THE POWER OF LEARNING
2014 Self-Study Report

Paradise Valley COMMUNITY COLLEGE

MISSION   INTEGRITY   QUALITY   EVALUATION   PLANNING

PARADISE VALLEY
COMMUNITY COLLEGE

2014 Self–Study Report

The Power of Learning and Student Successs

For continued accreditation by the Higher Learning Commission
of the North Central Association of Colleges and Schools

Paul Dale, Ed.D
President
Paradise Valley Community College
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Welcome to Paradise Valley Community College's Self-Study. The Self-Study process serves as the foundation for the reaffirmation of our accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC).

As a Learning-Centered College, the overarching goal of the Self-Study process is to affirm, assess, and evaluate our systemic effectiveness in achieving exemplary levels of student learning and success in the context of a collaborative community. The process is both summative in terms of our accomplishments and institutional improvements since the last Self-Study in 2004, as well as evaluative in terms of areas where we need to show continued improvement.

Our specific Self Study goals are:

- Analyze our strengths, opportunities, aspirations, and results in support of continuous improvement.
- Nurture organizational collaboration and communication.
- Sustain an environment of assessment and evaluation.
- Increase knowledge of who we are, what we do, and why we do it.

Concrete evidence in our accreditation Self-Study demonstrates how well we are realizing our vision of Paradise Valley Community College as a learning-centered college, where the power of learning transforms students' lives and enables positive social change.

Regards,

Paul Dale, Ed.D
President

Acknowledgements
PVCC

Self–Study Coordinators

Dr. Denise Digianfilippo, PVCC
Kurt Hill, PVCC

Self–Study Process

Jaime Adriance, PVCC
Ellen Hedlund, PVCC
Eric Martin, HLC Liaison
John Snelling, PVCC
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PVCC HLC Criterion Teams
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Purpose of the Self-Study

PVCC's self-study is purposed with three distinct categories of goals: external accreditation, external constituent, and internal constituent. It is the goal of this self-study to:

External Accreditation

- Maintain our accreditation status with HLC.

External Constituent

- Promote awareness of who we are, what we do, and why we do it to our students, our community, the Maricopa County Community College District (MCCCD), and governmental agencies to whom we are subject.

- Report our effectiveness in meeting our mission, goals, and outcomes through the use of data to analyze our Strengths, Opportunities, Aspirations, and Results (SOAR) in support of continuous improvement.

Internal Constituent

- Nurture organizational collaboration and communication.
- Sustain an environment of learning-centeredness, assessment and evaluation.

Self-Study Process
PVCC

The self-study process began in fall 2011 with a number of strategic pre-planning meetings. During this time a review of the PVCC 2005 self-study was done and an initial Self-Study Steering Team was organized. In spring 2010 Kurt Hill (faculty) and Dr. Denise DiGianfillipo (administration) were appointed the self-study co-coordinators. Subsequently, the PVCC Self-study Steering Team listed below was assembled:

PVCC SELF-STUDY TEAM | Reaffirmation 2014-2015

FACULTY

STAFF

STUDENTS

COMMUNITY

Self Study Co-coordinators
Denise DiGianfilippo
Kurt Hill

Resource Team
John Snelling
Michaelle Shadbourne
Paul Golisch

Project Writer
Mike Mitchell

Steering Team
Paul Dale
Self Study Co-Coordinators
Criterion Co-Chairs
PLT Liaisons
Resource Team

Criterion I Team
MISSION
Co-Chairs
Felicia Rameriz, Scott Meek
PLT Liaison
Shirley Green

Criterion V Team
PLANNING
Co-Chairs
Dina Preston-Ortiz, Norma Chandler
PLT Liaison
Paul Golisch

Criterion II Team
INTEGRITY
Co-Chairs
Dan Donahue, Rick Cote
PLT Liaison
Herman Gonzalez

Criterion III Team
QUALITY
Co-Chairs
Mike Hamm, Heather Kruse
PLT Liaison
Sandra Miller-Holst

Criterion IV Team
EVALUATION
Co-Chairs
Christine Tabone, Sheri Bakunowski
PLT Liaison
Mary Lou Mosley

The Self-Study Steering Committee, which met monthly during the academic year, established a timeline for the self-study, developed a publicly assessable self-study website, developed a Sharepoint site for the coordination of data-collection, and populated five diverse subcommittees–one for each of the five HLC criteria.

Criterion I Team MISSION

Team Co-Chairs
Felicia Ramirez, Scott Meek

PLT Liaison: Dr. Shirley Green

Team Members
Leila Palis	Dr. Chris Scinto
Kathleen Walker	Dr. Julia Devous
Sam Fraulino	Ivette Quintero
Bill Lyon	Ryan Martin
Andrea Robertson	Michele Marion
Dr. Jim Patterson	Greg Silcox
Dr. Tony Lamana	

Criterion II Team INTEGRITY

Team Co-Chairs
Dan Donahue
Rick Cote through 3-2013

PLT Liaison: Herman Gonzalez,
Sandy McDill through 7-2013

Team Members
Doug Berry	Angela Puckett
Ron Brooker	Sandra Beeman
Dale Heuser	Mary Trost
Tony DeShay	Donna Layshock
Linda Lawson	Amy Woodbeck

Criterion III Team QUALITY

Team Co-Chairs
Dr. Mike Hamm, Dr. Heather Kruse

PLT Liaison: Dr. Sandra Miller-Holst through 12-2013

Team Members
Dr. Marilyn Cristiano	Kandice Mickelsen
Tony Craig	Dr. Carolyn Miller
Dr. Mary Early	Loretta Mondragon
Hedy Fossenkemper	Dr. Brett Reed
Mike Ho	Kent Shadburne
Jeff Lace	Corey Weidner
Dr. Catherine Mendoza	Beth Whiteman
Pam Ernst	

Criterion IV Team EVALUATION

Team Co-Chairs
Christine Tabone, Sheri Bakunowski

PLT Liaison: Dr. Mary Lou Mosley

Team Members
Renee Cornell	Ellen Hedlund
Lori Anonsen	Bob Dotterer
Ana Stigsson	Dr. Catherin Snyder
Dr. Marianne Roccaforte	Gary Kellgren
Sandy Zapp	Dr. Peter Thiel
Dr. Jeff Hoyt	

Criterion V Team PLANNING

Team Co-Chairs
Dr. Dina Preston-Ortiz, Norma Chandler

PLT Liaison: Paul Golisch

Team Members
Dr. Debra Adair	Reyes Medrano
Terry Adriance	Dr. Jon Storslee
Brad Olsen	Dr. David Rubi
David Matus	Jennifer Weitz

During the process of developing the self-study report, the team hosted several campus events and activities for employees and students for the purpose of generating a greater awareness of accreditation and the college's fulfillment of its mission. Details of these events and activities can be found on the PVCC HLC website. Drafts of the self-study report were completed and reviewed at various times in the self-study process. Criterion teams met with the Steering Team to review and amend comprehensive drafts of the individual criterion chapters.

Weekly meetings of the Steering Team were held throughout the summer to develop and implement logistical and communication plans for the fall build-up to the HLC site visit. Pre-planning for the site visit began at that time.

