adoption, include specific [Call to Audience](#) agenda items immediately following the presentation. Regular meetings and study sessions remain hybrid, permitting remote participation.

Delegation and Oversight Framework

Arizona law includes both delegable and non-delegable duties of Governing Boards related to their [General](#) and [Administrative](#) Powers and Duties. Boards must appoint a Chancellor or President and may delegate all duties not specifically reserved to the Governing Board. [Article I](#) of the Board's Bylaws establish oversight and delegation framework.

[BP 1.05](#) establishes the Board's relationship with the Chancellor, delegating day-to-day operations of the institution to the Chancellor and establishing appropriate powers and duties. This policy generally describes limitations to the Chancellor's authority and provides for monitoring of the Chancellor's performance. [AP 1.05.03](#) further explains the delegation of authority to the appropriate leads. [AP 1.05.01](#) defines [standing committees](#), [task forces](#), and [governance bodies](#).

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- Criterion 2 Acronyms

2.D - Core Component 2.D

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

Argument

[Criterion 2 Acronyms](#)

[BP 1.17](#) affirms that the freedom to teach, learn, and express oneself freely are essential components of higher education. [BP 3.02](#) acknowledges academic freedom is essential to the free search for truth and knowledge and fundamental to the protection of the rights of students and faculty.

This commitment to academic freedom is further reflected in the Faculty [Code of Ethics](#) and [AP 3.26.01](#), which ensure that faculty have the right to freedom of inquiry, discussion, research, and publication. Faculty are free to instruct in their own pedagogical style, and the incorporation of innovative teaching methods and use of technology are encouraged. Although each course has established curriculum and learning outcomes, faculty have the collective freedom and right to design course content and select course materials in a way they believe will best meet the needs of their students.

Employees may freely express their opinions and concerns through multiple channels including their supervisory chain of command, discipline faculty committees, employee representative groups, or during [public comment](#) at Board meetings. Employees may also submit concerns anonymously through the [ODR Hotline](#) through EthicsPoint (Criterion 2.A). An [annual report](#) on Free Expression is [published](#) on the Consumer Information page pursuant to [ARS §15-1868](#).

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- Criterion 2 Acronyms

2.E - Core Component 2.E

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

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

Argument

[Criterion 2 Acronyms](#)

PCC is not a research-based institution but supports scholarly research as a necessary component in a student's educational pursuit (Criterion 3.B). [BP 2.11](#) requires all research projects involving human subjects to undergo review prior to implementation complying with Code of Federal Regulations Part 46: Protection of Human Subjects. This includes both research carried out by college employees or external groups at PCC. [Review](#) is conducted by the Office of [Strategy, Analytics and Research](#), using the Human Subjects [User's Guide](#) and [Review Process Guide](#) in alignment with [AP 2.11.01](#).

Resources

To foster research integrity, PCC provides students guidance regarding the careful and ethical use of information sources, academic integrity including cheating and plagiarism, and academic ethics violations in the [Student Code of Conduct](#) and [Academic Integrity Code](#). This information is provided to students through district-wide resources, integration within the general education curriculum, and institutional engagement with copyright and policy ([AP 3.31.02](#)). Academic Integrity is reinforced by the General Education Committee ([AP 3.35.01](#)) and captured in one of the five [General Education Learning Outcomes](#) (Criterion 3.B).

PCC developed several resources and practices to connect students to such district-wide resources. [Common language](#) provided through college-wide course syllabus software, Simple Syllabus (Criterion 3.A), includes resources for students on the proper use of copyrighted materials and policies on academic integrity, cheating, and plagiarism. Students and faculty can access Turnitin, a plagiarism detection tool, to check for possible or unintentional plagiarism.

Faculty librarians, in cooperation with instructional faculty, foster students' development of information literacy, including the ability to locate, evaluate, use, and cite information from diverse sources in an effective and ethical manner. Faculty librarians are available to deliver instruction, develop tutorials and web guides on the topic, and offer research consultations to students both in person and virtually. The Library's Guide on [Citing Sources](#), which includes guidance on plagiarism, copyright, [citation styles](#) and more, is consistently one of the most accessed resources on the Library's website. The Library Annual

Reports ([2020-2021](#), [2021-2022](#), [2022-2023](#)) detail yearly statistics on attendance at library instructional sessions and interactions with online reference guides and materials.

Academic integrity is established through [BP 6.05](#) and [AP 6.05.01](#), which provide strict standards for copyright compliance readily available on PCC's [website](#). A copyright fair use [checklist](#) is provided for faculty and students to determine compliance. In February of 2024, the Provost established an [AI Task Force](#) charged with developing a strategic plan for Artificial Intelligence (AI) including AI-related updates to the Student Code and other procedures, documents, and processes. The AI Task Force recommendations included in the AI@Pima [Final Report](#) to the Provost submitted in May 2024 include revision of the Academic Integrity Code. In completing the Charge item related to "AI updates to Student Code/Syllabi/Employee Handbook" for Fall 24, the AI Task Force recognized that the Academic Integrity Code requires review and revision beyond the scope of the Task Force and [recommended](#) that the Provost charge a workgroup with revising the Code at an in-depth level during the 2024-2025 Academic Year.

In recognition of the impact of AI on the learning environment and in response to other factors highlighted by the AI Task Force, faculty, and administrators, the Academic Affairs area has begun a midyear review and update of the Academic Integrity Code and related processes.

Enforcement & Oversight

The Academic Dean for each Division, in conjunction with the corresponding Department Head or Academic Director, supports faculty in addressing academic integrity infractions, thereby improving consistency of appropriate sanctions. The primary goal of all processes undertaken or sanctions issued related to the [Academic Integrity Code](#) is educational and corrective, focused on fostering a greater understanding of the student's academic responsibilities to both PCC and their own education. Academic Integrity Code proceedings shall only be conducted as disciplinary matters when major academic [violations](#) are determined to have occurred ([AP 3.31.02](#)). Potential violations of academic integrity may be reported by anyone at the College to the instructor teaching the course to the Academic Dean, or, if the complainant wants to remain anonymous, through the Office of Dispute Resources via the EthicsPoint platform. Symplicity's Advocate platform is also being used for the submission of Academic Integrity Violations.

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- Criterion 2 Acronyms

2.S - Criterion 2 – Summary

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

Summary

Accomplishments

- PCC acts with integrity, its conduct is ethical with responsible stewardship.
- The Board provides oversight while respecting the role of the administration and shared governance.
- The Board’s dedication to transparency, accountability, ethical decision-making, and continuous improvement ensures that we uphold the highest standards of conduct in service to our students, faculty, staff, administrators, and the broader community.
- PCC supports students, faculty, and staff in their rights to freedom of expression and the pursuit of truth in teaching and learning.
- PCC’s core values are deeply embedded in our institutional culture and are reflected in every aspect of our endeavors.

Opportunities

- PCC has made significant improvements to clarify the roles of ODR and HR-ER as well as transparency in filing complaints and their resolutions; however, continuous improvement is needed with:
 - On-going communication and training provided to employees and students.
 - Continued monitoring and reporting will be required on the complaint process.

Sources

There are no sources.

3. Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

[Criterion 3 Acronyms](#)

The Governing Board approves academic programs (Criterion 1.A). [BP 3.25](#) mandates PCC to offer innovative programs that meet the educational needs of the community and contribute to the local economy. To meet learner goals and community needs, practices, procedures, and policies are in place to ensure that the curriculum is current, relevant, and of high quality (Criterion 4.A). We offer credit programs for direct employment, including Associate of Applied Science, micro credentials, certificates, and transfer associate degrees ([Associate of Arts](#), [Associate of Fine Arts](#), [Associate of Business](#), and [Associate of Science](#)).

Career and Technical Education

In Career and Technical Education (CTE) disciplines, certificates and the Associates of Applied Science are designed to lead to employment in an area related to the program. To ensure program currency with industry trends, CTE programs have Advisory Committees which include local employers, discipline faculty leadership, and the Dean over the program. These committees help the faculty understand employment needs and allow industry to provide input regarding content to ensure high quality programs (Criterion 1.B). Faculty incorporate this information into the development and revisions of courses and programs (Criterion 4.A).

Student success and program excellence evolves from purposeful curricular design and practice, as well as academic standing policy ([AP 3.30.01](#)). [AP 3.25.11](#) and its corresponding [SOP](#) provides a structure for curricular design in CTE and Workforce programs. Elements of the CTE Curriculum Architecture include

program design built on stackable credentials, program parameters that maximize student success, clarity of the scope, and sequence of programs to expedite student entry into the labor market in high-skill/high-wage fields.

Business and Industry Advisory Committees collaborate with more than 30 CTE disciplines and meetings are held at least twice per year, which are essential for the development of high-quality programs. Advisory members provide valuable insights and recommendations that shape workforce strategies, such as career readiness tips or participation in hiring events, which help align job seekers with current market demands. Committees focus on key performance indicators, including program curriculum and instruction, employability, credential attainment, and strategic planning for programs ([AP. 3.25.10](#)). Illustrative of this approach, is the work done by the Welding Advisory [Committee](#) indicating robust discussions regarding staffing and skills needs, recommended certifications, and barriers to employment. Work based learning and employment outcomes often emerge from advisory board meetings.

The Business & Industry Advisory Committee [Handbook](#) delineates requirements such as committee goals and membership, training on “Best Practices in Advisory,” and leadership at the meetings. [Meeting](#) minutes, agendas, and committee [membership](#) lists are archived. A current focus is on improving advisory committee structure and participation, and standardization across the college. One example was hiring an Automotive Education Consultant Specializing in NATEF/ASE Accreditation that provides training and development for administrators and key personnel who participate in advisory committees.

Some CTE programs have developed concurrent enrollment programs (CEP) with [partner](#) universities. Arizona was among the first states to establish such relationships and has become a model for other states across the nation. CEPs require the alignment of curriculum and outcomes in a way that allows articulation into a higher degree program while completing an associate degree ([Northern Arizona University](#); [Grand Canyon University](#)). Students who complete the CEP receive an associate degree and baccalaureate degree, or some master’s degree credits for returning baccalaureate students.

These practices lead to success. Students consistently meet and exceed the Arizona Perkins V State Determined Level of Performance for all performance measures as reported in the CTE [Data Portal](#).

- In 2023, [77.99%](#) of concentrators who completed a CTE program went on to enroll in postsecondary education, advanced training, enter military service or a service program that receives assistance through the National & Community Service Act of 1990, join the Peace Corps, or become employed. This exceeds the minimum performance level for this performance measure by 44.24%.
- In 2022, [55.19%](#) of students who left postsecondary education during the reporting year received a certificate, degree, or credential, which exceeds the required level of performance by 9.69%. In 2023, this number increased to [58.70%](#), exceeding the required level of performance by 12.95%.
- In 2023, [30.39%](#) of the students who concentrated in a non-traditional CTE program were non-traditional students, which is 7.64% above the state-determined level of performance. Nontraditional programs are those in which individuals from a single gender comprise less than 25% of the individuals employed in the related occupation or field of work.

PCC continues to use data disaggregated by gender, ethnicity, special population, and career pathway to identify strengths and weaknesses in CTE programs and address potential opportunity gaps. For example, based on data from the Nontraditional Performance Measure, in 2022 PCC was [10.84%](#) below the State Determined Level of Performance (SDLP) for nontraditional female enrollment in

Transportation programs. In response, PCC instituted a [Make Someday Today](#) advertising campaign to increase female enrollment in our Automotive Program using Perkins funds. Subsequent data from 2023 showed improvement in this area, where PCC exceeded SDLP by [3.16%](#). In light of this success, the 2024 [Make Someday Today](#) advertising campaign uses Perkins funds to target increasing [male](#) enrollment in nontraditional programs (-10.85%), specifically in the Health Sciences (-5.99%), followed by a 2025 campaign focused on Veterinary Technology and Agriculture (-8.26%) fields. The collection and evaluation of CTE data allows faculty and staff to consistently monitor, improve, and provide high-quality programs year after year.

Transfer

[ARS §15-1824](#) establishes transfer cooperation, requiring “college districts and universities to cooperate in operating a statewide articulation and transfer system, including the process for transfer of lower division general education credits and curriculum requirements for approved majors.” Multiple [individuals](#) and academic teams work to ensure that transfer courses and programs prepare students for success at the university level. Arizona’s statewide transfer system, [AZTransfer](#), utilizes Articulation Task Forces ([ATFs](#)) for over 40 discipline specific groups, each composed primarily of discipline faculty from the three state universities, Arizona community and tribal colleges. ATFs meet at least once per year to evaluate course transferability, discuss curricular alignment, and foster collaborative relationships between community colleges and universities.

AZTransfer’s [Course Equivalency Guide](#) identifies [course alignment](#) between community college courses and those offered at Arizona universities. Articulation agreements to a variety of colleges are on the [Transfer Partnership](#) page with in-state public Universities: [Arizona State](#), [Northern Arizona](#), and [University of Arizona](#). These agreements are an example of how the liberal arts/transfer courses remain current and relevant.

The [ability to transfer](#) to university and be successful is crucial for our students. [Over 450](#) students leaving between July 1, 2018 and June 30, 2024 were successfully enrolled at one of the top 50 universities after leaving PCC. In addition to enrolling at these top universities, it is important to be able to successfully graduate. PCC tracked which schools had a PCC transfer graduate from their institution within the prescribed date range, showing success of their preparation.

Arizona Universities accept blocks of courses, designated as Arizona General Education Curriculum ([AGEC](#)), as lower division general education requirements. Discipline faculty representatives serve on ATFs, reporting on statewide articulation discussions to their department and representing PCC’s voice in the larger conversation. In addition, a [Shared Unique Numbering](#) ensures transferability of individual courses.

Consistency in quality and goals across all modes of delivery and locations

Branch campus and additional locations

Regardless of modality or location, quality and rigor are both managed and monitored through [internal governance structures](#) specifically created and organized to address curricular content, including but not limited to: discipline faculty, [CCC](#), Office of CQI, Provost, and the General Education Committee for designated courses. The regular reviews conducted by these personnel and committees, coupled with the ongoing work of program review, (Criterion 4A), serve to appropriately monitor and confirm curricular quality. [Course](#) information can be found in the catalog, which establishes district-wide

standards used in every section whether offered face-to-face, online, through dual enrollment, or at an off-site location.

Exploration of effective automation tools for syllabus management started in 2022 because approximately 1,500+ syllabi were being collected and archived each academic year, which involved a manual process with Word Document templates. PCC used standardized syllabus [templates](#) to ensure consistency across all courses. These templates included such critical content as course title, description, objectives, CLOs, instructor information, and standard policy language. Summer 2024, we fully implemented the [Simple Syllabus](#) software, including integration with D2L, where each course is already required to post syllabi. Syllabus templates can now be easily managed with information at multiple levels (College, department, program, and course), archives of published syllabi are now trackable and accessible, and approvals and reviews are consistent via a workflow process. Toward continuous improvement, a work group of faculty and academic services staff meet annually to review faculty comments on template content and provide feedback to the Provost on how to improve templates.

A technical modification for Simple Syllabus is being discussed with the vendor to determine if a solution could be implemented for the nonstandard terms. Simple Syllabus pulls data from both the College Catalog and the Schedule of Classes to ensure alignment of course outcomes and scheduling details, the College's nonstandard terms contain many unique start and end dates that are not identified in our scheduling system.

PCC currently hosts only one contractual arrangement for the Associate of Applied Science in Automotive, Ford ([ASSET](#)), and there are no current consortial arrangements. The contractual arrangement is in accordance with [BP 3.37](#), [AP 3.37.01](#), and [HLC approval](#). All faculty teaching credit courses via contractual agreement must meet faculty qualifications (Criterion 3C), and all CLOs and PLOs are assessed and documented in eLumen (Criterion 4B).

Additional locations

The operation and delivery of instruction at its 27 additional locations is a matter of maintaining centralized common processes despite decentralized operation. The Director of Additional Location Compliance, a new position for the College, is the focal point for providing critical oversight by coordinating operations generally to assure that quality, substance, class environment, equipment, supports, and rigor all meet PCC expectations. Additionally, the director is responsible for educating Academic Departments and other additional location stakeholders on a broad range of compliance matters, and participation in institutional efforts to detect any infractions of PCC rules, regulations, and policies.

Dual credit

[Dual Enrollment](#) (DE) offers high school students a [no-cost](#) opportunity to earn college credit as an avenue to increase college-going and completion rates. For the 2024-2025 school year, [45 High Schools](#) are currently offering DE courses on their campuses; 15 of those are additional locations.

To support the College's [Strategic Plan](#) and its institutional [targets](#), Dual Enrollment and High School Programs (DEHSP) had a goal to further engage with high school students to increase [access](#) to higher education. DEHSP developed a [business plan](#) that identifies growth strategies which led to a dramatically [increased](#) headcount from 3,364 in July 2020 to 6,039 in June 2024.

Dual Enrollment operation is in a period of transition as PCC writes this Assurance Argument. The rapid

expansion of our DE program revealed challenges in maintaining appropriate standards, infrastructure, systems, and processes highlighted by the 2023 Additional Location Focused Visit and further internal self-evaluation. The College recognized the need for a complete reevaluation of the way DE was being offered, including the need for strategic, student-centered decisions that help to increase access while maintaining compliance. As of this writing, intended personnel and process changes, pending new institutional leadership are only partially accomplished; i.e., our new Chancellor arrived in August 2024 and has [appointed](#) a Vice Provost of Academic Access to oversee DEHSP. Still, the operation of DE has had a thorough review, as has the additional locations topic, since the Focus Visit in February 2023, citing issues that needed to be addressed in an embedded report. PCC has made several important and permanent changes in quality and control of additional locations and dual enrollment operations that are identified in the Embedded Report. Even though both of these areas are considered still to be “in process” for improvement purposes, operations in both of these areas have substantially improved from the conditions cited in 2023. Even with the features cited, e.g., facilities, equipment, assessment efforts and student support, PCC continues to provide a rigorous experience with qualified faculty ([AP 3.01.01](#)), onboarding resources, use of a common syllabus, and review of student learning outcome data for comparison purposes.