How To Read This Document

The Paradise Valley Community College 2014 Self-Study report is designed for computer-based as well as print viewing. At various points in the computer-based document, there are live links to additional supporting evidence, further narrative explanations, or other portions of the Self-Study report itself. These links are highlighted in red and can be accessed by clicking on the highlighted word or phrase.

The body of the report is organized according to HLC Criteria. Each criterion chapter is subsequently organized according to HLC Core Components which are labeled and quoted in the chapter sub-headings.

The report utilizes a number of acronyms, abbreviations, and terminology unique to the Maricopa County Community College District (MCCCD) and Paradise Valley Community College (PVCC). Though their meanings will be provided as fully in the text of the report as is warranted, a listing of these unique acronyms, abbreviations and terminology along with their meanings and/or definitions can also be found in Chapter 10 "Acronyms, Abbreviations and Definitions".

Occasionally in the margins, the PVCC 2014 Self-Study Report calls attention to special examples of its practices, accomplishments or people. These side-bar examples are meant to supplement the data of the report and provide a richer understanding of the work and people of Paradise Valley Community College.

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Introduction

Maricopa County Community College District

The Maricopa County Community College District (MCCCD), of which Paradise Valley Community College is an integral part, is one of the largest providers of higher education in the United States. It offers approximately 1,000 occupational programs and 37 academic associate degrees as well as a total of 10,254 courses and is the largest provider of health care workers and job training in Arizona, making it a major resource for business and industry.

Paradise Valley Community College

Overview

Paradise Valley Community College (PVCC) is one of ten colleges, two skill centers, a corporate college and multiple satellite centers of the Maricopa County Community College District, an organization dedicated to educational excellence and to meeting the needs of businesses and the community of citizens in Maricopa County, Arizona. PVCC serves a predominately residential area in northeast Phoenix and northern Maricopa County. The college offers traditional programs in general education and transfer degrees as well as certificates and degrees in a number of occupational fields.

PVCC was established in 1985 as the Northeast Valley Education Center, a division of Scottsdale Community College. In 1987, classes were offered at the current location under the name Paradise Valley Community College Center. Beginning with a self-study evaluation in 1989-1990, PVCC was awarded and has maintained independent accreditation by the North Central Association as Paradise Valley Community College as a result of self-studies in 1995 and 2005.

The college has grown from a per-semester enrollment in 1987 of 3,700 to 9,477 (Fall 2013). The college's unduplicated headcount per year is over 14,000 (Fall 2013). Through 2013, there has been additional headcount from non-credit coursework primarily through the fitness center and continuing education programs. However, the Continuing Education Department was discontinued in the fall of 2013. Historically, PVCC had seen enrollment growth between 2 and 7% each semester; however, beginning in 2011-2012 there has been a steady decline. Coincident with past enrollment growth has been an increase in the number of faculty: from 27 full-time residential faculty in 1987 to 117 in 2013 along with 450 adjunct faculty. The total number of employees has grown from 62 in 1987 to over 695 today (including adjunct faculty).

Paradise Valley Community College has had a presence in the Carefree/Cave Creek communities since 2004 offering non-credit and credit classes. On November 19, 2008 a groundbreaking ceremony marked construction of the permanent Black Mountain site at 60th Street just south of the Carefree Highway. The site is an innovative partnership between PVCC, the YMCA and the Foothills Community Foundation. College classrooms at Black Mountain opened in August 2009 offering forty-eight credit and non-credit daytime and evening classes. PVCC also offers coursework and programs through two satellite facilities: Phoenix Fire Academy and Fresh Start.

A Learning–Centered College

PVCC in all of its operations, at all of its locations and in all of its modes of delivery strives to maintain the ideals of a learning-centered college. A learning-centered college operates according to a number of specific principles. At PVCC they are

1. Learning outcomes that create substantive change in learners are identified and made explicit. These outcomes drive course, program, and curriculum development as well as delivery of student, academic, and administrative support services.

2. Learning outcomes are assessed for the purpose of demonstrating that learning occurred and to expand and improve learning.

3. Learning opportunities are accessible to learners and offered in a variety of formats and options.

4. A culture of student success exists: Student success outcomes emphasize active and engaged learning, connecting to the college environment, goal-setting, successful navigation of college processes, and relationship-building with faculty, staff, students and peers. These outcomes are made explicit to students.

5. The college's systems (human resources, policies, procedures, structures, technologies, strategic planning, budgeting and institutional effectiveness processes) and environments are designed and evaluated in terms of their support of learning.

6. Employee and Organizational Learning programs and the college's employees demonstrate a commitment to continuous learning.

7. Research about learning and learners is routinely considered and systemically incorporated into the college's learning processes, programs and services.
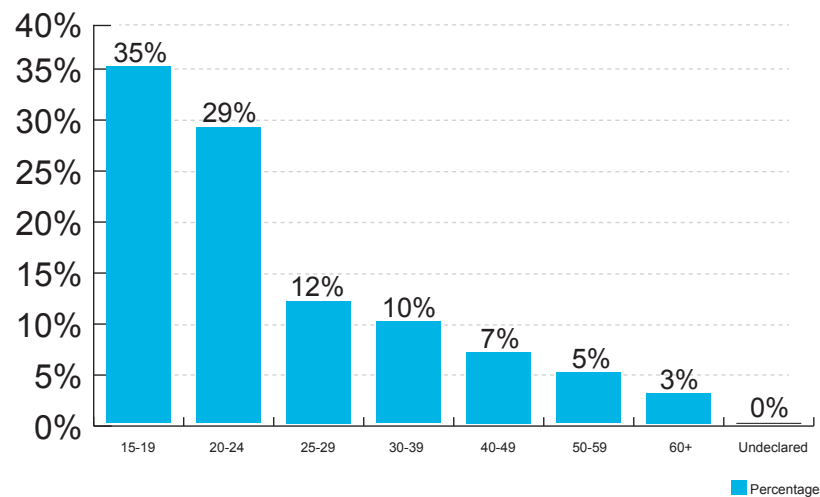
Learning is clearly noted in the vision and mission of the college: "Paradise Valley Community College aspires to be the higher learning organization of choice by creating engaging lifelong educational relationships that inspire and support all learners to increase their capacity for personal growth and positive social change." PVCC educates the whole person through a comprehensive selection of general education, transfer, occupational, developmental, special interest, and continuing education curricula.

PVCC's execution of the learning-centered indicators has resulted in excellence in service. Some examples are listed below:

• One of the Maricopa Community Colleges recognized in 2012 and 2014 by the Aspen Institute College Excellence Program as being among the nation's 120 top community colleges.

• Home to ten national championship teams in Athletics.

• Servicemembers Opportunity college and designated by *G.I. Jobs* magazine as a 2013 and 2014 Military Friendly School.

• Host to two Fulbright Visiting Scholars in Residence.

• Faculty member recognized as the 2012 Professor of the Year for community colleges by the Carnegie Foundation for the Advancement of Teaching/ Council for Advancement and Support of Education.

For the year 2013, PVCC's student population of 14,380 is increasingly diverse.

PVCC F2013 Student Age Range Distribution

Age Range	Percentage
15-19	35%
20-24	29%
25-29	12%
30-39	10%
40-49	7%
50-59	5%
60+	3%
Undeclared	0%

Percentage

PVCC F2013 Student Gender Distribution

- Male — 43%
- Female — 56%
- Undeclared — 1%
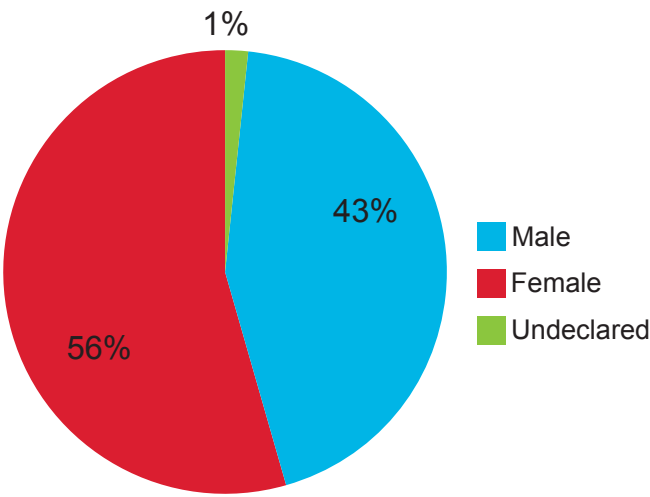
PVCC F2013 Student Ethnicity Distribution

Bar chart showing percentages:
- American Ind.: 1%
- Asian Pacific/Isl.: 3%
- Black: 4%
- Hispanic: 15%
- White: 64%
- Other: 12%

Legend: Percentage
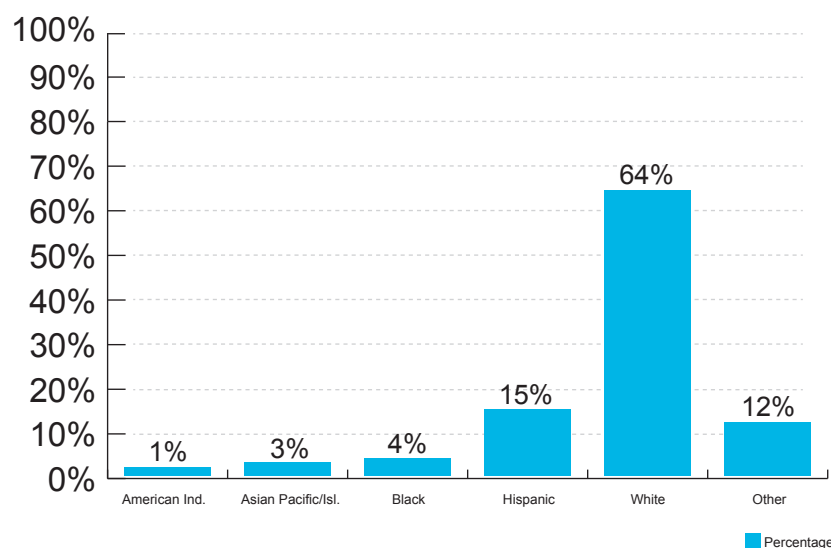
Nearly half (48%) of PVCC's students are continuing from a previous semester, a percentage that is steady over recent years. Thirty-eight percent (38%) are new students, a percentage stable over time. Former students, those returning to PVCC from a non-consecutive semester, represent 14% of the population and have been declining over time.

Twenty-eight (28%) of students are full time and they conduct their coursework primarily during the day (72%). Day enrollment (as opposed to evening enrollment) has steadily increased in recent years. An increasing number of students (44%) come to PVCC with no prior college experience. A third of students come with some college experience (32%) and 8% of students come with either an Associate's or Bachelor's degree.

Over sixty percent (60%) of students live in, are immediately adjacent to, or are connected by major freeways to PVCC's primary service zip code areas. Twenty-five percent (25%) of PVCC's incoming students come from six local high schools.

Significant Changes Since Last Self-Study

1. **Senior Administrative Changes**

   a. Dr. Paul Dale, President (Appointed March 2010; Interim 2008-2010)
   b. Dr. Mary Lou Mosley, Vice President Academic Affairs (July 2008)
   c. Herman Gonzales, Vice President Administrative Services (July 2013)
   d. Veronica Garcia, Vice President Student Affairs (August 2014)

2. **New Facilities**

   In coordination with PVCC Facilities Master Plan and in response to MCCCD's 2004 capital development bond program "Shaping Our Future", recent construction has increased educational space across the campus in excess of 100,000 square feet.

   • Life Sciences Building (2009)
   • Black Mountain Site (2009)
   • Central Plant upgrade (2009)
   • Renovated Q Building (2011)
   • Health Sciences Building (2012)
   • KSC Remodel and Community Room (2013)
   • Renovated Ceramic Studio (2014)

3. **Diversity/Inclusion Training**

   PVCC has developed a college framework and goals related to diversity and inclusion. All of the goals tie back to how diversity and inclusion positively impact teaching, learning and student success. The goals are:

   • Increase the number of classes/programs that integrate diversity and inclusion into the learning process so that students realize the educational benefits when they learn and interact in a diverse environment.
   • Increase educational experiences and programming that lead to positive social change and improve community life in the context of diversity (reducing the ism's of the world).
   • Increase students', faculty, and staff's level of intercultural competence.

- Increase the number of opportunities for students, faculty and staff to interact with peers of diverse backgrounds.
- Reduce academic and student success achievement gaps that are based on Socioeconomic, ethnic, age, and gender groups.
- Provide/improve search committee training to ensure inclusive interviewing and hiring practices so that the College faculty and
- staffing levels may be diverse and inclusive.
- Develop and implement general education outcomes and measures (rubrics) for global awareness and diversity.
- Aligned with this commitment, all members of campus search committees participate in training sessions that include modules on diversity and inclusion in the hiring process. Further details of the Employee Hiring and Training program are discussed in Chapter 4.

4. One Maricopa: Seamless Student Experience and Maricopa Priorities

As a college of the Maricopa County Community College District, Paradise Valley Community College operates under the aegis of the MCCCD Governing Board and its agents, specifically Chancellor Rufus Glasper. One of the major changes in mission that has occurred for MCCCD is One Maricopa.

When a student comes to MCCCD, he or she comes seeking an educational opportunity. Often, students walk through the doors of the college closest to their home or work. But increasingly, students seek out their education at several colleges – near home, or near work, or online – wherever they can get the courses and programs they need to achieve their goals.

On January 2008, Chancellor Glasper introduced a new vision of One Maricopa for the Maricopa County Community College District. One Maricopa entails two primary missions: a rededication to helping students succeed and using public resources efficiently and effectively.