Each high school has an assigned DEHSP staff who works with them to identify and address their needs, and work with all elements of the DEHSP process. Responsibilities in this role include:

- Work directly with high school administrators, staff, and students
- Supports the high school in conversations regarding new programming
- Recruit potential DE students
- Hosts application workshops
- Conducts assessment testing
- General [support services](#) as a conduit between the high school and PCC

Dual enrollment processes and structures currently being worked on include:

- Restructuring of the DEHSP department for appropriate standards, infrastructure, systems, and processes.
 - New [Vice Provost for Academic Access](#) with oversight
 - Vice Provost continuous improvement [plan](#)
- Development of SOPs
 - [Monitoring](#) of offering 50% of a Degree or Certificate at the high schools
 - Requests for additional courses to be added to course eligible for DE
 - Requests for an individual high school to request to offer a new course
 - The science department has structures in place and will be distributed for other Divisions: [Faculty Evaluation](#) and Observation, [Academic Expectations](#), and [Oversight of Location](#)
- Implementation and communication of a strategic plan, course, and/or program offerings for each individual high school.
- Per [ARS §15-1821.01](#), the College has established a faculty [committee](#) for DE oversight, which will be chaired for the new Vice Provost of Academic Access.
- Other high schools have expressed interest in offering more courses, but PCC will need to prioritize

a strategic consideration with appropriate stakeholders to submit as additional locations.

- Process to check on all grades completed.
- Creation of a new process so students aren't [registered](#) manually.

The [Embedded Report for Multi Locations](#) provides additional specific information and response to concerns cited in 2023.

Distance delivery

As the institution expands its online offerings, effective quality assurance processes become even more critical. [PimaOnline](#) now offers over 2,200 course sections annually, marking a 40% [increase](#) from 1,679 in 2019 to 2,347 in 2024. Ensuring that online courses meet the same high standards as their in-person counterparts is a key priority, with robust measures in place to monitor and enhance the quality of instruction across all formats. Faculty are both vetted and trained in good practice in delivering fully online courses. Syllabi conform to the same standards used in face-to-face instruction in content and intended outcomes. A new distance education [committee](#), which commenced in [Fall 2024](#), brings together faculty leaders and PimaOnline team members for the purpose of working to maintain PimaOnline's commitment to delivering high-quality, accessible online education that meets the needs of students, faculty, the institution, and the community, and that is responsive to changes in the world of higher education. As part of this, closing the success gap between the online [modality](#) and other modalities is central to the Committee's goals, which will be implemented in Spring 2025 via the Strive Online Federal Grant.

Pima continues to be a member of the national and statewide consortium of [Quality Matters](#) to identify best practices in distance education programs. The Center for Learning Technology (CLT) Final Course Review [Rubric](#), Quality Review (QR) [Spot-Check](#), and [Peer-Review processes](#) are modeled on the Quality Matters system and have been [modified](#) for internal use. Additionally, several standards have been added from the [Peralta Equity Rubric](#).

The CLT, housed within PimaOnline, maintains a standard process for online course design and development, as outlined in the CLT [Operations Manual](#). Whether a brand new course or a course update/revision, processes ensure current standards of instructional design theory and methodology, [web design](#), educational technology, and accessibility are met, as well as employing best practices for student interactivity and engagement. Revisions occur every three to five years. When modifications to a course description, outcome, or course outline occur, a CLT work request is submitted by division leadership. Projects are assigned to Instructional Designers to oversee and complete after the deans' group and Vice Provost review, prioritize, and approve CLT work requests. A project team consisting of an identified Subject Matter Expert, web designer, and digital media production team assist the Instructional Designer in implementing changes in Master courses for the appropriate effective term.

Consistency for instructional design, content quality, and web design are evaluated using the CLT Final Course Review [Rubric](#), Department Head Review Rubric, and CLT Web Design Course Review Rubric. Additionally, course assessment alignment maps are included in all online Master courses, as well as in Excel course design mapping matrices housed internally.

Oversight of faculty and teaching in online master courses and faculty-designed online courses largely falls to Department Heads. Up until Fall 2024, throughout each term, PimaOnline Department Heads conducted beginning of semester and mid-session course [checks](#) for online courses, and offered

guidance to promote quality online instruction to ensure alignment with Department of Education standards related to Regular and Substantive Interaction (RSI). For virtual and hybrid courses (distance education classes with a synchronous component), the Director of LMS & eLearning Quality worked with their team to conduct [checks](#) and [spot checks](#) each semester, and shared results with appropriate division deans for intervention as needed. Concerns about virtual classes in progress could be referred to the Director of LMS & eLearning Quality for triage, or services could be requested through email. In addition, faculty teaching asynchronous online classes through PimaOnline are required to complete a certification [course](#).

In Fall 2024, following the Provost-area reorganization of online and on campus divisions, the above processes were revised in response to the new model, with the PimaOnline Department Head role under PimaOnline now dissolved into Department Head roles specific to and under Academic Divisions. A new LMS & eLearning Quality [Handbook](#) was established along with a D2L Peer-Review [guide](#) with the intention of providing consistency in course quality and presentation to courses in all modalities while ensuring a manageable workload for Department Heads.

System improvements like Simple Syllabus, navbar updates, and Anthology Ally have reduced hands-on maintenance and simplified mid-session course checks, while broadening the review of course modalities. Beginning-semester checks continue; QR spot checks remain focused on course design and usability, providing faculty with feedback to align with institutional standards. Faculty Engagement Dashboards, launching Fall 2024, will offer real-time insights into faculty activities within D2L and help department heads support a culture of continuous improvement.

The updated, scalable framework replaces the traditional peer review model, emphasizing Regular and Substantive Interaction (RSI), accessibility, and faculty engagement through a scalable, all-modality process. Data from assessing key course elements of calendar accuracy, gradebook setup, communication practices, and student engagement will be centralized for use by Division Deans, with anonymized data shared with the Teaching and Learning Center toward educational development.

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3.B - Core Component 3.B

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

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

Argument

[Criterion 3 Acronyms](#)

PCC is dedicated to providing life-long learning in a diverse and changing society, committing to allow the mission and vision (Criterion 1.A) to influence available educational offerings. General Education Learning Outcomes (GELOs), PLOs, and Course Learning Outcomes (CLOs) assist students in demonstrating a set of abilities related to student success.

General Education Framework

General education requirements are presented in the course [catalog](#), on the college [website](#), and through Board Policy [BP 3.35](#).

The [GELOs](#) were built to help students gain an understanding and appreciation of: themselves; their history and culture; the history and culture of humanity; the impact of mathematics, science and technology; and effective communication. These statements capture the specific knowledge and skill areas that Pima seeks to instill in all degree graduates.

Students who earn an Associate of Applied Science or Associate of General Studies degree satisfy the College's General Education goals by taking 15 credits of courses distributed across: Communication, Arts & Humanities, Social & Behavioral Science, Mathematics, and Science.

Transfer students must complete the statewide [AGEC](#) framework to ensure courses transfer as a block of 35-37 credit hours that fulfill lower-division general education requirements for all Arizona's community colleges and three state universities. Based upon their intended major, a student would complete one of three AGECS: [AGEC-A](#) (liberal arts), [AGEC-B](#) (business), or [AGEC-S](#) (science).

For each AGECS, students must take coursework from the categories of English Composition,

Mathematics, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. In addition, students must take at least one course that fulfills each of the respective requirements:

- Intensive Writing and Critical Inquiry (I) - a course after the completion of one semester of the English Composition shall involve the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence.
- Cultural Diversity (C) - emphasize ethnic, race or gender awareness,
- Global Awareness (G) - emphasize global/international awareness or historical awareness ([BP 3.36](#)).

Individual courses may fulfill more than one requirement, with designations shown in the [catalog](#). All students have access to the “[MyDegreePlan](#)” planner tool which allows tracking of courses they have completed related to their program of study, including completion of I, C, and G requirements.

The Arizona Board of Regents adopted the 2-210 General Education [policy](#), directing state universities to reimagine their respective general education curricula for the 21st century. [University of Arizona](#), [Northern Arizona University](#), and [Arizona State University](#) have recently completed this redesign work. In response, the [AZTransfer](#) Steering Committee launched their Reimagining the AGEC for the 21st Century Initiative. Scheduled for a Fall 2026 [rollout](#) date, the [revised AGEC](#) consolidates existing options into a single AGEC with no requirement for I, C, or G courses. The 32-35 credit hour AGEC requires:

- Written and Oral Communication (6-10 credits; the first 6 must be composition/technical writing, and the remaining 3-4 credits can be in communication studies or languages)
- Arts & Humanities (6-9 credits)
- Quantitative Reasoning (3-4 credits)
- Natural Sciences (4-8 credits)
- Social & Behavioral Sciences (6-9 credits)
- Institutions of the Americas (3 credits)

A completed AGEC will continue to serve as a fully transferable block of courses that fulfill lower-division general education requirements at Arizona’s three state universities. PCC’s General Education Redesign team held a [study session](#) with the Faculty Senate to provide context for the redesign, share faculty feedback data, provide a timeline for implementation, and host discussions on future work.

Embedded Values

Principles of diversity, equity, and inclusion (DEI) are embedded into the mission and behaviors, extending to the expectations of our graduates. The Strategic Plan prioritized the development of a DEI Plan, which required access, progress, and completion strategies for diverse learners. Graduates are exposed to a wide range of cultural, social, and ethnic viewpoints throughout their curricular and [co-curricular](#) activities. Transfer degrees require at least one course with a [Global Awareness](#) designation intended to “help students recognize the need for an understanding of the values, elements and social processes of society other than those of the U.S.” [Cultural Diversity](#) courses are intended to foster cultural awareness, including an understanding of cultural biases and appreciation of diverse cultures. Students are welcome to take courses which explore diversity as electives for programs or for personal interest. Further, pedagogical practices and co-curricular activities include culturally inclusive and equity-based activities that extend throughout a student’s experience (Criterion 1.C; 4.B).

The Office of College and Community Cultural Connection provides both strategic planning and co-curricular programming for the College community on the topics of diversity, culture, equity, inclusion, and belonging. The Chief Cultural Impact Officer regularly updates the [ELT](#) and [Board](#) on milestones achieved to meet the goals set forth in the strategic plan. The Teaching and Learning Center (TLC) sponsors professional and curriculum development activities to foster integration of inclusive practices and diversity and global awareness into curriculum (Criterion 1.C) and Student Life supports cultural diversity and global awareness throughout its programming (Criterion 4.B).

Scholarship and Creativity

Many faculty contribute original scholarship within their fields and the College supports and celebrates such efforts. Policies regarding copyright ([BP 6.05](#)) and intellectual property ([BP 6.06](#)) ensure that ownership remains with the creator, while establishing provisions that empowers PCC to use created work to help educate current and future students ([AP 6.06.01](#)).

Examples of recent creative work and discovery of knowledge include:

- Student developed and designed Near Space Research on [Extraterrestrial](#) Solar Power and Hydro Crystalline Structures and [Sustainability](#) of Life Under Extreme Conditions.
- Faculty and students present a yearly [Fashion Show](#) with student created designs.
- [Cababi](#) Art & Literary Magazine showcases artistic work from the college community.
- Presentation of student research on [DNA Barcoding](#) of Native Bees of the Sonoran Desert at an Emerging Researchers Network Conference, Washington DC.
- BIO faculty published a [paper](#) and organized the Course-based undergraduate research experiences conference, in conjunction with other institutions, to promote science education.
- [Design Challenge](#) provided a forum for students and faculty to come together outside a classroom to brainstorm local solutions for social justice and sustainability.
- Faculty advisors [initiated](#) the Pima Climate Action and Sustainability [Ambassadors](#), which is a student-led action group.
- The Ethnic, Gender & Transborder Studies/Sociology Department’s 8th Annual [Summit](#) on Climate Action, Sustainability and Eco-Justice: Think Globally, Act Locally

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3.C - Core Component 3.C

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

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

Argument

[Criterion 3 Acronyms](#)

PCC is working towards employing a diverse community [reflective](#) of Pima County's population ([BP 2.01](#)) and strives to be reflective of our [students](#). The Governing Board charged the Chancellor and administration with establishing hiring processes ([BP 2.02](#)) and updating the Board with information regarding the hiring of all faculty and staff above the director level.

PCC [employs](#) 246 (31%) full-time and 560 (69%) adjunct faculty to deliver a majority of PCC's courses. The average [length](#) of service for full-time faculty as of June 2024 was 11 years. To maintain quality services to students and ensure proper staffing, the Provost authorizes Faculty Allocation Collaborative [Teams](#) to analyze data to determine which areas need to hire full time faculty.

The College recognizes that Full-time faculty are [responsible](#) for both classroom and non-classroom roles. For example, faculty and staff are given the opportunity to provide recommendations via [standing committees](#) that provide input to leadership within the institution, including the Board.

A concerted effort has been made to improve recruitment and retention of employees from underrepresented populations by creating [applicant pools](#) that reflect the diversity of the community. PCC developed a [Framework](#) for Full-time Faculty Searches based on best equity and diversity-based practices in the industry, which then informed how Human Resources ensures the following practices for all positions across the College ([AP 2.02.01](#)).

- [Job Posting](#) locations including [Excelencia in Education](#)

- [Selection Advisory Committees](#)
- Mandatory [course](#) completion
- Creating [unbiased](#) interview questions
- [Writing](#) job postings and descriptions

Only employees who have completed the mandatory bias course will be permitted to serve on a selection advisory committee, and each member must also complete a [Confidentiality Agreement](#). The purpose of the course is to increase understanding of how biases can contribute to decision-making, most notably with regard to recruitment and selection. The framework for faculty hiring ([AP 2.02.02](#)) included stakeholder input from All Employee Representative Council and other interested parties. If needed, there is a process for off-cycle faculty [approval](#).

Appropriate practices from the faculty hiring process have been incorporated into the [staff hiring](#) process, allowing for standardized training through the office of Organizational Effectiveness & Development (OED). To track diversity metrics, [dashboards](#) are published on the website.

TLC, OED, and Office of College and Community Cultural Connection each provide support and ongoing opportunities to create an inclusive environment and sense of belonging. [Focus groups](#) from employees, students, and the community were held to understand more about diverse needs within the community. Additional [training](#) and support around the Americans with Disabilities Act, Equal Employment, Title IX, and related areas are provided through OED. In addition to Actions Build a Climate of Respect (Criterion 1.C), initiatives are being developed to create long-term impacts around [Deaf Awareness](#), [LGBTQIA+](#) Climate & Pride Index, [Black Student resiliency](#), and [Men of Color](#).

Curriculum Oversight

Discipline Faculty Committees ([DFCs](#)) ensure oversight of academic matters at a discipline level. DFCs are district-wide, made up of all full-time faculty and representative adjunct faculty teaching in a given discipline, along with a Dean. DFCs are responsible for overseeing curriculum, reviewing student learning outcome data, program review, determining minimum qualifications for faculty in each discipline, and helping to ensure consistency and quality of offerings across the institution.

The CCC is [charged](#) ([AP 3.25.03](#)) with reviewing curriculum, courses, and programs to provide recommendations to the Provost. Faculty have long overseen the general credit curriculum through the CCC and [DFCs](#). Other curricula include workforce response, adult education, non-credit continuing education, and community education. PCC has worked to integrate all curricula processes into a workflow management system to ensure faculty oversight. The [CQI](#) website serves as a guide for curriculum related documents..

When DFCs propose changes to the curriculum, these proposals enter a [workflow](#) that includes review by the Division Dean and the CCC. The CCC brings a College-wide perspective to bear on curricular matters and [documents](#) its activities. Courses that are considered for inclusion into general education are reviewed by the General Education Committee ([AP 3.35.01](#)) that includes faculty representing each Division. The majority of these Committees' work is conducted and documented through a curriculum management system. Occasionally, items may be pulled from that system and discussed during virtual meetings ([CCC](#); [General Education Committee](#)). After review by these Committees, all modifications to curriculum are approved or denied by the Provost (Criterion 4.A; 5.C).

Expectations for Student Performance

Pima's learning goals and general education curriculum support the institution's mission, providing a foundation of broad knowledge both relevant and appropriate ([BP 3.35](#); [AP 3.35.01](#)). The Academic Standards Committee provides [recommendations](#) to the Provost regarding quality of academic programs and services, including transfer and workforce programs; student support services; and processes. All instructors are required to use provided syllabus templates to provide expectations including, but not limited to, prerequisites, co-requisites, recommended coursework, number of [hours](#) spent on course work, mandatory materials, recommended or optional materials, CLO, course schedule, and grading policy ([BP 3.40](#); [AP 3.40.01](#)).

Support for Student Inquiry

Full-time faculty are [required](#) to hold at least five office hours per week for teaching a 15-hour load during a 16-week semester. Faculty members may elect, with the approval of their supervising administrator, to hold up to 20 percent of their office hours using an electronic format. Adjunct faculty are [expected](#) to make themselves available 20 minutes per week per credit hour to students.

Faculty who teach a load that includes online, hybrid, or other formats requiring extra electronic communication may elect to hold a proportional amount of electronic office hours, up to 80 percent, with the approval of the supervising administrator. If a faculty member chooses this option, then such hours may be offsite, they do not have to be designated hours, and they require response to student emails within 24 - 48 hours during the work week. All faculty have PCC email accounts and list office phone numbers and/or email addresses on their syllabi.

Assessment of Student Learning

All [faculty](#) participate in the assessment of student learning (Criterion 4.B). Faculty and staff participate in all levels of the assessment cycle, and discipline leaders [oversee](#) academic assessment activities. This work includes developing CLO, PLO, and creating instruments to assess outcomes at the general education, program, and course level. Additionally, the Student Learning Assessment Workgroup (Criterion 4.B) works in collaboration with faculty and staff for continuous quality improvement.

Academic Currency and Qualification

PCC follows HLC faculty qualification guidelines and the faculty minimum qualifications standards to certify faculty for academic transfer positions ([AP 3.01.01](#)). In the past year the College updated its AP and practices based on the November 2023 changes at the HLC.

All faculty job descriptions have minimum academic and/or work-related [experience](#) credentials, which are the same for full-time, adjunct, and dual enrollment instructors. Certification criteria ([AP 3.01.01](#)), Faculty Minimum Qualifications Requirements ([FMQR](#)), are established in all subject areas to ensure instruction is carried out by qualified faculty. Criteria are determined by faculty in each subject area, often through DFCs, and approved by the Provost. The FMQR determines what classes instructors qualify to teach, depending on their degree(s) or credits in a given field. Any faculty teaching any course and modality through consortium or contractual arrangements must meet faculty credential requirements

established by the College.

Faculty may be certified in Transfer, Developmental, and CTE courses. On a three year rotating basis, DFCs review, discuss, vote, and when appropriate submit revised FMQR (AP 3.01.01). Discipline leaders submit revisions in the format of an FMQRs, along with discussion points, to the Provost who approves or denies proposed changes within 30 days. Qualifications are assessed to ensure transferability of courses and updated to meet all HLC guidelines ([BP 3.01](#)).

After the HLC faculty qualification policy changes in November 2023, a stakeholder group was convened to revise AP 3.01.01 to reflect the new guidance. All faculty, including DE instructors meet minimum qualifications using the standard method or through one of the alternative methods; therefore, all faculty are in compliance.

Faculty Evaluation

Department Heads or Deans conduct faculty evaluations through [MyCareerCenter](#).