Chancellor Glasper explained the need for One Maricopa in the following statement:

Each of our colleges has a unique history and characteristics that makes it special. Over time, they were encouraged to compete among themselves for students. But more recently, we've come to realize that the old competitive model won't work anymore. What's more important is that each of our colleges is part of one great system, and that together we can be more effective and efficient in serving our communities… A good example of a program that exemplifies 'One Maricopa' is the Maricopa Community Colleges Health Care Education Program. More than ten years ago, Maricopa began to develop a program to effectively educate a workforce to respond to the always-changing employment needs in the health care industry. This program, called the Maricopa Community College District Nursing Program, began with 214 students. Notice, it's the Maricopa Community College District Nursing Program, not the program of an individual college. Students in this integrated healthcare program can transfer between colleges because of common program pre-requisites and shared curricula. It is one nursing program offered at nine colleges, a program that leverages scarce resources and provides the economies and efficiencies that come with a shared effort.

Significant Changes Since Last Self-Study
PVCC

As a part of One Maricopa, MCCCD has instituted the Seamless Student Experience that Chancellor Glasper announced at the Governing Board meeting on August 23, 2011. The Seamless Student Experience (SSE) initiative is charged with creating a district-wide business model that will transform students' experiences into one that is truly seamless as they navigate the financial aid, admissions, records, registration and transcript processes across all MCCCD colleges. Also, online tools will improve and increase student and faculty self-service, and course management systems will help faculty function more efficiently.

The SSE is tasked with creating the following:

- Single entry for admissions and registration into the Maricopa Community Colleges;
- Single standardized process for admissions and records;
- Single transcript for academic credits and co-curricular activities;
- Single student record;
- Single Financial Aid application within the specifications of the Department of Education (DOE) and/or the Higher Learning Commission (HLC);
- Single standardized process for financial aid.

Other important initiatives designed to promote student success that will benefit from the work of One Maricopa include the Completion Agenda Strategies of the Seamless Student Experience (SSE), Student Success Initiative (SSI), Performance Funding, and Classification and Compensation Study. One Maricopa will be guided by MCCCD's vision, mission, goals, values, and core planning areas. These statements define and guide MCCCD and PVCC as institutions and are the benchmarks against which success is measured. PVCC is mindful of potential changes resulting from this ongoing district-wide initiative.

Yet another significant change resulting from One Maricopa is Maricopa Priorities. Maricopa Priorities is one of several initiatives underway to help MCCCD achieve its mission and promote the Chancellor's three pillars of excellence: Student Success, ONE Maricopa, and Public Stewardship. The purpose of Maricopa Priorities is to evaluate all programs and services in terms of effectiveness and efficiencies.

In May 2012, senior leadership from the Chancellor's Executive Council (CEC), Vice President Councils, and faculty participated in a day-long workshop "Prioritizing Programs and Services". Following this workshop, the Chancellor directed the formation of a steering team charged with determing how Maricopa might engage in a prioritization process beginning in FY 2013-14. The steering team developed the Maricopa Priorities Resource Guide.

Maricopa Priorities is adapted from the Dickeson model, "Prioritizing Academic Programs and Services" which she pioneered while serving as President of the University of Northern Colorado (2010), and informed by the experiences of other institutions that have undertaken prioritization processes. The Resource Guide provides a description of the prioritization process as it has been adapted to suit the Maricopa County Community College District. Once established, this process is designed and intended to be repeated periodically as changing student and community needs and overall resources dictate.

5. Funding and Enrollment Declines (Discussed in Criterion 5, Chapter 8)

Maricopa County Community College District has seen dramatic changes in state funding since the time of PVCC's last site visit. State aid, which represented 15.05% of the district's funding at the time of the last accreditation, is now 1% as of 2011-2012. A decline in enrollment has also led to approximately a million-dollar reduction in PVCC's operational budget between FY2012 and FY2014. The fall enrollment has experienced a 4% headcount and 5 % FTSE reduction over 3 years (2010, 2011, 2012) and a spring enrollment 3 year change (2011, 2012, 2013) of -8.9% headcount and -7.3% FTSE. Enrollment data for 2013-2014 have not been finalized.

Paradise Valley Community College Annual Enrollment from FY2010 to FY2014– As of June 30. 2014				
	2010-11	**2011-12**	**2012-13**	**2013-14**
Annual FTSE	5,715	5,503	5,260	5,160
Head Count	16,046	15,246	14,380	14,107
Annual FTSE Increase/Decrease	210.00	(212.00)	(243.00)	(100.00)
Head Count	$2,130	$2,130	$2,130	$2,130
Annual Enrollment Fund	$447,300	$(451,560)	$(517,590)	$(213,000)

6. Disclosures and Acknowledgements Requirements

As a result of investigations into classroom enrollment irregularities and travel expense abuses at a number of colleges in MCCCD (PVCC was not one of them), employees across MCCCD are now annually required to complete a set of disclosures and acknowledgements related to conflicts of interest associated with finances, nepotism, and special services employment. Public stewardship is one of Chancellor Rufus Glasper's three pillars of excellence for MCCCD. Training and disclosure are important parts of the efforts to achieve that goal. By completing two public-stewardship training courses, employees improve their understanding of the District policies by which they must abide. Reviewing and filling out the disclosures and acknowledgements increase understanding of these policies and provide transparency.

All full-time and part-time board-approved employees including One-Year Only (OYO), One-Semester Only (OSO), Specially Funded, and Skill Center Employees are required to complete two educational training modules – Legal Issues: Public Sector Employment and MCCCD Public Stewardship – as assurances to the students and communities we serve that we take public stewardship seriously.

Significant Changes Since Last Self-Study

The MCCCD have a national reputation for providing excellence in educational programs and services. The MCCCD Governing Board now requires that employees take additional steps to illustrate to our constituents that employees demonstrate reliable public stewardship.

7. Residency Status and Public Benefit

ARS 1-501 and ARS 1-502, passed in 2009, require that MCCCD, in administering any "federal public benefit" or "state or local public benefit," must require each natural person who applies for the benefit to submit one of 12 specific types of documents to demonstrate lawful presence in the United States. That person must also sign a sworn affidavit stating that the documents are true. Failure of an MCCCD employee who administers that MCCCD benefit to report "discovered violations of federal immigration law" is a class 2 misdemeanor. The employee's supervisor is also guilty of a class misdemeanor if he or she knew of the failure to report and failed to direct the employee to do so.

In 2012 MCCCD published the Handbook for HB 2008, SB 1070 and Prop 300 to help answer questions regarding and establishing policies for accommodating these new laws.

> **Statement by Maricopa Community Colleges Regarding Deferred Action for Childhood Arrivals (DACA)**
>
> Immediately following the passage of Proposition 300 in 2006, Maricopa Community Colleges established the policy of accepting the I-766 employment authorization as evidence of lawful presence under the Illegal Immigration Reform and Immigrant Responsibility Act. This is the Federal law which Proposition 300 was intended to enact at the state level. As required by another state law (HB 2008) passed in 2009, we also accept the I-766 as evidence of lawful presence for "state and local benefits," a term defined by that statute to include resident tuition. The law has not changed since these statutes and policies were put in place, and we have no plans to change our policies.
>
> If any student applying for resident tuition presents us with an I-766, we will accept it as currently required.
>
> It is important to remember that evidence of lawful presence alone is not sufficient to prove residence in Arizona. It merely shows that the student is not subject to the legal restrictions imposed on those who are not lawfully present in the United States. To qualify for the in-state tuition rate, all students must go on to show proof of residency by providing various types of documentation, as shown on the Maricopa website.