Full-time faculty are evaluated via either a [Full Cycle](#) or [Condensed Cycle](#) review. A full cycle review occurs every three years; new faculty every two years. Regardless of which type of evaluation is taking place, all faculty members must submit goals each year via MyCareerCenter to be approved by their Department Head or Dean.

Supervisors of faculty being evaluated on a full cycle review will complete an observation of teaching and learning, including a classroom [observation](#) or materials review, which will be considered during the evaluation along with [student evaluations](#) and a [self-reflection form](#).

In the Spring, all full cycle faculty participate in a collegial conference to review goals and evaluations with a supervisor, using a Faculty Evaluation [Guide](#) for minimum requirements regarding performance as well as teaching and service. A performance evaluation may include completed or ongoing disciplinary action(s) along with the progress/outcome of those actions. However, the [performance evaluation](#) is not a means to initiate [corrective action](#).

Part-time faculty are evaluated by Department Heads using an Adjunct Faculty [Evaluation](#) form.

Faculty Professional Development

PCC offers processes and resources for assuring instructor currency and effectiveness in their disciplines and teaching roles. The Employee Handbook Policy requires faculty [maintain currency](#) in practices, trends, and research related to their area of specialization or assignment. PCC supports faculty professional development and life-long learning through the Teaching & Learning Center, sabbaticals, as well as other internal and external opportunities.

Teaching & Learning Center

The institutionally-funded [TLC](#) provides college-wide opportunities for educational and professional development by hosting: workshops, lectures, learning communities, cohorts, and conferences as well as providing mentoring, fellowships, stackable [certificates](#) of learning, and other events throughout the year (Criterion 1.C). An [Executive Director](#) was hired July 2024 to improve support for faculty.

Sabbaticals

[Sabbatical](#) opportunities for full-time faculty help foster individual, group, and institutional development. The Faculty Professional Development and Sabbatical Standing Committee oversees the Sabbatical [Program](#) and the Professional Enrichment Recognition [Award](#). Full-time faculty are eligible to apply for a semester-long sabbatical with full pay, or a year-long sabbatical at half pay, after seven years of employment.

Additional Internal Opportunities

PCC sponsors a variety of ongoing conferences, workshops, and seminars for all faculty to collaboratively engage with teaching and learning topics.

- The annual [All Faculty Day](#), a faculty showcase event co-sponsored by Faculty Senate and the Office of the Provost.
- The annual [Teaching Strategies Workshop](#), a half-day practical and strategies-based event held before the semester begins.
- The annual, award winning PimaOnline Educators' [Conference](#) focuses on eLearning practices and ed tech tools.
- PimaOnline's [Teach, Build, Lead](#) series help faculty prepare to teach online courses.
- Annual Data Summits ([2023](#), [2024](#)) (Criterion 4.B) engage faculty with learning outcomes and student success data.
- Awarding mini-grants through the TLC and PimaOnline to compensate faculty for incorporating [open pedagogy](#) into an online master course, [writing across the curriculum](#) into individual classrooms, and [faculty fellow](#) roles.
- Annually in the Fall, new full-time faculty kick off a year-long program called [Faculty Learning Academy](#).
- Each semester, Fall and Spring, new Adjunct Faculty are invited to [Adjunct Faculty Institute](#), an onboarding program.

External Opportunities

Faculty Professional Development enrichment [funds](#) are available to full-time faculty every year so they may stay current in their field and familiar with best practices in pedagogy. Each faculty member is allocated up to \$1,000 each year that rolls over if unused, with a cap of \$5,000. This funding covers coursework, professional materials, memberships, and training, including supplementary costs (books, certifications). Registration fees and travel expenses to workshops, conferences, and seminars that faculty attend or present at are also covered. Faculty may request additional funds from the Professional Enrichment Fund if costs exceed personal enrichment fund balances; a [database](#) is maintained of faculty who take advantage of these additional funds.

Faculty Professional [Enrichment Funds](#) are also set aside to help Adjunct Faculty maintain currency in their discipline. Adjunct Faculty may apply for up to \$1000 per year from a subset of Professional Enrichment Funds. A [database](#) of adjunct faculty use of these funds is maintained.

The [Perkins Grant](#) is utilized to provide CTE staff and faculty with Professional Development that aligns with PCC and Perkins Goals, and helps to fulfill needs identified by the Comprehensive Needs [Assessment](#).

Staff Qualifications and Professional Development

PCC encourages and provides opportunities for [Staff Professional Development funding](#) to attend local, regional, and national educational training opportunities as well as membership in Professional Associations. Educational assistance is also available to those who apply. Tuition waivers ([BP 4.08](#)) are [provided](#) for employees, their spouses, and qualifying children as an additional employee benefit. We provide education and training whenever new regulations are mandated, new policies are enacted, or new technologies are introduced or updated.

All staff positions meet employment guidelines and district-wide standards ([AP 2.02.01](#)) through job postings and job descriptions. Candidates are screened to ensure minimum qualifications are met, then evaluated according to the core competencies for the job. Candidates must also provide evidence of educational credentials and pass a background check. All new employees attend orientation and on-boarding. Internal training through OED offers opportunities for staff development in Pima policies, leadership, supervision.

All [Student Services](#) staff are provided training and supported in their professional development through regularly scheduled weekly training in which staff are cross-trained in financial aid, advising, records and registration, accounts receivable services, customer service, and co-curricular.

Training is offered specific to staff providing student support services:

- Tutors attend College Reading & Learning Association [training](#) to become certified.
- Financial Aid Advisors provide specialized financial aid advising to students and the community. The majority of staff hold college degrees and are required to complete at least one National Association of Student Financial Aid Administrator (NASFAA) credential annually. During onboarding, staff complete the Federal Student Aid (FSA) coach training program and attend the Western Association of Student Financial Aid Administrators (WASFAA) summer institute. All financial aid staff attend the FSA conference, NASFAA Conference, and WASFAA training series annually. Lastly, financial aid advisors hold memberships with NASFAA, WASFAA, and Arizona Association of Student Financial Aid Administrators, the National Student Employment Association, and the National Scholarship Providers Association and send representation to their annual conferences.
- Academic Advisors, Counselors and Program Advisors provide assigned advising to student caseloads and participate in the [Appreciative Advising](#) course through Florida Atlantic University. All Counselors hold master's degrees and Program Advisors hold bachelor's degrees or higher.
- [Student life](#) coordinators and [First-Year Experience](#) program developers design and implement co-curricular programs, these staff have a bachelor's degree or higher. They review the institutional definition of co-curricular learning, and assess whether the objectives of activities align with the College's GELOs.

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- Criterion 3 Acronyms

3.D - Core Component 3.D

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

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

Argument

[Criterion 3 Acronyms](#)

The College Readiness & Student Success (CRSS) Division provides college success [coaching](#) in two targeted areas:

- Embedding into courses to support student course completion, which allowed coaches to [work closely](#) with faculty to promote student success, monitor student progress, and troubleshoot barriers. This became integral during the pandemic when learning switched to virtual and online.
- Utilizing a cohort model to support incoming, new to higher education students. Students are connected to coaches when they self-select an interest during the [Connect U Orientation](#).

Both approaches allow coaches to participate in early alert efforts via PimaConnect while sharing vital college [resources](#) with students. In late Fall 2020, embedded college success coaching expanded into online courses with lower success rates and/or a larger success gap between courses offered online compared with those that were not.

Student services address a wide range of needs for a diverse student population and are available across times, locations, and modalities:

- [Advising](#) accurately is a key component of student success and as such employs full-time staff to provide enrollment, career, and program specific advising. Full-time faculty are responsible for [advising hours](#) which may be completed in an array of services, all of which are intended to increase student success through interactions outside of the classroom.
- Students have multiple resources to help them determine the appropriate program to reach their career goals, and can explore options or connect to someone who can help via the [website](#). The [catalog](#) provides students with information on course offerings and requirements, credential types, [credit hour](#) requirements for each degree, program learning outcomes (PLO), and a suggested order to take courses.
- [Student Service Centers](#) offer full-time, in-person, and virtual enrollment advising hours and general student support, virtually, 24/7.

- The Office of Financial Aid and Scholarships ([OFAS](#)) is dedicated to providing students with information and resources, hosting outreach [events](#) throughout the community and at each campus on an annual basis. Experienced and knowledgeable full-time staff oversee the administration of financial assistance programs, including federal, state, private, and institutional options. OFAS is committed to helping students overcome financial obstacles on their path to achieving their educational objectives, offering a range of support services such as in-person and virtual appointments, telephone and chatbot assistance, email correspondence, and the Student Financial Aid [Handbook](#) ([BP 3.15](#)).
- [Military and Veterans' Services](#) operates the Davis-Monthan Air Force Base [Education Center](#); six [Veterans Centers](#); and the [TriO](#) Veteran Upward Bound Program.
 - The Education Center provides military advisors to assist with military tuition assistance, academic advising, degree plan preparation, registration and all student service needs at a convenient on-base location. Additionally, the Education Center offers in-person and virtual classes for active duty military, their family members, and civilians as well as on-site testing services for CLEP, DSST, and Pearson Vue.
 - The six [Veteran Centers](#) are located at each of the five PCC Campus as well as the Aviation Technology Center. Each location provides military-connected students with specialized advising services focused primarily on Veterans Affairs Educational Benefits utilization. Centers serve as a centralized hub connecting students to community resources for emotional, physical, and homelessness issues specifically geared toward the veteran population. The centers also provide military-connected students with a veteran support network to assist them with their transition from military to college life, and offer a sense of belonging within the military connected community at PCC.
 - The TRiO Veterans Upward Bound Program is a Department of Education grant funded program that provides educational support services, such as academic tutoring and college preparation, to first generation Veteran Students.
 - In recognition of PCC's high standard of service for Military and Veteran students, PCC was recognized as a Top 10 Military Friendly School, [ranked 6th](#), and Top 10 Military Spouse Friendly Schools, [ranked 7th](#) in the large community college category for 2024-2025.
- [Career Development Services](#) are provided in a variety of ways. Employer Engagement and Career Services provides information to search for internships or start a job and find workplace learning opportunities. Career counselors assist students in exploring career interests through career assessment tools, career research and planning, including providing résumé and interviewing support.
- The College also introduced [Career Coach](#), an online student-facing platform offering students a comprehensive career and academic exploration tool. By taking an interest assessment, students can gain insights about themselves and explore career matches, complete with data on wages and job openings. All students can investigate careers and programs, ensuring they select the appropriate program for their educational goals. Additionally, students can discover potential occupations and employment opportunities and explore [PCC programs](#) in new ways. Student Services staff also [use](#) this tool in their career exploration and advising services.
- The [First Year Experience](#) hosts virtual and in-person events, partnered with instructional faculty, to highlight various academic programs in a series called [Popcorn with a Program](#) to help students navigate resources in their program of study. In partnership with Counselors, Advisors, and

Career Services they host a series called [Career Cafe](#) to assist students with résumé development, interview preparation, and career researching strategies.

- The Student Life Department hosts a variety of academic and co-curricular [programming](#) events including our Student [Leadership Institute](#) to build capacity for leadership success ([BP 3.47](#), [AP 3.47.01](#)). Events are promoted to students through [PimaEngage](#), which also houses a [transcript](#), and available both in person and virtually, with recorded sessions available on-demand through the [Cyber Career Café playlist](#).
- [Counselors](#) provide academic counseling and advising, both in groups and individually. These services are available to provide support for academic and personal challenges as well as offering short term, crisis intervention along with referral to resources internally and externally.
- [Placement Testing](#) Services are available to students, as well as guidance regarding [Multiple Measures](#) placement for students who have graduated high school or earned a GED within five years.
- [Tutoring](#) and Learning Centers offer appointment-based and drop-in tutoring services, on campus and virtually. In addition, NetTutor offers live tutoring on-demand, question drop-off, and writing feedback via D2L 24/7 (Criterion 4.A.).
- [Access and Disability Resources](#) are available virtually and at all campuses.
- [Library](#) services and resources are available to students, faculty, and staff online and in person at five campus libraries. Campus libraries are typically open 50 or more hours per week; online collections and services are available 24/7 ([BP 3.48](#)).
- Other sources of support and resources: [Testing Services](#), [International Program](#), and [English as a Second Language](#).

Academic Support and Services

PCC works with students in need of targeted academic support and services through holistic approaches and intentional design ([BP 3.12](#), [AP 3.12.02](#), [AP 3.12.03](#)). The 2019-2020 final Developmental Education [report](#) propels a shift from a focus on developmental education to a more comprehensive model of addressing overall student [college readiness](#) and student success, and reorganizes the areas of oversight for the administrator with this portfolio. Coinciding with the National Organization for Developmental Education's rebrand as NOSS, the National Organization for Student Success, PCC's Developmental Education division shifted from project-based initiatives that incorporated cross-functional implementation teams to supporting operational oversight of several learning support areas.

Student support areas adapted in response to the global pandemic to provide support and access, including Placement and Testing, the Learning Centers who pooled resources for a Virtual Learning Center, and the Library who launched a live chat feature that connected students to library resources as well as serving as an early redirect to other college services. Other pandemic efforts to provide student support included identifying College Success Coaches to serve courses in the last 8 weeks of the Spring 2020 semester, and adjusting PCC's early alert platform, PimaConnect, to help identify post-pandemic-return students who were missing mid semester ([2020-2021](#); [2021-2022](#)).

Students are encouraged to utilize the Program of Study (PoS) [page](#), which provides clear steps for students to change their PoS as well as information to consider regarding potential financial effects of changing their PoS. The suggestion to meet with an advisor first, and ultimately access to a fillable

PDF will complete the process. Each student receives a copy of PCC's Financial Aid Student [Handbook](#) which explains in detail how changing a program of study can affect financial aid, and includes detailed information based on their Course Program of Study (CPoS) [process](#). The Office of Financial Aid and Scholarships reviews a student's course registration in their Degree Audit (MyDegreePlan), which determines the student's enrollment status for Federal Student Aid. Students receive an emailed [letter](#) if they are enrolled in coursework not considered to be part of their PoS.

Advising

Data from the Strategy, Analytics and Research (StAR) department suggests students who received advising persisted at a [higher rate](#) (74.0%) than students who did not receive advising (61.1%). In [2023-2024](#), Program Advisors and Counselors provided 16,039 student appointments and Enrollment Advisors provided 13,133 in person appointments and 10,672 same-day, virtual call-back advising sessions. [Connect U Orientation](#), required for new to higher education students, is also offered in person, virtual-live, and asynchronously via Brightspace D2L. 3,479 students participated in live orientations and 3,372 participated in on-demand, asynchronous orientation ([AP 3.25.01](#)).

Based on a student's [program of study](#), appropriate advising support is assigned. Enrollment Advisors, Program Advisors, and Counselors are available to meet with students at all campuses and virtually, providing a variety of options for students' needs. These services include walk-in, same day call back, virtual, [group](#), and appointment based advising services in addition to on-demand recordings and program information sessions through our student engagement [channel](#).

An [assigned advising](#) model is used, which includes components of proactive advising as part of the national framework for Guided Pathways. Advisors connect with students via [PimaConnect](#), a case management and Early Alert system. Instructors also use PimaConnect to flag the need for EarlyAlert interventions by advising and success coaching teams.

Infrastructure

Crucial [infrastructure](#) is provided to advance teaching and learning for our students, and our community.

Centers of Excellence (CoE)

Our six Centers of Excellence ([CoE](#)) demonstrate commitment to economic development. In close partnership with business, government, and community leaders. CoEs were [developed](#) to provide high-tech training and reskilling of both new and incumbent workers, ensuring Pima County and the surrounding region has the workforce required for economic vitality. To date, CoEs have been launched in Applied Technology, Health Professions, Hospitality Leadership, and Information Technology/ Cyber Security, Science and Engineering with CoEs in Public Safety & Security and Arts & Humanities forthcoming. CoEs provide the full spectrum of workforce development services from credit programs and non-credit training programs to contract training and work-based learning opportunities. CoEs have enabled partnerships with [Caterpillar](#) on upskilling engineers; [Jim Click Automotive](#) Team on training automotive technicians; Northwest Medical Center on practical nurse programming; and [Banner Health](#) on nurse assistant, radiologic technician, and surgical technician.

Health Professions CoE & Clinical Sites

Dedicated labs and integrated lecture and laboratory spaces are regularly scheduled throughout the academic year at the West and Desert Vista campuses for all Health Professions Programs. PCC is currently in the process of constructing a CoE in [Health Professions](#) that will double the general Health Professions Skills Lab capacity and include new, state of the art integrated lecture and lab spaces for Surgical Technology, Respiratory Care, Medical Lab Technology, Clinical Research Coordinator, Pharmacy Technology, and all nursing programs. The general Health Professions Skills Labs will be reconfigurable for various uses.

Collaborations with a wide array of clinical sites to ensure that students experience diverse and comprehensive learning opportunities. As of May 2024 there were 124 active clinical affiliation agreements in Health Professions. These sites include, but are not limited to, hospitals, clinics, rehabilitation centers, and private practices where students can gain hands-on patient care experience under the guidance of licensed and/or certified professionals. Additionally, PCC runs a [Dental Clinic](#) with limited preventative oral health services to provide clinical experiences for the Dental Programs. The Dental Clinic experience is overseen by licensed and practicing Dentists.

Clinical site experiences include patient bedside practice (long-term care facilities, rehabilitation facilities, hospital patient floors, etc.), Critical Care Units (ICU, Emergency Room, Operating Room, Labor and Delivery, etc.), Imaging Suites, Medical Labs, private practice, community clinics and specialty practices. Clinical site conditions are governed by [affiliation agreements](#).

We maintain strong relationships with clinical sites through ongoing collaboration and monitoring, ensuring that experiences offered align with educational goals and standards. This includes:

- Site Selection ensures they align with program objectives and provide meaningful learning experiences.
- Site Supervision ensures students are supervised by experienced professionals who provide guidance, mentorship, and regular feedback.
- Assessment of student performance at clinical sites, incorporating feedback from both students and site supervisors to enhance the learning experience.

[Feedback](#) from students, faculty, and clinical site supervisors is actively sought and used to refine the curricula, enhance the quality of learning experiences, and strengthen the partnerships with clinical sites.

Center for the Arts

The [Center for the Arts](#) is a group of buildings which include the 425-seat Proscenium Theatre, the 75-plus-seat Black Box Theatre, the 75-plus-seat Recital Hall, and the [Louis Carlos Bernal Gallery](#). These venues are used to produce exciting drama, comedy, recitals, performances, exhibitions, and more. The Center for the Arts also [rents](#) fully-equipped spaces and support services to the community for performances, ceremonies, keynote speakers, and seminars.

Library Services

Libraries serve a vital role in information literacy and exchange, providing access to roughly half a million book, journal, and audiovisual titles in physical and online formats. Services include reference help and instruction in all modalities, technology device checkout, group and individual study spaces,

a makerspace, and programming, events, and displays. During [2021-2022](#), libraries provided 20 work study positions, led over 5400 students through 345 information literacy classes, and answered over 31,600 reference, technology, and general information questions. Interlibrary loan, reference services, and Ask a Librarian live chat. In addition, certain [technology](#) loans, campus space reservations, and benefits such as [Culture Passes](#) support college employees and students.

Computing Resources

[Computer Commons](#) are provided at each of the five campuses equipped with PCs and printers. Students may use these technological hubs to access their student portal (MyPima), check college email, utilize Microsoft Office products, print documents, and conduct research. PCs have a range of accessibility software, including JAWS, ZoomText, FSReader, and Read & Write. Students may also request loaner laptops from the library that are equipped with the necessary software resources available to students in the Computer Commons.

A total of 457 technology [learning spaces](#) can be found across 13 locations in the form of active learning classrooms, computer labs, other labs, and computer commons. In addition, 173 classrooms and labs have video capability and 125 mobile device carts are available for instructional use. IT supports these technology resources with 31 full time staff. An additional 20 part time staff work in the college [Tech Corner](#) providing in person and virtual support.

Makerspace and Cyberwarfare Range

Other state-of-the-art resources exist at the [East Campus](#), such as the Makerspace, a high-tech educational playground designed to build and expand upon students' creative and technology skills, including use of a 3D printer. The East Campus Cyberwarfare range, operated in partnership with the Arizona Cyberwarfare Range, is a live-fire cyberwarfare range, which gives Information Technology students the experience of seeing and managing actual threats in real time and provides a free and open environment to augment cyber security resources in Arizona (Criterion 2.B).

Scientific Laboratories

Thirty-eight integrated lecture and laboratory spaces are regularly scheduled throughout the academic year at all five campuses, along with eight spaces currently being renovated for a total of [forty-six spaces](#). Astronomy, biology, chemistry, food science & nutrition, engineering, geography, geology, and physics are scheduled throughout the laboratory spaces. Renovated spaces will be state-of-the-art integrated lecture and laboratory for biology, chemistry, organic chemistry, and microbiology.

Additional Learning Laboratory Spaces

In addition, the needs of specific campuses or divisions are considered in infrastructure planning. Two examples include:

- The Communications Division is responsible for establishing [American Sign Language](#), dedicated lab spaces at East, West, and Northwest campuses.
- The Technology Academic Division has established an [Automotive Technology](#) Lab for students to complete weekly required additional hands-on learning assignments.

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- Criterion 3 Acronyms

3.S - Criterion 3 – Summary

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

Summary

Accomplishments

- PCC works diligently to provide a range of quality education programs appropriate to its mission and institutional priorities no matter where and how students engage with us.
- We are a multi-campus, multi-modal institution, endeavoring to meet our community where they need us, including high schools, business and industry, and adult learning centers.
- Students' educational experiences are extensively reinforced with a multitude of support services and resources for effective student learning.
- Quality processes are in place to ensure consistency across all modes of course delivery and locations: common course syllabi, comprehensive assessment and program review practices, and an Arizona ethos of "Make Every Credit Count" with the AGEC that is 100% transferable to the public Universities.
- Structures are in place for: faculty oversight of academics, hiring qualifications for an excellent cadre of faculty and staff, and a multitude of diverse professional development opportunities.

Opportunities

- Processes are being refined for rigorous quality checks for online courses and expanded to all modalities. These processes are strong, but must change with technology and regulations to stay current.
- Additional location oversight, both academic and operational, has received new APs and SOPs, but will need to be monitored as they are implemented for any necessary adjustments.
- Continued restructuring of the DEHSP department with continuous quality improvement checks and adjustments along the way.

Sources

There are no sources.

4. Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

[Criterion 4 Acronyms](#)

Regular evaluation of certificate and degree programs for relevancy, quality, and viability through external specialized accreditation reviews and a four-year internal program review [process](#) ensure programs remain relevant and effective in a constantly changing education and workforce landscape. A systematic [timeline](#), comprehensive [procedure](#), and [self-evaluation](#) ensure alignment of program design with institutional goals informs budget, facility/equipment, and staffing decisions while it ensures responsiveness to student, industry, and community needs.

The Office of Curriculum Quality Improvement (CQI) compiles and distributes five academic years of [information](#) on persistence, retention, and completion, and [labor market data](#) for programs in review. Raw data is stored in the data warehouse, populated in Webi reports, and in eLumen. Information from the program [advisory committee](#) is used to inform quality improvement initiatives identified during

program review. Deans review trend data, with faculty input, to determine the vitality of programs. Decisions on marketing needs, program viability are also informed by the data including enrollment, student success outcomes, labor market outlook, and community needs. Based upon provided data and aspects outlined in [AP 3.25.05](#), the Program Review process has a variety of possible outcomes, including a documented improvement plan, inactivation, or program mergers. Assessment activities inform resource allocation (Criterion 5.B).

Examples of program review results:

- [Inactivations](#): County Corrections Certificate and Digital Game and Simulation AAS
- Mergers: Elimination of approximately twenty concentrations, from the transfer degrees, due to lack of enrollment or the specified courses not meeting the needs of students transferring to different institutions.
- Improvement plans: Digital Arts has a program with concentrations. Within the program review process, it was decided by the Provost that Digital Arts will create an [improvement plan](#) to correct curriculum issues, assessment plan, and provide an alternative to a concentration.
- New programs: Clinical Research [Professional](#), Post degree certificate and [Nondestructive Testing](#) certificate were identified. Proposals for new programs include analyses of market needs and career opportunities available for students within each program. Business plans are required for new programs prior to any resource allocation decisions (Criterion 5.B).

CQI seeks opportunities for continuous quality improvement within the Program Review process. In 2021-2022, a request was made to include Program Learning Outcome (PLO) assessments with program review and develop a way to allow college stakeholders to follow the status of a given program through the review process. In the 2022-2023 [program review](#), PLO assessment was added to the program review and systematized in 2023-2024 using the [Curriculog workflow](#) system. The workflow identifies teams responsible for each component and provides clear timelines, including deadline reminders, until the program review is complete. All employees with questions about a specific program review may access Curriculog, providing full transparency.

At the Provost's request, a Program Recommendations Team ([PRT](#)) was incorporated as a regular component of the Program Review process, with a first meeting in [February 2023](#). The team consists of eleven faculty members, one from each Division, and various subject matter experts such as institutional research, curriculum, and finance. Their charge is to "Examine the program review materials including input from the relevant faculty and dean. Assess the program in the context of current performance, local industry needs and/or transfer alignment and the median earnings/demand related to employment opportunities." A [high level](#) and a [detailed](#) process map delineate the steps and responsibilities. The PRT reviews relevant data to make a recommendation to the Provost on each program within the cycle. The Provost reviews the recommendation made by the PRT and makes an informed [decision](#) on input from faculty, staff, and administrators.

During the 2022-2023 academic year, we did not adhere to the regular program review cycle due to miscommunication of data timeline needs; therefore, program review was focused on programs that were struggling with enrollment, persistence, retention, and/or completion. In order to streamline future cycles, a new Program Viability [Dashboard](#) was built to fully automate required data, resulting in quick and easy access to consistent data for all programs. The regular program review cycle resumed for 2023-2024.

Evaluation of Transfer Credit, Prior, and Experiential Learning

Transfer credit is accepted from regionally accredited institutions of higher learning, from public and private post-secondary colleges and universities, and foreign transcripts that have been evaluated by an approved foreign credential evaluator. We also accept credit through prior learning assessment (PLA) under certain circumstances ([BP 3.20](#); [AP 3.20.01](#)) including [national standardized](#) tests, challenge exams/assessments, evaluated ACE/military training, non-credit to credit, evaluated industry certificates and training programs, and portfolio evaluation. Current and prospective students may access information regarding the transfer credit evaluation process, including evaluation of experiential and PLA, on the web [page](#).

[BP 3.21](#) and [AP 3.21.01](#) establish transfer credit acceptance from articulated programs. The Registrar's Office evaluates transfer credit individually and course-by-course for a student's stated Program of Study. In some cases, credit is not offered for the entire academic history. Transfer credit is not awarded for courses completed at institutions that are not regionally accredited, and credit for Prior Learning awarded by PCC may not necessarily transfer. When necessary, the services of appropriate [third parties](#) are used to evaluate international transcripts.

If a student wishes to transfer coursework from other institutions, the coursework must appear on official transcripts mailed or electronically delivered directly from the source institution to the Registrar Office.

All transfer credits applied to a student's record are evaluated by trained staff members of the College's [Registrar Office](#), including experiential learning or other forms of prior learning. PLA may account for a maximum of 75% of a degree or certificate ([AP 3.20.01](#)), but credits earned through PLA do not apply towards the minimum credits to be earned in residence at PCC for a degree or certificate. The Registrar then determines which credits are accepted based on the review. All students must complete at least 15 credit hours of coursework at PCC to graduate with an associate degree, and six credit hours for a certificate ([AP 3.25.02](#)).

Arizona State [Senate Bill 1186](#) requires the state universities and community colleges to implement a Shared Unique Numbering (SUN) system. This system ensures that any [SUN](#) course at one of the participating institutions will be accepted as a direct equivalent to the comparable SUN course at any other participating institution. Therefore, students transferring a completed SUN course will receive direct equivalency credit regardless of naming convention used at their prior institution.

Expectations for Student Learning

[BP 1.16](#) and AP 3.25.05 require a process for the assessment of programs culminating in a degree or certificate along with assessment of Student Learning Outcomes (SLOs).

The [Faculty Handbook](#) requires all Faculty to participate in the assessment of SLOs and provide documentation at the course level. In addition, full-time faculty are required, and part-time faculty are encouraged, to participate in analysis, reassessment of outcomes, implementation of curricular or programmatic change and provide documented evidence of evaluation at the program and general education levels, including determination of specific outcomes for courses and programs appropriate to their discipline.

Per the Discipline Faculty Committee ([DFC](#)), discipline faculty maintain the currency of SLOs, involving a process of evaluation and planning, improvement and implementation, assessment and documentation.

Prerequisites

Faculty are responsible for determining the pre-requisites in their programs. The [DFCs](#) are charged with determining appropriate prerequisites for new courses, review programs to address specific identified needs, and revise and vote to approve alterations to existing prerequisites.

At the course level, PCC clearly labels [prerequisites](#) on each course in the College catalog. Prerequisites are enforced using the student information system. When necessary, the modification of course prerequisites occurs using the [course modification](#) approval process through the curriculum management system. This modification process prompts discussions with impacted DFCs when prerequisites are changed through the [impact report](#).

Course Rigor

PCC adheres to Arizona General Education Curriculum guidelines (Criterion 3.B). Through DFC work, faculty propose additions, deletions, and modifications to curriculum in response to regular General Education Learning Outcome (GELO), PLO, and CLO review, course materials review, in response to Statewide Articulation Task Force (ATF) participation, and/or shifts in industry standards.

The College Curriculum Council (CCC) reviews all changes to courses, and as part of that review, ensures that courses meet rigorous college standards. While course content is developed and proposed by subject matter expert faculty, CCC [evaluates](#) courses based on broader criteria and their impact, which are published in the [Course Guidelines](#) document.

The approved course title, course description, CLOs, and standard policy language appear on all PCC syllabi (Criterion 3.A). All courses offered, including those offered at additional locations and through Dual Enrollment, are held to these same standards.

Access to Learning Resources

Any PCC faculty member, staff member, or registered student, including dual enrollment students, may access the following learning resources:

Library Services

Library services and resources are available in person at five campus libraries and online. Campus libraries are typically open 50 or more hours per week and online collections and services are available 24/7 via the [Library page](#). The narrative [annual report](#) details collections, services, circulations and statistics (Criterion 3.D).

Learning Centers

Learning Centers are available to current students at each campus location, virtually, and through our partner Link-Systems (NetTutor). All Learning Support Services (tutoring) are available to all admitted students with active student accounts. This includes all Adult Basic Education for College and Career, dual enrollment, and workforce students. Enrolled students are imported daily from Banner into our

tracking systems (Penji and Accudemia) to ensure correct status.

- Each campus location provides unlimited drop-in [services](#) Monday-Friday; some campuses offer services on Saturdays. There are also links embedded in Brightspace D2L in the quick links section on the homepage and in the student resources section on each course page.
- Virtual services are available through our Virtual Learning Center by [appointment](#) Monday-Saturday. Links to the scheduling software are available on the website, through Brightspace D2L on the homepage and in individual course pages. Students may make use of services, for either 25 or 50 minutes, no more than one week in advance, and up to 30 minutes prior to appointment time. Students may use these services for up to 100 minutes per day.
- Link-Systems ([NetTutor](#)) online tutoring services are embedded within Brightspace D2L both on the homepage and their individual course pages and services are available 24/7. Students are allotted ten hours each semester of tutoring through Link-Systems (NetTutor) before they must request more hours through PimaOnline.

Information Technology

The Information Technology (IT) department provides [support](#) for PCC's learning environments. The IT [Help Desk](#) solves computer problems, assists with hardware and software purchases, provides support at events, and publishes a quarterly [newsletter](#). IT also provides a range of educational technology services including classroom technology, faculty training, and technology consultations. Employees can contact IT support by phone, email, or ticket form. Employees and students can also get support for their personal devices at the [Tech Corner](#) help desk.

Loaner devices are governed by the [Mobile Device Checkout](#). Access to computers is governed by the College's identity access management system; without a valid account, one is prohibited from logging into a college-owned device. Access to college-systems (e.g., myPima, D2L, etc.) are also governed by the College's identity access management system by way of single sign-on. All software solutions made available to students must be [pre-approved](#) by IT to ensure proper security and licensing requirements. Additional computing resources are available to students (Criterion 3.D) and IT infrastructure (Criterion 5.B).

Access and Disability Resources

Access and Disability Resources ([ADR](#)) engages with disabled students and community members to effectively ensure equitable access across all College campuses, courses, and events ([BP 3.46](#)). The ADR team works directly with disabled students to ensure access to all aspects of their learning, but the team also serves faculty and staff who have questions or who need information on how to effectively implement student accommodations ([AP 3.46.03](#)). Services are coordinated between IT, Department Heads, and Deans as PCC considers purchases of new software, learning materials, text books, and resources. ADR's Analyst for Accessible Technology works in conjunction with the College's IT department to test all web content and mobile apps to ensure PCC meets or exceeds the most current Web Content Accessibility Guidelines ([AP 2.01.02](#)). Training is available for faculty on implementing reasonable accommodations, and informational events are held across the College to raise awareness around disability access. Members of ADR consult with PCC's legal team to ensure the College is compliant with local, state, and federal laws. ADR also meets with teams from high school transition, veteran, and vocational rehab to promote information important to students who will be entering PCC soon.

Expectations for Faculty Qualifications

The College employs any faculty teaching courses according to the process described in [AP 3.01.01](#). [Dual Enrollment](#) faculty are adjunct faculty and required to meet the same requirements, though they are selected and hired by each individual high school and/or school district (Criteria 3.A; 3.C.).

Specialized accreditation

Programs that maintain specialized accreditation must show evidence they meet the established criteria of the external accreditation body. Students in these programs are prepared to take and pass licensure or certification exams and other technical skills assessments as part of a rigorous, industry-based curriculum. The college is in good standing with all 15 of its specialized accrediting bodies.

- Radiologic Technology is accredited by the Joint Review Committee of Education for Radiologic Technology and approved by the Arizona Department of Health Services. The [program effectiveness](#) rates are: 94% completion, 98% credentialing exam pass, and 100% job placement.
- Medical Laboratory Technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. In 2022-2023 [program outcome](#) rates are: 100% National Certification pass, 91% attrition, and 100% placement.
- Veterinary Technology is accredited by the American Veterinary Medical Association. Of the students that took the Veterinary Technician National Exam, the three-year [pass rate](#) for first time candidates is 70.27%.

Programs that offer degrees and maintain such accreditation, certification, or approvals are listed on the College's [website](#). These programs still participate in the College's program review process to ensure program relevance, currency, and viability. Programs pursue specialized external accreditation for a variety of reasons, including state requirements, meeting the needs of students and employers, and efforts to keep programs competitive in the marketplace.

Post-graduate Success

PCC tracks student success post-graduation in several ways. The Office of Strategy, Analytics, and Research (StAR) administers the [Graduate Exit Survey](#) where alumni provide the College with information about their careers and educational status and how well PCC prepared them to reach their intended goals. The survey provides insight into the quality of the academic environment of the College on an annual basis, helping guide initiatives surrounding student goal attainment, intent to transfer, and employment opportunities.

Two primary populations are the focus when studying post-graduate success: students entering the workforce and those transferring to a four-year institution (regardless of whether students have graduated from PCC). Surveys of [graduates](#) and [employers](#) are conducted in several workforce areas to gather feedback on how prepared graduates were for the workplace. In addition, many students in workforce areas complete external licensure exams and [demonstrate](#) high pass rates, providing an additional objective measure of student learning.

Access to employment data in order to study post-PCC outcomes for all students leaving the College would be valuable information. This has not been possible in the past, as [data sharing](#) agreements

with the Arizona Department of Economic Security specifically stated employment data could only be used in mandated reporting. Based on the 2023 mandated [Perkins reporting](#), 999 of the 1,481 students were found to be employed. The use of [employment data](#) obtained via LinkedIn profiles was explored, but was determined to be incomplete and of limited value. However, in response to recent revisions to [34 C.F.R. §99.35\(a\)\(3\)](#), the state of Arizona is establishing an integrated [data system](#) that could help close this gap. PCC is an early data contributor to the system and is actively pursuing [research access](#) to conduct the first full study of graduate outcomes in the workforce.

Transfer is a major outcome for our learners, as [research shows](#) approximately 36% of new students transfer within six-years. The Arizona State System for Information on Student Transfers ([ASSIST](#)) is a data system that includes enrollment, course registration, and completion records for all students who attend a state university or community college. PCC publicly [shares](#) ASSIST data, such as the 6-year [trend](#) of transfer students and [graduation](#) rates, into and from the state universities. In addition, National Student Clearinghouse data is utilized to monitor [transfer](#) to non-Arizona institutions.