The impact of these and other immigrations laws (ARS 15-1802.01, ARS 15-1802, ARS 15-1803) has been detrimental to enrollment of Hispanic students at PVCC and across the MCCCD and has particularly been detrimental to PVCC's English as a Second Language (ESL) program. These impacts are discussed in a number of the criterion chapters.

8. Late Enrollment Policy

A new policy was implemented across the MCCCD beginning Fall 2013. In an effort to increase success and based upon research indicating the correlation between course failure and late enrollment, the MCCCD instituted a new policy effectively eliminating late-enrollment in courses.

The policy states:

> For classes with published start dates and meeting times, registration in the class must be completed before the first official class meeting date and time. Students may not register for a class once it has started. Faculty maintain some discretion regarding exceptions to the policy.

It is too early to determine whether the policy change has had significant impact on student success, but it has already impacted scheduling of courses, specifically the addition of late-start courses (those beginning after the official start of the semester and conducted in 8-, 12-, or 14-week formats).

9. Peer Assistance and Review/Peer Assistance and Review Committee (PAR/PARC)

Beginning in the Fall 2014 semester, probationary faculty will be participating in an expanded tenure-awarding process. Section 3.5 of the Residential Faculty Policies (RFP) describes the processes and responsibilities entailed in this new process. The new process will result in increased faculty participation in the awarding of tenure in MCCCD and at PVCC while simultaneously establishing a more valuable probationary experience for new faculty and a more rigorous review of new faculty for MCCCD's various constituencies.

Response to 2005 HLC Recommendations

In the Assurance Section of its 2005 Team Report, the HLC evaluation team concluded, "Paradise Valley Community College meets all the Criteria for Accreditation and demonstrates the ability to continue as a strong institution of higher education for the foreseeable future." However, the evaluation team's report recommended the completion of a Progress Report "…on the full implementation of the assessment of outcomes of student learning, including evidence that assessment: (1) is being used in all program areas and by all faculty, to improve teaching and learning; (2) of general education has developed measurable objectives; (3) practices inform and involve students; and, (4) is providing feed-back to programs and is being used to improve student learning".

Of the four concerns identified in the 1995 self-study, two were identified by the 2005 team as addressed inadequately by the organization. One was assessment, which was addressed in PVCC's 2008 Progress Report. The other one indicated "limited progress in its stated commitment to increase diversity of its faculty and staff." (See Advancement section, "Diversity".)

Additionally, the report also identified "Evidence that demonstrates one or more specified core components needs organizational attention". Finally, PVCC asked the evaluation team to provide consultation on four advancement areas: institutional effectiveness, diversity, comprehensiveness, and institutional advancement. Recommendations and guidelines for these areas of concern were provided in the "Assurance" and "Advancement" sections of the 2005 Team Report, specifically the "Consultations of the Team" section. PVCC's responses to these concerns and consultations are summarized below.

Assurance Section

2008 Progress Report

Paradise Valley Community College submitted its Progress Report to HLC in early 2008. The Progress Report provided evidence of PVCC's improvements of the four assessment-related concerns identified for further attention by the Higher Learning. A complete copy of the 2008 Progress Report is archived.
On March 3, 2008, Mary B. Breslin, HLC Associate Director of Accreditation, responded with a Staff Analysis of Institutional Report informing PVCC that the 2008 Progress Report had been accepted and that "No further reports are required." The Staff Analysis of Institutional Report specifically highlighted evidence presented in PVCC's 2008 Progress Report and concluded, "Clearly, PVCC is committed to assessing student learning across the curriculum and through its multiple learning support services. The College is commended for the hard and effective work it has conducted since the 2005 comprehensive visit."

Further evidence of PVCC's success in improving and advancing assessment of student learning outcomes and integrating those assessments into its processes is explained in Chapter 7.

Core Components Needing Organizational Attention

Component 1.-b

"The night shift Maintenance & Operations group expressed the view that some of their members were of the opinion that their ideas and suggestions were not respected because of their difficulty communicating in English. They felt that communications would improve if the district-wide M&O policy manual was translated and printed in Spanish".

PVCC Response

Since this issue affected employees across MCCCD and not just at PVCC, the Center for Employee and Organizational Development (CEOD) at MCCCD provided Spanish translations for a number of employee policy manuals. In the 2010-2011 annual report of the CEOD, it was noted that two documents, "Hazard Communications" and "Health and Safety Essentials", had been made available to employee groups in Spanish and that the Health and Safety Essential class had been facilitated in Spanish at both the Chandler-Gilbert and Scottsdale colleges.

Communication and engagement with the M & O staff have been substantially improved by the following activities. Twice annually the M & O staff meets over lunch or breakfast with the College President and representatives from the Vice Presidential team. The purpose of these meetings is to provide general college updates, affirm the high quality work performed by the team, and to directly respond to questions and/or general college concerns. If monolingual staff is present, interpretation is provided.

Component 2.-b

"…changes need to be incorporated into all planning processes. An example is when an innovative student service pilot program was given the go-ahead and official approval, the support and impact on staffing was left out of the planning. This was mentioned by employees in the MAT group and faculty ranks as a long standing, unresolved concern that keeps perpetuating itself as PVCC continues to try new ideas, while maintaining previous older and useful programs."

"…Some PVCC personnel noted concerns about staff shortages in key areas (e.g. Marketing, community outreach to high schools, institutional research, and grants)."

Response to 2005 HLC Recommendations

PVCC Response

Paradise Valley Community College's new program planning process specifically addresses factors to sustain the program and inter-relatedness with supporting services. Automated Planning and Budgeting (APB) and now Strategic Planning On-Line (SPOL) require annual plans and budget requests to include impact on other units and/or provide input from supporting services during the development of the plan.

A new program proposal process which includes a feasibility study and a revised program review process provide the college with data to guide development, implementation, and sustainability plans for programming. For new programs, the planning process requires a program review upon completion of the first year to determine future status. Improvements in and effectiveness of planning should be evident in Chapter 8. As a result of this planning process, several programs have since been discontinued. They include HAZMAT, Continuing Education Department, and the Child Development Center. Additional outcomes of the planning process have resulted in adding baseball as an athletic team sport, increasing staffing in existing programs/department, and separating roles/responsibilities to create new units. Some examples include the following:

- Marketing: Stand alone unit with manager, 2 full-time staff, and 2 part-time staff;
- Early Outreach: New unit focusing on programs for high school students with manager, and 4 support staff;
- Institutional Effectiveness: Stand alone unit with manager, 1 full-time coordinator, 1 part-time coordinator and 1 full-time research assistant;
- Grants: Part-time, 20 hours/week to monitor and support college grants.

Component 2.-c

"The College's commitment to Institutional Effectiveness is demonstrated in these documents, but this commitment needs to emphasize implementation for improvement, including:

- Expanding program review to all divisions and non-academic departments on a published, regular schedule;
- Ensuring that planning processes result in decisions and actions;
- Identifying and implementing measures of the eight strategic initiatives."