Sources

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- 4-003-CQI-Standard_Operating_Procedure
- 4-004-2024-CQI-HIT_Program_Review
- 4-005-2024-STR-Student_Self_Evaluation
- 4-006-2024-WEB-Labor_Market_data
- 4-007-2024-CQI-Advisory_Committee_Quality_Improvement_Initiatives
- 4-008-2024-CHA-Administrative_Procedure_3.25.05
- 4-009-2024-CQI-Program_Inactivations
- 4-010-2024-ACA-Digital_Arts_Improvement_Plan
- 4-011-2024-CHA-Clinical_Research_Professional_New_Program
- 4-012-2024-CHA-Nondestructive_Testing_New_Certificate
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- 4-030-2024-CHA-Administrative_Procedure_3.25.02
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- 4-035-2024-FAC-Discipline_Faculty_Committee_Charge
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- 4-044-2024-SSV-Learning_Support_Services
- 4-045-2024-SSV-Virtual_Learning_Center_Appointments
- 4-046-2024-SSV-NetTutor_Online_Tutoring
- 4-047-2024-INT-Information_Technology_Student_Support
- 4-048-2024-INT-Information_Technology_Help_Desk
- 4-049-2024-INT-Information_Technology-Quarterly_Newsletter
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- Criterion 4 Acronyms

4.B - Core Component 4.B

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

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

Argument

[Criterion 4 Acronyms](#)

Effective Processes

Academic

DFCs are responsible for reviewing student learning outcome (SLO) data and program outcome data as part of program review, in addition to developing course and program learning outcomes (Criterion 3.C). CQI maintains practical, transparent processes for assessing CLO, PLO, and GELO through eLumen through eLumen.

CLO

All faculty assess CLOs for every student of every section of every course in every term through department-constructed rubrics in eLumen, and the aggregate results of the CLO data are reviewed annually by the discipline. Discipline leaders create a minimum standard for each CLO that the actual data will be assessed against. CLOs assessing below that minimum threshold are a focus of future discussion for improvement. Additionally, CQI identifies anomalies, such as all CLO having success rates of 100%, and follows up with discipline leaders to identify issues with the learning outcomes or the process of assessing them.

PLO

PLOs are identified in new program [Assessment Plans](#) and are measured throughout the duration of the program. PLOs are indirectly assessed through the [mapping](#) of CLOs in eLumen, so that when CLO data is entered, they also contribute to PLO results. Discipline and program faculty are responsible for establishing and maintaining mapping, and when courses, CLOs, or PLOs are changed mapping must be reviewed and updated by the discipline.

The discipline annually reviews the aggregate results of PLO data as part of the regular Program Review process (Criterion 4.A). Discipline faculty leadership chooses which [cycle](#) they review as long as all semesters are reviewed once per academic year. Similar to CLO assessment, discipline leaders create a minimum standard for each PLO to help focus improvement discussions. Review forms are housed in

eLumen, with training available through appointments or [videos](#).

GELO

PCC's five GELOs are appropriate to the [College's Mission](#) and available in the [college catalog](#). GELOs are assessed indirectly through the [mapping](#) of CLOs to eleven Association of American Colleges & Universities VALUE rubrics, using an introduced, reinforced, and proficient scale. As with PLOs, discipline faculty are responsible for establishing and maintaining the mapping.

Each VALUE rubric's aggregated results are faculty-reviewed on a four year cycle, with the Student Learning Assessment Committee (SLAC) overseeing the process, but may be reviewed more frequently in response to college priorities. If improvement plans are necessary the data is reassessed for progress the following year.

Co-curricular

GELOs have been measured independently across individual units. The institution acknowledges that these assessment practices were not centralized. As part of a minor organizational change starting in academic year 2025, the Dean of Student Success position, which straddles the academic and student affairs connection to students, has been charged by the Provost and the Vice Chancellor for the Student Experience to lead the College's efforts to create systems and plans that identify, capture outcomes from, and continuously improve the co-curricular activities offered by the College. Each co-curricular area (e.g., Student Affairs, TRiO, Athletics) is authorized to develop meaningful assessment processes and outcomes for their program and event mission (Criterion 1.C).

Example: Student Life

In the 2021-2022 academic year, two tools were updated for use in Student Affairs co-curricular activities and continuous improvement. The [co-curricular](#) survey is provided to students and other event participants via a Google Form, and the overview of the event program outcomes and [goals](#) is completed by the Student Life Coordinator overseeing the event. Events are [advertised](#) in PimaEngage and co-curricular surveys are sent via this platform as well.

Student Life reviews all Student Life programming during the end of year retreat each May. Discussion and decisions around content are made during the retreat to be reflected in the following year's programs. Additionally, during event/program planning, assessment preparation and post-review occurs to make summary [reports](#) available.

Assessment Results are used to Improve Learning

GELO Example: [Quantitative Literacy](#) GELO Assessment Review

Math, Chemistry, Astronomy, Psychology, & Sociology faculty all participated in [Quantitative Literacy](#) GELO review during the 2021-2022 [Assessment into Action](#) event, providing a representative example. Though an overall improvement plan was deemed not necessary due to consistent results across data sets at or above thresholds, from the event the following discipline plans were introduced: Chemistry researching the benefits and appropriateness of a 4 category rubric for their CLOs to provide more accurate GELO data, Astronomy considering how existing assessments can better contribute toward mapping, and Math

considering additional courses and skills outside calculation being considered in mapping.

PLO Example: [Health Information Technology \(HIT\) PLO Assessment Review](#)

The HIT program review document provides an excellent example of the PLO review process. The review's question and response section indicates that HIT course sections are taught by the same instructor making use of standardized course materials and assessments (course 'masters') to provide consistent grading, and that PLOs consistently range in the high 80s and 90s. Discipline leaders indicate the need to address PLOs consistently in the mid to high 90s to ensure meaningfulness and will do so through meeting with all discipline faculty.

Student enrollment, retention, persistence, and completion [data](#) for the previous three years are provided on a regular basis during the program review process. Questions specific to these data require the program to [address](#) their specific data. For example, HIT has a retention rate in the range of 48-51% for their program. The increase in retention has been attributed to faculty credentials (i.e., consistently completing continuing education while maintaining their professional certifications as coders and Health Information Technicians) and increased availability of courses to all prospective students, such as HIT being offered fully online and in different course lengths (e.g., 8-week, 14-week, 16-week). In contrast, the HIT Certificate has a retention rate in the range of 19-38%. By comparing the data of the two programs, retention in the certificate program will be addressed by hiring more adjunct faculty that are professionally certified in HIT as well as currently employed as Medical Billers and Coders. In addition, an increase in community healthcare facilities accepting PCC HIT students for internships, including virtual internships, will allow students to complete their certificate and contribute to the retention of students in both the certificate and AAS program.

Co-curricular Assessment Good Practice and Substantial Participation

In 2019, the HLC identified co-curricular assessment as an area of continuous improvement. In Spring 2023, PCC established an [institutional definition](#) for co-curricular learning as a part of our first phase in taking a comprehensive and college-wide look at co-curricular learning. In Fall 2023, a Co-curricular Learning Assessment Committee was established to identify and assess co-curricular learning occurring at the College. The Co-curricular Learning Assessment Committee attended the HLC Assessment Academy in 2023 to create a [charge](#). The Committee's first task was to create a [rubric](#) to identify co-curricular learning activities and a [survey](#) to be shared college-wide to identify current activities. In Spring 2024, survey responses were evaluated by the Co-curricular Learning Assessment Committee and co-curricular activities were [identified](#) as defined by the rubric. A communication was sent to all who participated in the survey, with a decision on whether or not the activity they submitted met the criteria. The Co-curricular Learning Assessment Co-leads met with all the contact leads to provide an overview of the purpose and intent of co-curricular learning, review the rubric, identify learning outcomes and assessment of co-curricular learning. The work from this group meeting will be continued, starting by holding individual meetings with each contact lead to provide individual support to work on the different assessment processes, such as learning outcomes, mapping, and evaluation. The assessment of co-curricular learning activities will be captured in eLumen. Two activities were identified to test the system over Summer 2024 following an established [process](#) for capturing co-curricular learning.

Co-curricular Example: The JADE Program

The Justice, Advocacy, Dialogue, and Empowerment Program is an exemplar of a co-curricular student leadership development program informed by DEI principles and continuous improvement. As the name implies, the program centers themes of Justice, Advocacy, Dialogue, and Empowerment and is a critical component of student leadership development as the next step in Student Life's Student Leadership Development Curriculum. The Office of College and Community Cultural Connection has been included in the collaboration of planning and delivering the JADE Program since 2019, and the review of the modality and content of JADE has been part of a continual review process.

JADE began in 2012 as a three-day retreat at the YMCA Triangle Y ranch as an immersion approach to build peer to peer relationships while engaging in critical inquiry into intersectional content topics.

In 2020-2021, [JADE](#) was redesigned to be delivered virtually to address the need to provide the program amidst a global pandemic. The Student Life Department used Zoom and Discord to conduct the program weekly from October 27- December 1. Topics covered included the [Race, Power, Privilege e-course](#) (1-3 hours) to supplement program concepts, and several discussions occurred via a private Discord channel. Thirty-five students participated in the 2020 JADE; [Participant feedback](#) and [Pre/Post assessment](#) were reviewed to inform future programming.

In 2021-22, [JADE](#) was co-facilitated with the Student Life Department and the Office of College and Community Cultural Connection as an in-person, all day event. Thirty-two students participated and 16 workshops were provided. The after action [staff review](#) and [student feedback](#) included a need to expand workshop offerings around types of disabilities and college resources available for students, as well as recognizing student veterans and resources and immigrant and refugee students and resources available. JADE [pre-survey](#) and [post-survey](#) assessment data was also used for future planning.

In 2022-23, [JADE](#) was offered as an in-person, all day event, with recommendations from the previous year incorporated into workshop content. PCC's DEI office was a co-collaborator of the event. Forty-two students and facilitators participated in the event. This year an additional part of this training included programming related to the PCC Pride Index score. Students came up with recommendations for concerns expressed in the [Pride Index](#) survey..

Co-curricular GELO Example: Athletics

[Athletics](#) takes pride in their role in graduating and advancing students to 4-year colleges and universities ([AP 3.45.01](#)). In 2023, the Athletics Department set new records with 11 of the 13 teams receiving NJCAA All-Academic recognition with a new school record of 74 student-athletes earning this distinction. Academic performance is a [cornerstone](#) of the Athletic Department, as evidenced by the department GPA of [3.17](#) for the 2022-23 academic year and [66%](#) completion rate for students in all sports. To support efforts in scholarly achievement and continuous improvement, the Athletics department assesses [GELOs](#).

Good Practice & Substantial Participation

We have consistently assessed CLOs in over [90% of sections](#) since 2019. Per CQI's Course Learning Outcome Entry and Review [SOP](#), disciplines that fall below 90% of sections completed in a term, have full time employees not entering CLO data, or do not review the results, have all future curriculum additions

and modifications placed on hold until completed or following a semester of 90%+ completion.

Disciplines that do not map or review the aggregate PLO results on a yearly basis will have future curriculum additions and modifications placed on [hold](#) until they are mapped and reviewed.

Culture

Reinforcing processes and contributing to assessment culture and quality, the Student Learning Assessment Workgroup ([SLAW](#)) [assists](#) with outcomes & assessment-related professional development and data review [opportunities](#). Fulfilling its mission and consisting of representative faculty, CQI staff, and a Dean, SLAW collaborates with CQI, the Teaching & Learning Center (TLC), Student Affairs, and other assessment-oriented committees and stakeholders to provide feedback on institutional assessment practices, on the SLO review process, and to coordinate resources and professional development opportunities (e.g., Assessment [Faculty Guide](#)). In Spring 2024, SLAW was [approved](#) by the Executive Leadership Team (ELT) to become a standing [committee](#) (SLAC) providing representative faculty governance to PCC's assessment processes.

DFCs are responsible for overseeing curriculum, reviewing SLO data, and program review. To provide time for and give weight to the importance of analyzing student success data, the Office of the Provost hosted a [Data Summit](#) in Spring 2023 focusing on productive grade rates and disaggregation of data. Divisions were encouraged to identify gaps and design a plan to reduce at least one success gap in their area ([STU](#), [MAT](#), [WRT](#), [Teacher Education](#)). In Spring of 2024, a district-wide [Data Day](#) was hosted by the Office of the Provost for divisions to engage in follow-up conversations. Faculty were asked to look at new data, analyze the effects of enacted plans, and identify new gaps/plans to be the next area of focus for their divisions ([MAT](#)).

Alongside CQI & SLAC's work, the TLC coordinates additional opportunities related to assessment and offers a three-tiered Continuing Education Unit model [Certificate](#), "Improving Teaching & Learning through Grading, Assessment, & Use of Data" (Criterion 3.C). Further anticipating upcoming needs, the TLC will fund several faculty to work with the new Standing Committee and serve as Outcomes & Assessment coaches.

SLO Improvement: Areas of Opportunity

The quantity of data we have available and consistency of our review procedures highlight areas of opportunity to refine our practices.

For example, historically SLO data disaggregation at a site location level has been challenging. Beginning February 2023, PCC developed a way to disaggregate GELO data toward a comparison of campus and additional sites and works to universalize the practice. Subsequent workarounds have been found to disaggregate data to better understand and address opportunity gaps present across student demographics.

Additionally, GELO achievement scores are almost always above threshold; CLO and PLO review results are routinely 100% (or near) meeting or exceeding expectations. At a division level, learning outcome review has occurred separately from the review of other relevant disaggregated student success data. This has resulted in a lack of engagement with the data, pointing to the need to review assessment practices and attitudes.

Initial [recommendations](#) for improving assessment quality were made by the SLAW team, in

collaboration with CQI and Discipline Deans, which responded to the 2022/2023 Provost's [Goal #1](#): Improve Data Use in Academics in the following ways:

1. Reevaluate GELOs with AGEC & General Education changes in mind
2. Include mechanisms for the evaluation of the General Education program as a whole
3. Designate calendar dates for SLO data review
4. Targeted development of and support for department leaders
5. The creation of annual Data Days Holistic, where disciplines examine SLO data alongside relevant institutional student success data (e.g., retention, persistence, and completion)
6. The Student Learning Assessment Workgroup was elevated to be a standing committee, establishing representative faculty authority over student learning outcomes and assessment practices

Sources

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- 4-081-2024-CQI-Assessment_Cycle
- 4-082-2024-CQI-Help_Videos
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- 4-084-2024-CQI-College_Catalog
- 4-085-2024-CQI-Mapping
- 4-086-2024-CQI-Co-curricular_Survey
- 4-087-2024-CQI-Event_Goals
- 4-088-2024-SSV-Advertising_Events
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- 4-090-2024-CQI-Quantative_Literacy_GELO-Review
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- 4-092-2024-CQI-Assessment_Into_Action_Event
- 4-093-2024-CQI-HIT_PLO_Assessment_Review
- 4-094-2024-STR-Student_Status_Data
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- 4-096-2024-CQI-Co-curricular_Learning_Definition
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- 4-105-2024-DEI-JADE_2020-Pre-Post_Assessment
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- 4-122-2024-CQI-Student_Learning_Assessment_Workgroup (SLAW)
- 4-123-2024-CQI-SLAW_Meeting_Agenda
- 4-124-2024-CQI-Data_Summit_Opportunities
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- 4-131-2024-ACA-WRT_Student_Success_Initiative
- 4-132-2024-ACA-Teacher_Education_Student_Success_Initiative
- 4-133-2024-ACA-Academic_Affairs_Data_Day
- 4-134-2024-ACA-MAT_Analyze_and_Identify_Gaps
- 4-135-2024-ACA-Continuing_Education_Unit_Model_Certificate
- 4-136-2024-CQI-Recommendations_to_Improve_Assessment_Quality
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- Criterion 4 Acronyms

4.C - Core Component 4.C

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

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

Argument

[Criterion 4 Acronyms](#)

PCC's dedication to student persistence, retention, and completion is a testament to its mission to empower every learner, every day, for every goal.

The [results](#) of the 2016-2021 Strategic Enrollment Management Plan (SEMP) include the launching of three strategic initiatives to enhance outreach, recruitment, and student success through structured and responsive educational pathways.

Strategic Initiative #1 focused on creating an effective outreach and recruitment program. This initiative saw significant success, with 80% of its components fully implemented, demonstrating efforts to streamline and improve the process. However, 20% of the initiative's goals were only partially implemented due to initiatives, goals, and strategies moving into the 2017-2021 College Strategic Plan or were part of ongoing processes.

Strategic Initiative #2 shifted the College towards a Guided Pathways model, designed to bolster student success by providing clear, structured educational routes. The outcomes here showed a promising trend, with 73% of the initiatives fully implemented, ensuring most students could benefit from more straightforward and directed pathways. An additional 18% were partially implemented, and 9% were still at the beginning stages due to initiatives, goals, and strategies moving into the 2017-2021 and 2021-2025 College Strategic Plans or were part of ongoing efforts.

Strategic Initiative #3 involved developing business processes to support continuous responsiveness and improvement, particularly adapting to the Guided Pathways model. This initiative focused on enhancing academic advising and student support systems such as PimaConnect, early alerts, educational planners, and course sequencing. The outcomes were mixed, with 40% fully implemented, 30% partially implemented, and another 30% only beginning implementation. Again, College leadership

integrated many of these efforts into the 2017-2021 and 2021-2025 College Strategic Plans or were part of ongoing efforts.

In light of the COVID-19 pandemic, the College implemented a one-year, short-term [2021-2022 SEMP](#). The short-term SEMP was critical to the success of the College shifting services and support during the global pandemic and resulted in increased outreach to students, continued free tuition of student success courses, stop-out campaigns, technology lending, and debt forgiveness for thousands of students with past-due balances. Strategic enrollment management planning has [adjusted over time](#) and is now directly connected to strategic planning.

Retention, Persistence, and Completion

Student [retention, persistence](#) and program [completion](#) data are provided through the business intelligence system for internal tracking and also provided through public facing [dashboards](#). STAR provides all official data and reports through college-wide emails and [governing board](#) presentations, which enables faculty and academic leadership to seek conclusions regarding trends in their programs

Daily reports are distributed to employees to review [registration](#) related to enrollment, headcount, FTSE, and course fill rates while offering a comparison to previous terms and years. The reports include the ability to filter specific variables such as demographics, campus location, modality, subject, course level, and more. These reports can assist college employees with planning, student success initiatives, and gauging the results of their current efforts.

The Certificate and Degree [Completions](#) report provides an in-depth look at credentials granted throughout past academic years from credit and non-credit programs.

PCC publicly shares accessible reports and dashboards for persistence, completion, analysis for enrollment, student success, federal reporting, transfer, demographics, [labor market](#), [human resources](#), finance, and [athletics](#).

[Student](#) surveys are another instrument in collecting and analyzing persistence, retention, and completion data. The results of institutional and national surveys help college employees identify the ever-changing needs of students while highlighting ways the College can improve student services, support, and academic resources. PCC annually administers the Graduate Exit Survey (Criterion 4.A), which provides crucial insights into the student experience of those most recently graduating. Other surveys include the Student Course [Withdrawal](#) Survey and [Report](#), which is used to understand the challenges students face in their academic journey, and the Survey of [Perceived Barriers](#) to college attendance to determine reasons why students who indicated they would attend in the Fall but did not enroll.