PVCC Response

Evidence of PVCC's response to these three concerns can be found in Chapters 7 and 8. The expansion of program review is described in Chapter 7, Criterion 4. Both ensuring the planning process and identifying measures are described in Chapter 8, Criterion 5.

The establishment of the Institutional Effectiveness Office reporting directly to the President fulfills the following primary functions for the college under the leadership of the Director of Research and Institutional Effectiveness:

• Provide internal and external data to inform decision making;
• Coordinate the strategic planning process;
• Develop and implement performance indicators related to the institution's mission and priorities;
• Collect, analyze, and disseminate information regarding environmental scans, status, trends, and accomplishments;
• Support assessment of student learning;
• Coordinate regional accreditation initiatives;
• Support academic and out-of-class program review.

Component 3.-b

"It appears that faculty in occupational programs could benefit by regular opportunities to communicate among themselves and share best practices. The ongoing communication would help to foster an internal networking opportunity to support the common needs and requirements for career and technical education. The college may also wish to consider formalizing release time for occupational faculty to perform program leadership activities including maintaining ongoing connections with the business community."

PVCC Response

An Occupational Faculty Survey was conducted to clarify communication needs and means of improving communication. The role of the occupational program directors, role of the Dean for Academic Affairs in coordinating the healthcare programs and related student clubs, and shared simulation facilities for the Paramedic and Nursing programs promoting inter-professional education and practice have contributed to the improvement of communication and internal networking opportunities for these programs. All occupational programs are actively engaged with their respective community advisory committees.

Occupational program directors with active programs, community partnerships/internships, and advisory committees receive three load hours of additional contract time each semester for program leadership.

Response to 2005 HLC Recommendations

Component 3.-d

"Interviews with faculty and students suggest that the availability of career counseling and job placement services currently being provided is insufficient to meet student demand. There is also a need for permanent staffing to assist with internships and service learning. The College may wish to consider consolidating these services into a single office that could share staffing."

PVCC Response

The college has established a fully functioning Career Services Department including a newly remodeled, centralized and accessible office location in the Kranitz Student Center. It is staffed by a full-time manager and has an operational budget for career exploration tools. The Career Services Department provides the following programs: job placement assistance, career exploration (in conjunction with the Counseling Division), internship development and placement, job-searching assistance, and more. The department's focus is on providing an inclusive, innovative, and supportive environment that will assist students in achieving their full potential in career development.

Component 5.-a

"The rapidly expanding Hispanic population throughout the college's service area suggests that there may be a need to identify specific educational needs for this growing demographic. …PVCC may wish to consider establishing stronger connections with community groups that can help to clarify the needs and explore possibilities for greater connections with the Palomino Elementary School (over 80% Hispanic enrollment)."

PVCC Response

The college established a position for the Director of Institutional Advancement, now known as the Director of Development and Community Relations, in Fall 2005 to serve as the "point person" to develop and sustain community connections and develop strategies for systematizing input from constituencies regarding possible programming to meet the needs of the community.

In addition, services and academic programs have also been enhanced to provide for the education needs of the growing Hispanic population.

- College President's membership and participation in the North Phoenix Neighborhood Action Alliance (community advocacy group);
- Representatives from organizations and businesses serving the Palomino area are members of the President's Community Advisory Council;
- Specific outreach to the DACA students and parents on the admissions process and in-state tuition eligibility is coordinated through members in the President's Community Advisory Council and the Office of Recruitment;
- Office of Recruitment presentations in Spanish for parents of prospective students in the neighboring Palomino community, a neighborhood with a high concentration of Spanish speakers;
- Kickels Scholarship for undocumented students, many from the Palomino area;

- Faculty service learning projects specifically for the Palomino area included a clothing closet, book drive, and health fair;
- Student Government and Honors service projects included the Academic Bowl, school uniform distribution, library project, and the Palomino Teacher Assistant Program;
- Placement of PVCC education students in Palomino I and II through the PVUSD volunteer program;
- ACE (Achieving a College Education) program for high school students, especially first-generation or minority students;
- Learning Support Center offers free ESL conversation circles for the community;
- For the past five years, most of the students who have enrolled in the ESL program have been part-time evening students. Students are entering the program in order to transfer to the university, to improve their job skills, and to learn new career skills. In response the program offers more evening sections for students who work during the day and has added sections of grammar;
- To better prepare ESL students entering the program who intend to transfer to a university, the program now offers ESL advising to help students successfully transition from ESL courses into college-level courses.

ARS 1-501 and ARS 1-502 and other new state laws have made it more difficult for undocumented community members to enroll in classes by requiring that they pay out-of-state tuition rates without the possible benefit of tax-supported financial aid. These state laws have significantly impacted enrollment, especially among Hispanics, in the ESL program and have created a significant barrier to PVCC's efforts to meet the needs of its diverse communities.

Consultations of the Team – Advancement Section

Summaries of PVCC's improvements in these areas follow. Full details are found in their respective criterion chapters.

Institutional Effectiveness

"The college's approach [to institutional effectiveness] rests on three initiatives: strategic planning, program review, and academic assessment."
"In the area of strategic planning, the College is in the process of finalizing progress measures for the eight strategic initiatives, but has not completed this nor compiled data for the measures."

"A principal element of program review should study the programs (sic) support of institutional goals established as part of the strategic planning process, (sic) Another element of the review process should evaluate the adequacy of the human capital resources allocated to the program. Finally, the program review process should incorporate thoroughly developed client questionnaires for each interest group."

"The initial analysis of data should be conducted by an independent professional trained in evaluation and statistical processes."

Note: Discussion of academic assessment is covered above in the 2008 Progress Report.

Response to 2005 HLC Recommendations
PVCC

PVCC Response

PVCC identified the measures for its strategic initiatives/goals and has been compiling data in support of them as part of its strategic planning process. A thorough analysis and description of PVCC's Strategic Planning is detailed in Chapter 8. Additionally, in 2006 the college created the Office of Institutional Effectiveness. It is currently staffed by a director, two coordinators (one full time and one part time) and a research assistant. Its mission and operations are detailed in a number of locations throughout the self-study report.

Diversity

"The College should, first, determine what it means by diversity…"

"Search committees should also reflect diversity, as far as possible."

"Committees should be asked to send the names of all top candidates to the senior administrator with recommendations on each candidate."

"…the College should be encouraged to recruit and train potential employees for the growing minority community in the district as well as working to help minorities already employed advance."

PVCC Response

Through a series of PVCC Town Halls held in 2007 that engaged a cross section of faculty and staff and during follow-up sessions on the role of diversity and inclusion in a learning-centered college, the college has completed the following: clearly defined through our supporting values the role and function of diversity and inclusion in the learning process; established seven distinct institutional goals related to diversity and inclusion; and, developed a reporting process to capture and track the college's efforts related to diversity and inclusion.

The search process as monitored and evaluated by the college's Human Resources (HR) department requires that all search committees be comprised of a diverse set of employees. Additionally, the search process procedures have been documented for all employee groups and levels dictating the number of final candidates to be forwarded to directors, deans and vice presidents, and/or the college's president.