We also participate in [national](#) student surveys such as the Community College Survey of Student Engagement ([CCSSE](#)), the Survey of Entering Student Engagement ([SENSE](#)), and the [Priorities Survey](#) for Online Learners; these surveys gather data about student's experiences and perceptions of their college environment. The results of these surveys are shared publicly and internally to help evaluate the effectiveness of programs, support institutional planning, enhance student support services, and demonstrate accountability to all stakeholders while better understanding the persistence, retention, and completion trends of students.

Supplemental data create a large-picture view on potential causal relationships for retention, persistence, and completion such as: Advisory Committee [minutes](#), longitudinal data ([other parts of](#)

[term, academic year](#)), [registration trends](#), CTE Data Portal (Criterion 3.A), Transfer Reports (Criterion 4.A), [Program Headcount](#) and Program Review (Criterion 4.A). Additional information such as discussions from data that depicts [student migration](#) between programs.

Other areas of collaboration between divisions and advisory committees:

- HIT used input from [industry](#) that students needed more hands-on [experience](#) with electronic medical/health records before beginning internships.
- The Advisory for Veterinary [requested](#) more hands-on skills and interpersonal skills for students. In response, an [agreement](#) was created with the Humane Society of Southern Arizona and a new [certificate](#) was created embedding a customer service course.
- Based on [discussion](#) with the Advisory Committee, Accounting created a new [Current Topics](#) course, [ACC 270](#), due to the ongoing changing landscape.

Program review incorporates input from advisory committees to ensure currency in industry expectations, which increases career opportunities and student success (Criterion 4.A).

Data-informed Decisions

Example 1 - Achieve60 and the Strategic Plan

Ambitious [targets](#) related to the Achieve60 initiative are in the Strategic Plan (Criterion 1.A). A decline in completers resulting from the pandemic persisted through the 2021-2022 academic year, meaning PCC fell short of interim targets. However, the institution put several initiatives into place with strategies to increase completion, including a reprioritization of autoconfer over reverse transfer awards and the [expansion](#) of completion points from PimaFastTrack programs and industry credentials.

The second institutional target in the Strategic Plan was to double completer counts of three minority race/ethnicity populations: Hispanic/Latino, American Indian and Alaska Native, and Black or African American students by 2024-2025. Completer counts by race/ethnicity were also, unsurprisingly, impacted by the pandemic. In 2021-2022, 1,371 completers were Hispanic or Latino, 111 were Black or African American, and 61 were American Indian and Alaska Native; all [lower](#) counts than pre-pandemic year 2019-2020. While the initiatives discussed previously should positively impact completion for the three race/ethnicity populations, doubling the count of completers in these populations may not be reached. Several activities are underway to support progress in this area:

- Creating a DEI Plan was a year one priority in the Strategic Plan, but the work was not completed on schedule. The new DEI [plan](#) developed was presented to internal and external stakeholders but was determined it did not utilize enough of the available DEI [data](#) nor include strategies to support the access, progress, and outcomes of diverse student populations. In Fall 2023, a Social Justice Team was charged with defining what social justice means for PCC and identifying strategies to support the success of diverse students. Moving forward, to ensure alignment, principles previously expressed in a DEI plan and [recommendations](#) from the Social Justice Team will be [incorporated](#) in the Strategic Plan.
- Colleges that have seen significant increases in progress and completion/transfer for diverse populations can be identified through the Integrated Postsecondary Education Data System. Benchmarking these institutions can then take place to identify practices that may be beneficial for PCC learners that would help develop strategies to increase the completion of diverse learners.

To encourage enrollment and increase student access after the onset of the COVID-19 pandemic, the Governing Board authorized Student Success (STU) courses at no cost for the [2020-2021](#) Academic Year. The program was refined in 2021-2022 to focus on Success Support [Courses](#), which provide onboarding for students in alignment with the Voluntary Framework for Accountability (VFA). Based on persistence and course success [data](#), the Board approved permanently offering Success Support Courses at no cost, starting with the [2022-2023](#) Academic Year. The lost revenues for these courses is offset by utilizing expenditure capacity provided by the passage of Proposition 481 (Criterion 5.B) along with revenues from [Proposition 207](#).

Example 2 - Catalog Redesign

Spring 2021 saw a decrease in [completers](#) from 3,858 in Spring 2019 to 2,711. This drop prompted a need for a more streamlined flow of program information to students on the premise they would complete at higher rates.

Catalogs for [2021-2022](#) and prior provided students with information about their program of study and a list of courses required to complete their degree, but required the student to be proactive in determining course prerequisites and sequencing. This increased the likelihood of registration mistakes, possibly taking additional coursework that may not be needed, higher borrowing costs, delayed graduation, and students transferring to Universities prior to completing their program at PCC.

The goal of the [2022-2023](#) catalog was to provide students a clear map of sequenced courses they need to complete each semester that included course [prerequisites](#), transfer pathway [links](#) to the in-state public Universities, and Program Learning Outcomes ([PLOs](#)). Each course now provides [links](#) to the schedule of classes, Prior Learning Assessment where applicable, and transfer information. Additionally, students can find [information](#) on the next level of educational attainment after their current transfer program.

This redesign was completed in the Fall of 2022, so most students using the new version would not be completing until Spring 2024 or later. However, this format of the catalog supports guided pathways, serves as indirect advising for students who self-advise, and is good practice for student success. While additional completers cannot fully be attributed to the catalog change because of timing, the completer count did [increase](#) to 4,388 in Spring 2024.

In addition to the VFA and Program Viability metrics, student access and success are studied through the following:

- [Admissions Report](#)
- [Enrollment trends](#)
- [Enrollment of recent high school students by school](#) (Interactive dashboard)
- [Five-year trend of awards](#)
- [Success of PCC transfer students](#)
- [Students transferring to top ranked universities](#)
- [Top transfer institutions](#)
- [Course completion and success rates](#)
- [Adult Basic Education Report](#)
- Program specific graduate survey ([dental hygiene](#), [paramedic](#))

Sources

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- 4-147-2024-STR-Labor_Market_Dashboard
- 4-148-2024-STR-Human_Resources_Dashboard
- 4-149-2024-STR-Athletics_Completion_Rate
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- Criterion 4 Acronyms

4.S - Criterion 4 – Summary

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

Summary

Accomplishments

- PCC demonstrates responsibility for the quality of education programs through comprehensive and regular program reviews, a culture of continuous improvement in its assessment practices, and a shared governance curricular process ensuring programmatic rigor.
- Evidence demonstrates all academic departments are engaging in assessment and are applying the results using good practices with substantial faculty involvement.
- The availability of disaggregated data at the PLO and GELO level allows for student learning outcome data to be compared across locations (i.e. campus, DE, additional locations).
- PCC strives to be a data-informed institution to analyze operational and instructional processes, maintain high impact practices for the community we serve, and identify new strategies to improve persistence, retention and completion.

Opportunities

- The assessment of co-curricular activities will be assigned to an academic division to oversee the data collection, review, and analysis to improve SLO and their contribution to GELO.
- More departments need to emphasize closing the loop, introducing changes based on assessment results and evaluating the effectiveness of those changes.
- Use of disaggregated data, a consistent practice across disciplines to review SLO data by location, identification of improvement strategies, and communication of results to all sites, will continue to be reinforced and supported.
- A comprehensive planning process that integrates the SEMP into the Strategic Plan will begin in 2024-2025.

Sources

There are no sources.

5. Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

[Criterion 5 Acronyms](#)

PCC has established a comprehensive policy framework ([BP 1.01](#)) consisting of Board Policies (BPs), Administrative Procedures (APs), Standard Operating Procedures (SOPs), and an Employee Handbook (Criterion 2.A).

The Governing Board is responsible for setting institutional goals and directions through BPs, while APs provide specific guidance for implementing BPs in day-to-day operations. SOPs provide uniform instructions for performing delegated duties effectively and consistently without altering existing policies. The Employee Handbook is managed by the All Employee Representative Council (AERC).

Stakeholder input is sought for substantive changes in policies and procedures, with the process varying depending on the level of impact. Overall, this policy framework is intended to ensure clarity, consistency, and stakeholder involvement in the College's operations. [AP 1.01.01](#) assigns oversight of the policy review process to the General Counsel. [AP 1.01.02](#) and [AP 1.01.03](#) delineate specific processes used to meet the Board's expectations around stakeholder engagement at each level of policy development.

Shared Governance Bodies

[BP 1.06](#) defines the responsibilities of the Governing Board and the Chancellor, provides general guidance regarding shared governance, and establishes [All College Council](#) (ACC) as the deliberative

representative body of each of PCC's employee classifications for discussion on issues not directly and substantially related to wages, salaries, and working conditions ([AP 1.06.01](#)). Students are also represented on the ACC and have the opportunity to provide their voice to college-wide decisions in that forum. Feedback from [students](#) has been used to inform improvements to student services and other relevant interests.

PCC's governance structure also includes [Faculty Senate](#), [Staff Council](#) and [Student Senate](#). Each of these shared governance bodies represent their employee classifications through elected representatives. Delegates from these bodies serve on the ACC. Faculty and staff are encouraged to participate in decision making processes through membership in a number of standing [committees](#), task forces, and [working groups](#).

[BP 1.25](#) establishes the [AERC](#), a governance body to address issues related to policy on compensation and working conditions through the Meet and Confer process.

Policy Development

To provide a process for oversight of stakeholder engagement, sponsoring units that develop policy must submit a policy development [form](#) that includes a list of identified stakeholders, names of reviewers/authors, and an overview of the collaborative process used in the policy's development, revision, or deletion. After policies have been drafted, revised, or recommended for deletion, they are submitted to the Chancellor's Office for review and then presented to Faculty Senate, Staff Council, Student Senate, and ACC for feedback and review. Policies with substantive changes are posted for 21 days on the website to allow for the public to submit remarks or pose questions concerning the posted policies. At the conclusion of the 21 day period, sponsoring units review all feedback, make additional revisions based on collected comments as appropriate, and submit final revision to the Governing Board as an [informational](#) or [voting](#) item.

Decisions regarding personnel policies are governed by a separate process as described in [BP 1.25](#) and [AP 1.25.01](#). The AERC meets approximately two times per month with representatives from Administration, Human Resources (HR), and each of the employee groups ([AP 1.25.02](#)): Full Time Faculty, Adjunct Faculty, Non-Exempt Staff, Exempt Staff, and Temporary employees. The AERC solicits input from employees to identify working condition issues that might be addressed through clarification or revision of personnel policy statements, APs, or BPs. Once an issue has been identified, the AERC forms working groups, called resolution teams, to develop proposed solutions in consultation with an appropriate decision-maker. When HR or other administrative units consider changing personnel policies related to working conditions, changes are brought to AERC in order to follow the prescribed process. AERC work is [tracked](#) using a spreadsheet containing linked documents accessible to any employee for transparency and to assist the committee in prioritizing work to be done.

Data Informed Decisions

To support accountability and ensure employees have easy access to data, PCC established a comprehensive business intelligence (BI) system, as an enhancement to an existing reporting platform called Pima Reports. It includes a data [warehouse](#) optimized for reporting and [interactive](#) reports. The system includes the Voluntary Framework of Accountability metrics ([two-year](#) and [six-year](#)), as well as [enrollment](#), [grade distribution](#), [persistence](#), [retention](#), [completion](#), [Adult Basic Education](#), and [Continuing Education and Noncredit](#). Public-facing data are also prepared either in reports or dashboards, such as for [awards](#), [student success](#), [student characteristics](#), [fast facts](#), and student

enrollment by [zip code](#). Further enhancement of the system occurred by adopting SAP Analytics Cloud, funded through Strategic Initiatives, which provides a more [visual](#) reporting solution, allowing generation of reports on sensitive data such as grades.

In addition to College-wide surveys (Criteria 4.C, 5.C), other recurring surveys provide data to inform decisions:

- [DEI Survey](#)
- [Course Evaluations by Discipline](#)
- [Course Evaluations by Department](#)

Examples of college-wide initiatives to support the use of data in decision making are data sessions connected to strategic planning and increased focus on key performance indicators (KPIs) to support the Interim [Chancellor's Goals](#).

Monthly data sessions are held for [faculty](#) and [staff/administrators](#), focusing each month on different institutional data. The sessions serve the dual function of raising awareness of key metrics while providing a forum to gather broad input on ways we can improve. For example, the September 2023 data [sessions](#) focused on completion data aligned with the [Achieve60](#) initiative. Completer trend data for overall and diverse populations were shared, with time for attendees to provide input and ideas on improvement ([faculty](#), [staff/administrators](#)). Ideas generated were captured to inform the strategic planning process, ultimately impacting decisions to be made on overarching institutional priorities.

The system for developing and monitoring the Chancellor's Goals, as they align with the Board's expectations, has shifted over recent years. Demonstrating a data-informed culture and a collaborative approach to tracking Chancellor goals down to the KPI level allows for monitoring via public-facing [dashboards](#).

The ELT [adopted](#) a decision making [form](#) which includes the requirements that decisions clearly relate to the mission of the College and align with the needs of the community, summarizes a given decision, discusses how stakeholder input was gathered, and explains how data was used. The decision to pursue the Illinois Post-Baccalaureate Teaching Licensure Accreditation followed this [process](#), was data informed, and [approved](#).

All employees have access to a variety of [reports](#) through the Pima Reports platform, ranging from institutional KPIs to operational data sets, subject to IT security requirements ([AP 9.01.05](#)). With the BI system, units have increased access to data, allowing them to drill down to their metric of interest, from institution, division, subject level or other parameter. Additional reports are developed upon request to ensure units have access to the data needed to support their work. In total, approximately [300](#) reports are in the system.

Among recent data informed decisions were:

- college-wide classification and compensation study (Criterion 5.B),
- decision to offer Success Support Courses at no cost (Criterion 5.C),
- budget development process (Criterion 5.B)

Data Use in Academics

Data informed decision making is a critical component of the continuous improvement, evaluation, and innovation efforts of academic affairs. These examples show the range of ways operational and strategic

efforts in academics incorporate data to inform their work.

- The program review process incorporates key metrics (enrollment, retention, completion, cost, community need forecasts, local wages aligned to credential) into the review process. Of the 29 programs [under review](#), three were recommended to be inactivated and nine others were moved forward with corrective plan requirements (Criterion 4.A).
- In Fall 2022, the Office of the Provost initiated a full day event on data review and exploration, branded [Data Days](#), providing faculty opportunities to review and revise courses aimed at enhancing the student experience. Faculty have since modified Data Days to allow more data exploration and time for discussing similarities and differences between course success rates and course learning outcome assessment results (Criterion 4.B).
- The Math division used data regarding the success of students in online MAT092 to institute a pilot program intended to increase student success. This pilot involved coordinating course schedules to offer all 14 week courses and a collaborative effort by faculty teaching the course to offer staggered study sessions throughout the week. Under the hypothesis that students would be more successful if they attended office hours and had more time to discuss mathematical concepts, students were required to attend one of the study sessions each week and submit weekly short evaluations of what they learned. Success of students who attended these sessions versus those who did not were [analyzed](#) to determine how to move forward. Data shows that those who attended study sessions regularly passed at higher rates than the overall passing rate. Therefore, the pilot is planned to become a regular practice for MAT092 and potentially expand into other high impact online courses with many sections.
- After reviewing budgetary expenses with an eye on scaling meaningful, effective professional development for faculty, the Office of the Provost invested in [ACUE](#) and shifted personnel and resources to bolster the College's Teaching and Learning Center.

Collaborative Structures

Discipline Faculty Committees ([DFCs](#)) are responsible for overseeing curriculum, reviewing student learning outcome data, program review, and determining minimum qualifications for faculty in each discipline (Criterion 3.C). DFCs are charged with providing input on course offerings in terms of modalities, scheduling, class size, or other relevant student success factors. Student learning outcomes are determined and analyzed by discipline faculty, and alignment of standards to Program and General Learning outcomes also are identified by the DFC (Criterion 4.B). Course materials are reviewed by the DFCs for academic rigor and standards, with the goal of consistency in materials between sections (Criterion 4.A).

The Faculty Leadership Model is determined by each DFC within the guidelines set by the Department Head Leadership [Handbook](#). Stated responsibilities for Faculty Leadership include overseeing educational programs, providing institutional coordination of instructional efforts, and continuous improvement of area programs in collaboration with discipline faculty.

The College Curriculum Council ([AP 3.25.03](#)) evaluates curriculum submissions from each division for the following qualities: college-wide impact; educational relevance; labor market and economic development relevance; compliance with college policies, standard practices and procedures; and compliance with federal and accreditation policies and regulations.

The General Education Committee ([AP 3.35.01](#)) establishes requirements and criteria for general

education. The development of general education courses is a college-wide endeavor with administrators providing leadership, faculty providing expertise, and college staff providing data and technical assistance.

The Academic Standards [Committee](#) provides recommendations to the Provost regarding quality of academic programs and services, including transfer and workforce programs, as well as student support services issues and processes pertaining to the College.

[Faculty Senate](#) oversees college-wide academic matters, representing faculty voice in: accreditation, strategic planning, and budgeting; developing policies, processes, and practices; professional development; and ensuring flow of information between faculty and administration. Faculty Senate conducts regular monthly meetings during the academic year to conduct business and participate in oversight responsibilities.

[Staff Council](#) represents and provides leadership to staff throughout the district to: facilitate and improve communication; make recommendations regarding actions, programs, policies, and procedures; participate through representation on governance groups; and recommend representation on working groups, standing committees, and task forces. The Council meets monthly to maintain ongoing discussions between staff and administration.

[Student Senate](#) brings concerns, initiatives, and ideas to the Pima Aztec Student Senate meetings to discuss with other members and the Dean of Students; collaborates with administration to address issues, concerns and craft resolutions; and provides feedback to administration regarding changes in policies, budget, planning, and other items as requested. This group is governed via [bylaws](#) and [structures](#), and provides a [representative](#) to the Governing Board.

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5.B - Core Component 5.B

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

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

Argument

[Criterion 5 Acronyms](#)

The College's total budgeted resources for all funds is [\\$373.8M](#) for Fiscal Year 2025, including:

- \$141.0M from Property Taxes (38%)
- \$44.0M from Tuition & Fees (12%)
- \$9.2M from State Aid (2%)
- \$78.4M from College Equity (21%)
- \$84.8M from Grants, Contracts, & Financial Aid (23%)
- \$16.4M from Other Revenues (4%)

Given minimal state appropriations, property taxes and tuition are the primary general fund revenue sources. PCC has engaged in long-term budget forecasting to meet anticipated challenges, including a planned spend-down of reserves to fund infrastructure improvements for the Centers of Excellence projects.

The Budget Plan for Fiscal Years 2018-2021 addressed reductions in the operating budget to meet an anticipated and significant [reduction](#) in the Expenditure Limit. In November 2020, PCC had a ballot initiative, [Proposition 481](#), in the general election to reset the base Expenditure Limit; the citizens of Pima County [approved](#) the measure, providing a significant increase in capacity to spend tax-based revenues on operations. PCC's Three-Year Budget Plan for Fiscal Year 2025-2027 is discussed in Criterion 5.C.

Operational Staff

PCC has qualified and trained operational staff. The HR Department oversees personnel systems, including Talent Acquisition, Classification and Compensation, Employee Relations, and Organizational Effectiveness and Development. The Governing Board [approved](#) the implementation of a new classification and compensation structure to align staff positions to market. The new structure created job families, levels, and job [descriptions](#) that replaced the previous title and compensation structure for regular staff and administrator positions.

HR uses CornerStone Applicant Tracking software for administrator and staff recruitment. The process of [recruitment](#) involves a review of minimum qualifications for each applicant, as well as determination of the applicant's knowledge, skills, and abilities. Recruitment processes are aligned with PCC policies ([BP 2.02](#), [AP 2.02.01](#)).

PCC evaluates employee performance and provides [professional development](#) opportunities to maintain a knowledgeable and competent workforce ([BP 5.15](#)). The Office of Organizational Effectiveness & Development (OED) ensures all newly-hired, regular administrators and staff attend a two-day New Employee Orientation; these new employees are also assigned college-directed [training](#), to be completed within 30 days of onboarding, which covers FERPA, Title IX ([AP 2.03.01](#)), Clery Act, and other compliance topics ([BP 5.10](#)). Ongoing [refresher](#) training is required every two years to ensure employees are current with compliance topics. Employees may seek other professional development training through internal PCC programs via the use of Professional Development funds or tuition waivers (Criterion 3.C). Further, Skillsoft's Precipio is utilized to provide on-demand professional development training, and OED partners with departments to organize and curate Precipio training to meet [specific](#) job skills.

While staff and administrators are not compensated for earning advanced degrees or other professional development, as [faculty](#) may be, such development may strengthen an internal candidate's qualifications when applying for other positions. Further, if an employee's job duties have permanently and substantially changed in scope and responsibility as a result of, but not limited to, process changes, reorganization of a work unit or consolidation of work unit duties, a formal request for a position review may be initiated ([AP 1.25.04](#)).

MyCareerCenter is used to set annual [goals](#) for administrators and staff. Supervisors monitor and acknowledge achievement of these goals during the annual employee [evaluation](#) process. The evaluation tool for administrators and staff also includes a performance rating of the [behaviors](#) employees are encouraged to exhibit.

Infrastructure

The Facilities Master Plan ([FMP](#)) allocates physical space to support the Educational Master Plan ([EMP](#)). A mid-cycle review of the FMP and EMP was completed, with an initial [report](#) of findings and recommendations provided to the Governing Board. It was [decided](#) to roll the recommendations into the next strategic planning process.

PCC is dedicated to maintaining safe and secure facilities in support of its educational purposes ([BP 8.01](#)). The Assistant Vice Chancellor for Facilities ([AP 8.01.01](#)) oversees facilities operations and maintenance, including contracted custodial services, security and access control ([AP 8.01.02](#)), fleet services, energy management, and planning, design, and construction ([AP 2.06.01](#), [AP 2.06.02](#), [AP 2.06.03](#)). PCC implemented [FAMIS 360](#) capital planning software to systematically evaluate deferred maintenance needs, which are incorporated in the development of the budget. Safe and secure facilities also include providing appropriate police and public safety staff ([BP 11.02](#)), committing to workplace violence prevention ([BP 11.06](#)), and compliance with Health and Safety standards ([BP 11.03](#)).

The Chief Information Officer (CIO) oversees information technology resource management for the institution ([BP 9.01](#)) and the development and implementation of the IT Operational [Plan](#). The CIO [meets](#) annually with the Governing Board in a closed session to discuss the cybersecurity posture and

plan. PCC continues to invest heavily in IT infrastructure and associated security.

The IT Department utilizes an intake process through [TeamDynamix](#) to ensure appropriate [resource](#) management and project [prioritization](#) and maintains a list of ongoing projects. During the annual budget development process, IT allocates funds for [capital purchases](#), including lifecycle expenses for equipment and annual licensing and maintenance fees. During the pandemic, Higher Education Emergency Relief Funds ([HEERF](#)) were used to make significant investments in fiber optic cables, networking equipment, and uninterruptible power supplies to ensure the stability of the IT infrastructure in support of the delivery of education and services into the future. PCC is also developing HyFlex classrooms, initially funded via HEERF, and employees are being [trained](#) to utilize these new spaces.

The Office of the Chancellor is charged with appropriate records management ([BP 2.15](#), [AP 2.15.01](#), [BP 3.11](#)) for the institution ([AP 3.11.01](#)). The Chancellor has delegated the responsibility to the CIO to establish and maintain procedures that provide safeguards for the institution and the information of employees and students ([AP 9.01.02](#), [AP 9.01.03](#), [AP 9.01.04](#), [AP 9.01.06](#), [AP 9.01.08](#)). Examples include the internal SOP for the Written Information Security Program to comply with the Gramm-Leach-Bliley Act ([AP 9.01.09](#)); Data Protection procedures to comply with the European Union's General Data Protection Regulation ([AP 9.01.10](#)); and Identity Verification in Distance Learning ([AP 3.10.03](#)). Further, IT has implemented monthly cybersecurity awareness [training](#) for employees.

Capacity for Mission Fulfillment

PCC ensures goals incorporated into the mission and related statements are realistic through two primary means: the process in which goals are identified and the process through which goals are monitored. Additionally, priorities are adjusted as needed to maintain realistic goals. Both of the above processes are supported by PCC's newly established Portfolio and Project Management Office ([PPMO](#)).

College-wide priorities are outlined primarily in the [Strategic Plan](#) and Chancellor's Goals, both directly connected to the mission (Criterion 1.A, 2.A, 5.C). Steps were taken during the development of the Strategic Plan to focus efforts on a fewer number of high impact [priorities](#). This is evident when comparing older Strategic Plans that included over 150 highly detailed actions in [2011-2013](#) and 30 in [2017-2021](#).

In addition to reducing the number of priorities, the structure of the strategic plan changed from a thematic grouping of priorities to initiatives assigned to specific completion years. Extra capacity for completion of priorities was built in by frontloading the first two years of the plan and intentionally assigning fewer priorities in years three and four. A mid-plan review (Criterion 5.C) allows for leveraging that flexibility.

Through a defined plan implementation [process](#), plan priorities were assigned to either the college-wide Institutional Quality (IQ) process (Criterion 5.C) or an administrative lead. Plan status was monitored using Smartsheet and regular status meetings. During the mid-plan [review](#) with the Governing Board, progress on Strategic Plan goals were assessed. While completion continued to be slightly lower than originally expected due to the pandemic, initiatives were in place to lead to an increase of about 2,000 completers in the 2023-2024 year, such as the implementation of autoconfer and development of PimaFastTrack (Criterion 5.C). Examples of priorities successfully completed on schedule include Strategic Plan initiatives on expanding Integrated Basic Education and Skills Training ([IBEST](#)) as well as implementing more open educational resources ([OER](#)) and reduced cost materials.

The mid-plan review also showed that several priorities were behind schedule (e.g., Enhancements to [Guided Pathways](#)). Project leads for these priorities identified recovery plans to start in 2023-2024. Regular updates were added to the [ELT](#) and [Deputies Group](#) for further monitoring and to support completion of plan priorities.

Chancellor's Goals are established annually by the Chancellor and [approved](#) by the Board. The Interim Chancellor Goals were developed through a collaborative process involving director-level employees and above, including the ELT. From a list that started with about 45 [initiatives](#), four final goals were selected. Subgoals were then identified along with measurable KPIs.

Following the establishment of the Interim Chancellor's goals and the Strategic Plan goals, the ELT held a discussion regarding the 2023-2024 priorities for the College and a final set of [priorities](#) with Administrative Leads was issued. Monitoring of progress on these priorities is the responsibility of the PPMO.

To ensure progress on the set priorities, the director of PPMO looked at the project management [capabilities](#) of the College and opportunities for [development](#) and [training](#) to strengthen the institution. Opportunities for process improvement included developing a project intake and approval process; ensuring PCC has the necessary human resources for the multi-unit, college-wide portfolio of projects; and developing a cascading structure from the Strategic Plan to [projects](#) across PCC.

Late Spring 2023, development of process maps describing different steps of the project lifecycle started, a [Smartsheet User Group](#) was established, and a [Project Coordination Group](#) started to form. The Smartsheet User Group is intended to provide support for Smartsheet users, provide training for new users, leverage resources through licenses, and demonstrate success. The Project Coordination Group has a range of [responsibilities](#), including members coordinating the Project Intake process and ensuring resource capacity before a college-wide project is approved.

Overall, the work of the PPMO is to build processes and systems to ensure PCC's ability to analyze whether goals and major cross-unit projects support the mission of the College and are realistic in light of the institution's organization, resources, and opportunities.

The new Chancellor started August 5, 2024 and quickly worked with the Governing Board and ELT to establish [Chancellor Goals](#) for the 2024-2025 year.

Budgeting & Finance

PCC has a well-developed process for budgeting that is overseen by the Chief Financial Officer (CFO) ([BP 4.01](#)). Resources are allocated to meet the mission, integrated planning framework, and operational needs. PCC's organizational structure ensures oversight of district-wide departments and services along with associated budgets.

PCC follows statutory requirements for the development and [adoption](#) of the annual budget and to set property [tax](#) rates and levies (Criterion 2.A). The budget establishes maximum spending capacity for the fiscal year. PCC is not required to expend all funds if fewer programs or services are needed and the budget allows for future reductions based on lower revenue projections.

Budget Development

The budget development process begins with the submission of a [calendar](#) to the Governing Board

highlighting major milestones and decisions. A budget forecast is developed to provide an overview of projected revenues and expenditures prior to the Unit Allocation and Capital Request Processes. This forecast is reviewed by the ELT and Board to establish fiscal priorities for the year, identify opportunities to reallocate resources, and review metrics related to stewardship of taxpayer dollars (2025 [forecast](#)). College budget [criteria](#) were established to aid in decision-making and a variety of metrics are engaged in developing the budget model and monitoring progress (Criterion 5.C).

PCC utilizes an incremental approach to the development of the annual budget, in which the prior year's allocations provide the starting point for the next fiscal year. Financial Services completes a review of current year budgets and active capital projects prior to facilitating the [Unit Allocation](#) and Capital Request Processes. [New](#) requests are reviewed to ensure alignment with PCC's integrated planning framework.

The Capital Request Process also considers capacity of staff to implement ongoing needs, deferred maintenance, and lifecycle replacement of equipment. The Capital Project [Plan](#) for Fiscal Year 2025 prioritizes completion of previously approved projects and finalizing the Centers of Excellence in Health Professions and Applied Technology. PCC is revisiting the capital intake and prioritization process to better align capacity with PPMO practices.

The CFO and Financial Services staff review resource availability before resource requests are submitted to the ELT for review, prioritization, and [approval](#) prior to presentation of the proposed budget to the Board.

The Strategic Initiative Budget Request [process](#) captures all requests outside of the annual development cycle. Such requests may include funds to implement a new program or service or out of cycle capital needs and are reviewed by Financial Services to determine if existing resources may be allocated.

Budget Monitoring

PCC's resource allocation and monitoring process includes a comprehensive system of checks and balances to safeguard against elective resource allocations and inappropriate disbursement of revenue. Administrative Procedures govern Accounts Receivable Services ([AP 4.01.02](#)), Purchasing ([AP 4.01.05](#)), and College Travel ([AP 4.06.01](#)) activities. Allocations are monitored by both the appropriate units and the District's Financial Services unit using several mechanisms: employees have query access and can view Budget versus Actual reports through the Banner Enterprise Resource Planning system, Banner Finance, Self Service Finance [queries](#) in MyPima, or Pima Reports, by using assigned cost center elements. The ELT [approved](#) a request for an enterprise software system to aid in both budget development and monitoring and the Board approved the contract with the [selected vendor](#); operating procedures will be updated and training will be provided when the solution is implemented.

PCC leverages systems to create efficiencies, gather data utilized for analysis, and anticipate future budgets. For example, travel and expense management is completed within the [Concur System](#), and PCC launched a Procure to Pay solution using ESM Solutions and Ellucian to streamline some purchases through an inventory of [vendors](#). PCC has procured Chrome River Invoice Management [software](#) and is implementing e-invoicing as the next phase of enhancements to the Procurement and Payment Services department.

The Board receives a monthly [financial report](#) that details revenues, expenses, and descriptions of significant changes between the current and prior year. Further, [reports](#) on annual capital expenditures are provided quarterly to the Board and Finance and Audit Committee (Criterion 2.A; 5.C).

Revenue Bonds

In support of the Educational and Facilities Master Plans, the Board adopted an [authorizing resolution](#) to issue revenue bonds in 2018. The bonds funded the first phase of renovations and construction for the Centers of Excellence projects (Criterion 1.B). PCC was in a strong position to issue debt, having retired all previous bond debt in fiscal year 2013. Debt service for the revenue bonds is approximately \$4.4M annually for a [20-year](#) term.

As required by state statute, projects were presented to the Joint Committee on Capital Review ([JCCR](#)), and the Committee unanimously provided a favorable [review](#) and request for annual progress reports. With all proceeds expended by June 2024, the final annual progress [report](#) was provided to the JCCR.

Since tuition and fee revenues were pledged to fund debt service for revenue bonds, PCC is responsive to periodic requests from issuers of its credit ratings. In August 2024, [Fitch Ratings](#) affirmed PCC's Stable Outlook and AA- Rating for the Revenue Bonds, with an upgraded AA+ Issuer Default Rating. Further, [Moody's Investors Service](#) affirmed PCC has a Stable Outlook with an Aa2 Issuer Rating and an Aa3 Revenue Backed Rating in March 2024. All ratings actions are shared with the Board and Finance and Audit [Committee](#).

To ensure compliance and transparency, PCC has contracted with an external vendor for the provision of arbitrage analysis services for the revenue bonds; the most recent [report](#) found [compliance](#) with all requirements. The vendor will issue a final arbitrage analysis report in Fall 2024. PCC also uploads information to the Municipal Securities Rulemaking Board's [Electronic Municipal Market Access](#) website.

Allocations

The annual budget development process is driven by PCC's integrated planning framework; several mechanisms are utilized to ensure the fiscal vitality and stability of the institution and the achievement of its educational purposes (Criterion 5.C).

PCC has made significant progress in tying resource allocation to the development and assessment of programs and services. The New Program Business [Plan](#) estimates the costs for adding a new program and the plan is reviewed by Finance and Business Services as part of the workflow in the Curriculog system. Resource requests for new programs or services may be submitted through PCC's budget mechanisms, as described above, and are used to better inform the Governing Board of recommended changes to revenues and expenditures.

In prior years, the program review cycle ended before the annual budget development period began to ensure requests were considered for the next fiscal year. If a request was not submitted in time, an out of cycle request could be submitted. For example, [Truck Driver Training's](#) program review indicated a need for a Class B Crew Cab Vehicle, with objectives tied to institutional goals. A Strategic Initiative [Budget Request](#) was approved after Curriculum Quality Improvement (CQI) reviewed to ensure alignment with assessment and program review outcomes.

In 2022-2023, the Program Recommendations Team (PRT) was added as an important step of the program review process (Criterion 4.A). Recommendations by the PRT provided input to the Provost, who has the final decisions on program review. During the second cycle of the PRT, Finance and CQI determined that the fiscal aspects of program review should be modified.

Instead of a mechanism for budget requests, the revised program review will provide an opportunity for the Dean to analyze existing resources allocated to the program, create short and long-term plans for resources, evaluate metrics such as cost per full-time student equivalent, and identify strategies for resource management and alignment. This will strengthen communications between the Deans and Finance throughout the budget development cycle and the outcomes of program review may lead to opportunities to reallocate resources to areas of growth or need.

As a result of the pending changes to the program review process, no budget requests were recommended for approval during the [2023-2024](#) PRT review. However, it should be noted that some recently-reviewed program areas have been granted additional resources through Centers of Excellence [projects](#).

The Sponsored Programs department oversees Contracts ([AP 4.01.03](#)) and Grants ([AP 4.01.04](#)) functions. As of July 2024, PCC has more than [700](#) active contracts covering a variety of functions, including license agreements, articulation agreements, contractor services, non-disclosure, data sharing, collaboration, property or equipment leases, vendor services, academic services, and construction. There are [55](#) active grant programs, totaling \$52.2M over all award years, with 93.61 full-time equivalent direct program staff and employees and serving approximately 4,938 students and 9,243 participants. These programs, such as [Upward Bound](#) Program, enable PCC to provide student support services to targeted populations. Grant awards also provide support for curriculum development or pay for capital equipment and improvements. All five campuses are designated by the U.S. Department of Education Office of Postsecondary Education as eligible for Hispanic Serving Institution, Title III, and Title V programs.

In 2017, PCC and the Pima Foundation entered a formal arrangement to affirm the relationship between the two organizations, and a new [agreement](#) was executed through June 2025. [AP 1.18.01](#) establishes PCC's relationship with the Foundation, including the development and maintenance of fundraising guidelines. While the Foundation is a non-profit, 501(c)(3), and a separate entity, it is considered a component unit. The Foundation's audited annual financial statements are [submitted](#) with PCC's in accordance with Governmental Accounting Standards Board reporting standards.

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- Criterion 5 Acronyms

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

[Criterion 5 Acronyms](#)

PCC's budget development process aligns resources with integrated planning priorities. In recent years, there has been a strong emphasis on [reallocating](#) financial and human resources from programs or services that no longer align with the goals of PCC to areas of documented growth or need. For example, the External Relations department oversaw the Career Focus publication that was mailed to the local community. In November 2021, the ELT discussed a proposal to stop printing the Career Focus and [reallocated](#) those funds to hire student recruiters. Adding the [Director](#) of Open Educational Resources & Course Materials is another example of resource reallocation, furthering the Strategic Plan Priority to advance the adoption of Open Educational Resources (Criterion 1.B). The Office of the Provost reviewed vacancies within and repurposed an Instructional Faculty position.