Beginning in 2013, all members of faculty search committees are required to attend a learning session provided by the Vice President of Academic Affairs and the College President focusing on the efficacy of a diverse and inclusive faculty in the teaching and learning process. Since 2013, all employees participating on search committees have been required to attend a training session on "Diversity and Inclusion in the Hiring Process" provided by the college's HR professionals. In 2013-14, seventy-three faculty and ninety-four staff participated.

Comprehensiveness and Institutional Advancement

"An enrollment management plan will assist the institution in managing its resources to best meet college goals for growth and to assure that instructional programming and learning support services continue to meet service area needs."

"The college has stated its desire to increase program offerings…The college could benefit from a comprehensive plan for identification of program needs, analysis of feasibility and a five-year plan for new program startup."

"The focus should be expanded to include a myriad of external business and community sources to enrich the information provided and assure that it is based upon the needs of community constituencies."

PVCC Response

Comprehensive Enrollment Management Plans have been updated every three years since 2007. The current Enrollment Management Plan was developed in 2012 to address a two-year trend in enrollment decline.

The college has developed several processes for reviewing current programs and identifying, implementing, and sustaining new programs. These processes include the New Program Proposal/Feasibility Study, Program Review, Advisory Committees, workforce and university partnerships, and annual action plans.

In addition, the college established a position for the Director of Institutional Advancement now known as the Director of Development and Community Relations. The Director coordinates college efforts for community outreach which includes the President's Community Advisory Council. This council was established to develop strong advisory, communication, and advocacy relationships between PVCC and individual business and community leaders. In addition, Occupational Program Advisory Committees connect higher education with businesses and practices for greater alignment and currency of community needs, job skills for employment, and employment opportunities.

Criterion I

Mission

Paradise Valley Community College's mission is clear and articulated publicly; it guides the institution's operations.

Introduction

Though independently accredited, Paradise Valley Community College (PVCC) functions as one college within the Maricopa County Community College District (MCCCD). As such, the vision, mission, system-level strategies, institutional values and outcomes of MCCCD, as determined by the publicly elected Governing Board, become the foundation of the vision, mission, values, strategic directions, etc. for PVCC.

Maricopa County Community College District

The Vision, Mission and Values provide an outline of the overall purpose of the MCCCD and its role in the community. Governing Board Outcomes focus the results sought and serve as mechanisms to realize MCCCD's mission.

Paradise Valley Community College

In addition to fully servicing the vision, mission, values, strategic goals/planning priorities, and outcomes of MCCCD, PVCC is empowered by MCCCD to adopt its own non-conflicting vision, mission, values, strategic goals/planning priorities, and outcomes in order to meet the needs of the unique constituencies it serves in the northeast Metro-Phoenix area. Thus, borrowing heavily from the language of MCCCD, PVCC has adopted its own unique statements of purpose. PVCC's vision and mission statements are framed and hung throughout the campus and available on its website.

Vision: Paradise Valley Community College aspires to be the higher learning organization of choice by creating engaging lifelong educational relationships that inspire and support all learners to increase their capacity for personal growth and positive social change.

Mission: The Mission of Paradise Valley Community College is to educate the whole person and to serve our students and our communities by providing learning opportunities that are designed to help them achieve their goals. PVCC provides diverse learning opportunities including:

- University transfer education
- Developmental education
- Community education
- Student development
- Global engagement
- General education
- Continuing education
- Workforce development
- Honors education
- Civic responsibility

PVCC provides access to these opportunities in a welcoming, inclusive, and supportive environment. As a college committed to learning and continuous quality improvement, PVCC annually assesses and publishes reports concerning the effectiveness of our programs and services.
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Criterion I: Mission

MCCCD and PVCC Innovation of the Year 2010-11

PAWS is a web-based application designed, developed and built in-house by a cross-functional collaborative team. It was designed primarily to monitor student athlete academic progress with an early alert system. It also features student athlete eligibility applications and tracking, and degree progress to assist student athletes with successful course and degree completion.

The team included information technology (college and district), instructional technology, athletics (student affairs), and faculty (academic affairs). An information technology director managed the project. See Learning section for more information.

After implementing PAWS, faculty providing feedback on academic progress is up 40%. PVCC has a strong history of student-athlete success, thanks in part to its system for monitoring and supporting them. During the spring of 2012-13, the college had a total of 14 academic all-Americans. Sixty-one percent of its athletes have a GPA above 3.0.

PAWS was honored by University Business Magazine as a Model of Efficiency (2010), with a subsequent article on additional efficiencies gained by the college in February 2014.

Guiding Values: Paradise Valley Community College's values guide our individual and collective actions and our decision-making. The college's values are public statements describing what we care about deeply. PVCC's values are what we stand for both as a college and as employees. When lived and used to guide our daily work, PVCC's values ultimately shape our college's unique identity and image.

Our college has identified learning as its core value along with nine supporting values. PVCC's core value resides at the center of our college vision and mission and serves as the ultimate measure of our actions and decisions. The nine supporting values guide us as we work individually and collectively to realize our vision and accomplish our mission.

Core Value

- Learning is the core value of Paradise Valley Community College. PVCC encourages and supports learning at three levels—student, employee and organizational—and the integrative relationship between the three levels. Learning at Paradise Valley Community College means increasing the capacity of our students, our employees, and the college itself to achieve their goals. PVCC acknowledges organizational learning as a means to continuously improve our college.

Supporting Values

- Inclusiveness/Diversity: We value inclusiveness and respect each other's viewpoints and ideas. We value individual diversity and the uniqueness of the individual. We acknowledge that diversity, in all its forms, enriches our learning environment. PVCC promotes the free exchange of ideas and opinions and the fair and equitable treatment of all.
- Innovation: We value and support innovation. We encourage informed risk-taking that holds the promise of enhancing student, employee and organizational learning. We view a good-faith unsuccessful attempt not as failure, but rather as a rich opportunity to learn.
- Collaboration/Partnerships: We value the collective wisdom that emerges when individuals work together to solve problems and create opportunities. We believe that in most instances all of us working together is better than one of us working alone. We are committed to establishing and sustaining positive education, business and community partnerships.
- Excellence: We value excellence in all that we do. We are committed to high academic standards. We support excellence in teaching and in the learning and support systems that advance student success. We expect professionalism in every aspect of our work. We are committed to the continuous improvement of our college.

- Integrity: We value integrity, trustworthiness and ethical behavior in all that we do. We are committed to truthfulness, fairness, and honesty in our internal and external relationships, communications and transactions. We continuously strive to provide objective and balanced assessments of the issues pertaining to our college. We value open, transparent, and democratic decision-making.

- Communication: We value communication in all forms, across all levels of the organization, and in all interactions with our constituents. We acknowledge that accurate, clear, concise, respectful, and transparent communication is fundamental to enhancing relationships, developing shared understanding, and assuring the long-term success of our college. We value empathic listening as a core element in all effective communications.

- Leadership: We value leadership at all levels of the organization. We acknowledge that all employees are responsible for continuously providing effective leadership within the context of individual roles and responsibilities. We encourage every college leader to demonstrate vision, to think systemically, and to act courageously when engaged in decision-making. We affirm that effective, collaborative, and informed leadership of the college is essential to our long-term success.