PCC is making significant investments in facilities and equipment to support the Centers of Excellence (Criterion 5.B) and the Reallocation of Capital Project Resources [process](#) provides a mechanism to repurpose approved budgets when changes of scope arise. Requests exceeding \$250K in value are approved by the ELT, and the Board is informed of changes. In October 2023, a request to [reallocate](#) \$371K to support networking needs for the Advanced Manufacturing Center was approved from a project that had been postponed. This allowed the networking project to continue as planned while being mindful of limited capital resources.

The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting

PCC has defined processes for assessment of student learning and program quality (Criteria 4.B), evaluation of operations through the IQ process, and institutional planning. While the timeline for each of these processes varies, funding channels are in place to address identified budget needs throughout

the year and a comprehensive planning process. Budget processes linked to planning and assessment include the Unit Allocation Process, Capital Budget Request Process, and Strategic Initiative Budget Request Process. While there are processes in place at the College that connect the budget to planning, student learning and program quality, the College is exploring improvements in this area. This includes strengthening the connection between program review and strategic planning, and more fully aligning key timelines across academic improvement activities and the budget planning process. These efforts are to ensure we are strategically using budgetary resources to support planning, student learning and program quality.

Examples of links between budget and planning include:

- Recognizing weaknesses in project management, PCC created a new [PPMO](#) and staffed it with a new [director](#) position using a repurposed, vacant position. The purpose of this position is to lead the coordination of projects and priorities college-wide, highlighting connections between planning, evaluation of operations, and budget at the operation level (Criterion 5.B). In addition, a strategic initiatives funding [request](#) was [approved](#) to provide in-depth project management training for the new project coordination team.
- The Strategic Plan, commits to “Develop a comprehensive Climate Action [Plan](#) addressing academics and operations, to halve its carbon footprint by 2030”. The first Climate Action and Sustainability [Plan](#) was developed through a collaborative [process](#), leveraging a cross-college [team](#), and a curriculum [sub-group](#). [Targets](#) are broad in scope, including academics and operations. The work directly connects planning, operations, budgeting, and student learning. For example, to support the implementation of the plan, a Sustainability Office was established including funding to [finance](#) small sustainability projects. A faculty member was [hired](#), by reassigning a vacant position, to support the goal to infuse climate action through the curriculum and develop a climate action and sustainability program, [courses](#), and [themed](#) General Education. Progress on the plan is [reported](#) annually to the Board. To align the CASP to the Strategic Plan extension (Criterion 5.C), it was [extended](#) to summer 2026.
- As part of the Interim Chancellor’s Goals, Information Technology (IT) completed a [holistic review](#) of the enterprise application portfolio, aligning key systems with defined business capabilities. This initiative shed light on the opportunity to reduce duplication in systems, close system gaps with regards to business capabilities, and make sure it provides value-add systems. A functional fit [report](#) was compiled via conversations with appropriate units, leading to a prioritization for refreshment or rethinking of how tools are used. This process dovetails well with the project intake and prioritization process that will be rolled out (Criterion 5.B). By having a better understanding of PCC’s application portfolio, IT can better maximize the use of existing systems before simply expanding the current portfolio. While primarily to support operational improvement, the project directly impacted the budget by streamlining and removing duplicate systems.
- In Spring 2023, Academic Affairs initiated a formal process for examining disaggregated data related to productive grade rates (DFW) and tied it to the two Institutional [Targets](#). This process included holding a [data summit](#) that allowed discipline faculty to identify [interventions](#) meant to improve student outcomes and inform resource requests to fund those initiatives. Productive grade rates for Fall 2023 and Spring 2024 were both up [over 1.5](#) percentage points over the previous year and eclipsed our most recent pre-pandemic numbers from academic year 2020. For our largest race/ethnicity student population, Hispanic/Latinx, we were [up 2](#) percentage points in the Fall and nearly 1.5 in the Spring.

Integrated Planning

PCC leverages an integrated planning process centered on the Strategic Plan. In prior planning processes, the EMP, FMP (BP 2.06), [Strategic Enrollment](#) Management Plan, and [DEI](#) Plan were developed [separately](#). PCC started shifting to a comprehensive integrated planning model with an abbreviated [process](#) to extend the Strategic Plan for 2025-2026 that would weave in enrollment management and DEI priorities. A full comprehensive planning [process](#) is to begin Fall 2024.

The strategic planning process is directly connected to the mission and considers the institution as a whole. The open and collaborative process includes internal and external perspectives (Criterion 1.C). The Strategic Planning Team (SPT) for the 2021-2025 Strategic Plan was composed of representatives from across key stakeholder areas ([AP 1.16.02](#)) with a faculty [co-chair](#). The [members](#) of the SPT were selected through a [survey](#) inviting volunteers via email and [shared](#) with Faculty Senate. Each member had defined [responsibilities](#), including two-way communication to their stakeholder group to ensure broad input into the process.

Recognizing the pace of change in the world and the need to anticipate possible future impacts on PCC, we are leveraging a [planning process](#) that uses traditional planning methods from the Society of College and University Planning's planning model and a futures methods from the Institute for the Future.

The SPT considered [drivers and signals](#) of change and identified critical focus areas, such as the future of competition and funding. To ensure broad participation, interactive input gathering sessions for the SPT, [ELT](#), and [Joint Cabinet](#) were held.

For internal stakeholders, PCC [engaged](#) in an institutional context [discussion](#), focused on institutional history, complexity, and culture. This critical conversation was reinforced with employee input throughout the planning process. During the pandemic, PCC held four online-only Futures Conference events and conducted surveys which enabled us to gather [feedback](#) on the mission review, community needs, long term priorities, and draft strategic plan from internal and external stakeholders. The Board [participated](#) in a study [session](#) to review a [summary](#) of this input. Through these conversations, we identified several futures [themes](#) that helped shape the Strategic Plan.

PCC also leveraged traditional planning components, including an [environmental scan](#), to assess the external environment using the social, technology, environmental, economic and political forces framework. The planning also included a SWOT [analysis](#) approach from the perspective of Achieve60, considering county demographics along with enrollment, progress, and outcomes data.

In the final stages of Strategic Plan development, a [survey](#) was sent to all stakeholders, with the draft plan revised based on the [input](#) received. A [final draft](#) of the Strategic Plan was shared with the Governing Board at a public [study session](#) to support transparency around priorities, and [approved](#) in June 2021.

Due to leadership transitions, PCC [decided](#) to extend the 2021-2025 Strategic Plan by one year. Planning work was conducted in 2023-2024 and represented another partial step towards the [comprehensive](#) planning process to be used going forward, [encompassing](#) strategic, enrollment management, and DEI planning. A new SPT was formed by gathering [volunteers](#) to represent each stakeholder group, consistent with the approach described previously, and the team engaged in a structured series of [conversations](#) including a [foresight session](#) and a traditional planning workshop ([slides](#), [environmental scan](#), [competitor analysis](#), [workgroup notes](#)). The abbreviated process did not include a review of the

mission as this is an extension, though work did begin with a [discussion](#) of the existing mission. In parallel with the SPT discussions, the Social Justice Team ([SJT](#)) was formed to discuss a definition of social justice and DEI priorities, and teams worked to identify enrollment and retention priorities. Input on possible [priorities](#) was sought at the 2024 Futures Conference and other open sessions, including a Strategic Plan [update](#) and Governing Board [Study Session](#). The recommended priorities for the 2024-2026 Strategic Plan [Extension](#), reflecting input from the SPT, SJT, and enrollment/retention groups, were [approved](#) by the Governing Board.

Systematic Planning

Outside the integrated planning process, PCC engages in systematic planning to improve operations and prepare for the future.

To help anticipate evolving external factors that may impact PCC, the [2023 Futures Conference](#) discussions gathered community input on: [technology](#), [PCC learner](#), [educational outcomes](#), and [social justice](#), building upon futures themes identified in the 2021-2025 planning process. To engage in an informed discussion about the future learner, attendees reviewed Pima County [projection data](#) from the Arizona Office of Economic Opportunity, and [results](#) from these discussions helped inform the strategic planning update that was developed in 2023-2024.

The Chancellor's Strategic Cabinet serves as the leadership group focused on strategy. The group typically meets once a month, facilitated by the Chief Strategy Officer, to discuss a range of [topics](#) and consider trends likely to impact PCC, as well as explore how the [future](#) will be shaped by those trends.

To prepare for upcoming demographic changes, the state demographer [presented](#) at All College Day in 2020, with a summary of the [data](#) also shared with the Board. Several mechanisms are used to monitor and respond to external changes by diverse units as part of [unit planning](#) within the IQ process.

The Governing Board's Finance and Audit Committee meets regularly with PCC's contracted vendor for Investment Manager Services (Criterion 2.A). The allocations and performance of PCC's investment [portfolio](#) are compared against benchmarks. Federal Reserve actions and global market conditions are discussed, and the Finance and Audit Committee considers responsive investment [strategies](#).

Contracted lobbyists monitor legislation and work closely with administration and staff to develop strategies to support the mission and strategic goals; [updates](#) on legislative activities are also provided to the Governing Board. Funding efforts by the contracted lobbyists that have been successful include a [\\$15 million](#) one-time appropriation from the State to support the Aviation Technology Center Expansion and [\\$2.2 million](#) in federal grants for workforce and learning center initiatives.

The state lobbyist has assisted with legislative changes such as [SB1400](#) "Community colleges: non-credit workforce training," which creates a statutory definition for noncredit workforce training for community colleges and allows noncredit workforce training courses to be included into the Full Time Student Equivalent (FTSE) calculation for the district's expenditure limit. This legislative action is significant as PCC has invested in workforce development and initiatives to benefit community and student needs, but this enrollment previously was excluded from the FTSE calculation.

External factors related to travel for a district purpose are also monitored. [AP 4.06.01](#) requires a risk assessment prior to the approval of [international](#) trips, with more details in the [Travel Manual](#).

Tools and Analysis for Setting Capacity

PCC has a sound understanding of its current capacity and utilizes a variety of forecasting tools. The CFO provides a [budget forecast](#) to the ELT in the Fall (Criterion 5.B), including projected changes in revenues, expenditures, and enrollment.

The Finance department monitors several tuition, market, and stewardship [indicators](#) and metrics, including revenues by type, cost per FTSE, FTSE per full time employee, and personnel costs as a percentage of operations. The [multi-year](#) budget model considers these indicators, as well as the [Composite Financials](#) and Consumer Price Indexes. The CFO utilizes the model during conversations with the Board to demonstrate the impacts of proposed adjustments to tuition, property taxes, and salaries and wages. Dynamic modeling will be a component of the new enterprise budgeting system (Criterion 5.B).

[BP 4.07](#) establishes appropriate reserve thresholds for financial stability. The CFO presents [reserves](#) information to the Board throughout the budget development cycle to ensure long term viability of the organization while meeting ongoing financial commitments, such as bond covenants and contractual obligations; addressing capital and deferred maintenance expenses; and maintaining a sustainable operating structure. A strategy for modifying BP 4.07 in the near future was [discussed](#) with the Finance and Audit Committee, who will review the suggested policy changes before it moves forward in the governance process.

The Arizona Auditor General audits PCC annually, and the Annual Comprehensive [Financial Report](#) for the year ending 6/30/2023 contains a [statistical section](#) providing information on financial trends, revenue and debt capacity, demographic and economic information, and operating information. The CFO reports these results to the [Governing Board](#) and Finance and Audit [Committee](#). For Fiscal Year 2023 the Auditor General also issued the [Single Audit](#), Report on [Internal Control](#) and on Compliance, and [Highlights](#) from the Annual Financial and Single Audit, with the Annual Budgeted Expenditure Limitation Report pending. Finally, the Auditor General issued the Full-Time Equivalent Student [Enrollment Report](#); standards for providing this data are established in [AP 1.20.01](#).

As part of the Interim Chancellor's Goals and College Priorities, the CFO oversaw the development of a [three-year](#) budget plan for fiscal years 2025-2027. The plan is intended to sustain the classification and compensation structure, prepare for future capital, deferred maintenance, and life cycle needs, and align the institution to realistic revenue projections and enrollment. Strategies and efficiencies for implementation were included and the plan will inform budget development and monitoring.

Systematic Improvements

Institutional Improvement

As a data-informed institution, PCC collects institutional data through various modalities to monitor its progress against its mission and strategic plan (Criterion 5.A). Through the Strategic Plan, PCC has identified Institutional [KPIs](#) which are monitored through a variety of reports ([example](#)). Routine, systematic tracking of indicators enables PCC to identify areas for improvement or monitor the effectiveness of changes.

Priorities are guided by two [Targets](#) within the Strategic Plan. During May 2023, PCC conducted a [mid-](#)

[Plan review](#) of progress to the [Strategic Cabinet](#) and the Governing Board ([slides](#), [report](#), [transcripts](#)). All priorities in the Strategic Plan are implemented through one of two [methods](#), for either college-wide or individual projects. Progress on these projects are tracked through [Smartsheet](#) and monitored in update meetings between the implementation lead and Chief Strategy Officer once every two to three months. For example, the strategic goal on [autoconfer](#) completed on schedule with full implementation occurring in 2023-2024. It was also found that three year one and year two priorities were complete and the majority of other items were at 90% or higher completion. To support systematic improvement, roadblocks, including resource needs, and steps to completion were identified for follow-up and support through senior leadership.

While the review indicated that PCC is on progress to meet its first Institutional Target, even though completer counts at that time were [below](#) pre-pandemic levels (Criterion 5.B), progress was less certain on the second target that looks to double the completion rate of three race/ethnicity groups (Criterion 4.C). Several [actions](#) are underway to impact progress towards target 2.

The Strategic Plan provides overarching priorities and each year the Chancellor identifies annual [goals](#) aligned with the [plan](#). Each goal is assigned to a lead, with oversight through senior leadership. Progress is monitored through a [schedule](#) of updates, with public facing dashboards reporting [progress](#) on the Chancellor's Goals as well as Strategic Plan [progress](#) to promote transparency and accountability.

As part of the assessment of the institution, PCC administers several surveys to gather benchmark data on key topics. Findings are used to identify areas of improvement. Recent examples include:

- The Community College Survey of Student Engagement ([CCSSE](#))
- Community College Faculty Survey of Student Engagement ([CCFSSE](#))
 - In the 2022-2023 Chancellor's Goals, an administrator was assigned to form teams to analyze the results and identify areas for improvement for each survey and develop reports of recommendations ([CCSSE/CCFSSE](#)), which were considered during the Strategic Plan review.
- Race/ethnicity surveys associated with CCSSE and CCFSSE ([learners](#), [faculty](#))
- Survey of Entering Student Engagement ([SENSE](#))
- Ruffalo Noel Levitz ([CESS](#))
 - It was found that while PCC had improved for the majority of statements related to campus culture and policies, findings were somewhat flat for statements related to work environment. Further, it was found that full time faculty satisfaction was lower than that of all employees for the majority of statements in the survey. In the Interim Chancellor's Goals, Goal 3 is "enhance a culture of caring", which includes a follow-up to the CESS survey involving holding [listening sessions](#) to understand why a discrepancy exists between groups. The position of [Chief Culture Impact Officer](#) was created to support improvements to the culture at PCC.
 - Through the CESS survey, PCC monitors employee perceptions about a range of topics. For the statement "efforts to improve quality are paying off at this institution", the mean for all employee satisfaction has [increased](#) from 2.96 in 2013 to 3.31 in 2022, which is not statistically significantly different from comparison colleges. Responses from [faculty](#) have also increased for this statement from 2.94 in 2015 (the first administration where faculty responses were gathered separate from all employees) to 3.21 in 2022. However, it is noted that faculty satisfaction is still lower than for all employees.

- [Ruffalo Noel Levitz Priority Survey for Online Learners](#) (PSOL)
 - Since 2016, PCC has administered PSOL every two years, which measures the satisfaction and priorities of online learners. 2016 results showed only 6 items on the survey were scored with a satisfaction rating of 70% or above; whereas 2024 results increased to [31 items](#).
 - The PSOL results are a pivotal piece of [quantitative](#) and [qualitative](#) data used to inform PimaOnline initiatives and student success strategies. For example, a Virtual Success Center is in development based on the work of the STRIVEOnline Grant and is committed to bringing more student engagement and activities for our fully online learners. This need was identified in the [PSOL 2022](#).

Student Outcomes Improvement

CQI coordinates processes for the assessment and analysis of General Education, Program, and Course Learning Outcomes. The Student Learning Assessment Committee (SLAC) collaborates with discipline faculty, CQI, and other stakeholders on institutional assessment practices and data-driven decisions based on assessment data (Criterion 4.B).

Operational Improvement

Engagement in unit planning and effectiveness in the early years was very manual and not straightforward to monitor. Professional development for the units was through presentations and not always available when needed. To address these weaknesses, a new IQ process ([AP 1.16.03](#)) was adopted to provide a mechanism to support progress on effectiveness [goals](#) within the Strategic Plan. Each year, the IQ process focuses on an aspect of operation improvement. The overall status of the IQ process is [monitored](#) as part of the Strategic Plan including IQ themes across units.

A new operations team called Improving Methods and Processes Across College Teams (IMPACT) has been established. IMPACT is [charged](#) with supporting operational effectiveness and identifying annual improvement themes. Examples of these themed initiatives are unit planning, process mapping, and project management. In 2021-2022, phase one of the IQ process focused on unit planning. As units [developed](#) plans they considered a range of factors, including [unit](#) mission statement and operational objectives, [SWOT](#), and [priorities](#) from the Strategic Plan.

Each step in the IQ planning process ([AP 1.16.03](#)) is supported by Percipio [Training](#). Currently, 94% of the units [identified](#) have plans recorded ([example](#)). Updates on the status of those plans are gathered using the Unit Plan Update [Process](#).

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-
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- Criterion 5 Acronyms

5.S - Criterion 5 – Summary

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

Summary

Accomplishments

- Shared governance structures support collaborative feedback on policies, academics, and other matters.
- PCC strategically funds, with both monetary and human resources, impactful areas of the College to achieve established goals.
- Effective use of resources ensures sustainability in changes and initiative quality so PCC can fulfill the mission to reach every learner, every day, for every goal.
- PCC has a robust and systematic planning process, informed by diverse perspectives and a focus on the internal and external educational landscape, that sets the strategic direction of the College and informs decision-making and operations.
- Through a comprehensive business intelligence system, data is broadly available at the institution to support planning and organizational improvement across operations and academics.

Opportunities

- PCC is embarking on its next comprehensive planning process which will include the Strategic Plan, Education Master Plan, Facilities Master Plan, and more. These plans were developed through separate processes in the past, and this is the first fully integrated planning process at the College. The approach has been tested during the smaller scale development of Strategic Plan Extension, but this is a major planning process that will require institutional focus and commitment.
- PCC is working to strengthen the connection between program review and strategic planning and to more fully align key timelines across academic improvement activities and the budget planning process described in Criterion 5.C.

Sources

There are no sources.