- Respect: We value civility in our oral and written word, as well as in our interactions with students, with one another, and with our constituents. We value each person's special contributions to our students, colleagues, constituents, and to the college.

- Stewardship: We value the full-range of resources–human, fiscal, capital and technological– that have been entrusted to us by the citizens of the state, county, and cities we serve. We acknowledge our collective responsibility to serve as effective stewards of all resources at all times. We affirm our commitment to being accountable for the fulfillment of all duties and professional obligations associated with our positions.

PVCC's mission is broadly understood within the institution, guides its operations and has been developed through appropriate processes. PVCC's academic programs and support services are consistent with its stated mission, and PVCC's planning and budgeting priorities align with and support the mission.

PVCC's purpose is articulated in statements of its vision, mission, values, goals, plans, priorities and indicators. These mission documents in all their forms and in all their locations are current, explain the emphasis PVCC places on various aspects of its mission, and accurately identify the nature, scope, and intended constituencies of the programs and services PVCC provides. As its mission and capacities allow, PVCC actively engages its external constituencies so as to respond to their needs and interests.

Web-based Class Schedule

MCCCD and PVCC Innovation of the Year 2008-09

The web-based class schedule is a dynamic tool that assists students in managing their time and academic courses taken towards their degree or transfer requirements. The Maricopa Community Colleges went live with the PeopleSoft Student Information System in February 2008. Part of the vendor delivered functionality was a web-based class schedule search that allowed students, faculty and staff to find classes across all colleges in Maricopa. At the request of students, faculty division chairs and student affairs managers and staff, members of PVCC's Information Technology Department (IT) began investigating an efficient and cost effective way of presenting PVCC class schedule information via the web.

The initial product was completed in less than 2 weeks by a cross functional team of college and district IT, and instructional personnel. Students and functional users tested the application and design changes were made according to feedback. Advanced features were incorporated based solely on student input. Ultimately, PVCC's web-based class schedule replaced the MCCCD PeopleSoft class schedule functionality.

The web-schedule won the award for its efficiency, creativity, cost-effectiveness (open source technology) and the collaborative nature of its development. More information is available in Criterion 3.

PARADISE VALLEY
COMMUNITY COLLEGE

Criterion I: Mission

PVCC understands the relationship between its mission and the diversity of society at large and of its local communities in particular. PVCC understands and recognizes its role in a multicultural society and appropriately acknowledges and accommodates human diversity within its mission and when meeting the needs of the constituencies it serves. PVCC's mission also demonstrates commitment to the public good by articulating obligations to the public and by prioritizing educational responsibilities over other purposes.

EVIDENCE

MISSION AND OPERATIONS (1A and 1B)

PVCC's mission is broadly understood within the institution, guides PVCC's operation, and is articulated publicly

Significant oversight of the development and operationalization of the college's mission and vision is one of the purposes of the Strategic Planning Steering Team (SPST). This team consists of members representing each policy group on campus and major organizational divisions. The SPST's operations are outlined in Chapter 8. In fall 2005 new mission documents were formally adopted by the college and were revisited and affirmed during the summer of 2010 Focus on 2014 project. Focus on 2014 was a process where the task forces were charged with making recommendations to redefine the major systems of strategic planning, planning and budgeting, academic and out-of-class program review, institutional effectiveness, and the administrative organizational structure that would build a dynamic culture for our core value of teaching and learning in a fiscally sustainable manner where leadership is aligned at all levels.

Mission documents are periodically reviewed and amended. The following are the most recent review dates.

- Vision – 2010.
- Mission – 2010.
- Values: Guiding, Core and Supporting – 2010.
- Learning-Centered Indicators – Revised 2012.
- Strategic Plan – Revised on three year cycle. Last completed 2013.

PVCC's mission documents are readily available for students, employees, and community members in a number of publications and formats: the college homepage, in the online PVCC Catalog, and in the paper-based and online versions of the PVCC Student Handbook. Copies of the mission documents are also framed and hung across the college.

As a result of Focus on 2014, PVCC reorganized its strategic planning process with the creation of the Strategic Planning Steering Team (SPST) and the addition of the Steering Team Input Committees (STIC) to improve alignment of planning processes to mission/vision. As part of this effort, PVCC developed a Strategic Planning web site and annual SWOTT analyses.

In an effort to strengthen the link between PVCC's mission and its operations, the Institutional Effectiveness (IE) office is tasked with a number of facilitation and oversight functions: Supporting the college's processes by providing data to inform decision making; coordinating the strategic planning process; helping to develop and implement performance indicators related to the institution's mission and priorities; collecting, analyzing, and disseminating information regarding status, trends, and accomplishments at the college; supporting assessment of student learning; and coordinating regional accreditation initiatives. IE also assists with the implementation of strategic goals for the college. IE represents a significant change since the 2005 HLC visit and serves to support the integration and alignment of the colleges planning, assessment, and budget operations with the college's mission.

A LEARNING-CENTERED COLLEGE

In the fall of 1998 an Employee and Organizational Learning Team was established to assist Paradise Valley Community College's focus on becoming a "More Learning Centered College." Among the first results of PVCC's efforts was the formation of the Fall and Spring Learning Weeks and the President's Community Advisory Council. Another was the drafting of the Indicators of a Learning-Centered College, which provide a framework for and mark progress during the integration of the new learning-centered college practices. These indicators were consolidated with the learning college philosophy in 2012 to yield PVCC's Learning-Centered College Indicators which serve as the current framework.

The Learning-Centered College Indicators have facilitated alignment of all of PVCC's major systems. In support of this, the Focus on 2014 project directed its efforts on a review of major college systems and structures. Additional information about PVCC's efforts to become a more learning-centered college is available at the Learning-Centered College web site.

UNIVERSITY TRANSFER EDUCATION

University transfer at PVCC is facilitated through MCCCD's Center for Curriculum Transfer and Articulation (CCTA). The CCTA is the district contact for articulation and transfer of courses and programs with other post-secondary institutions. The Center provides leadership and coordination for programs and activities in support of seamless student transfer. Information about key articulation contacts, state-level committees and task forces, and business processes that support articulation are available from the CCTA website. For example, MCCCD has created 3+1 bridge programs with Northern Arizona University (NAU) and Grand Canyon University (GCU).

Our College Motto

POWER OF LEARNING
PARADISE VALLEY COMMUNITY COLLEGE

A Learning-centered College Ensures That:

- Learning outcomes that create substantive change in learners are identified and made explicit. These outcomes drive course, program, and curriculum development as well as delivery of student, academic, and administrative support services.
- Learning outcomes are assessed for the purpose of demonstrating that learning occurs, and to expand and improve learning.
- Learning opportunities are accessible to learners and offered in a variety of formats and options.
- A culture of student success exists: Student success outcomes emphasize active and engaged learning, connecting to the college environment, goal setting, successful navigation of college processes, and relationship building with faculty, staff, students, and peers. These outcomes are made explicit to students.

PARADISE VALLEY COMMUNITY COLLEGE

Criterion I: Mission

In these programs, students can take 3 years of classes at a Maricopa County Community College (84 - 90 credits) following a specific track, followed by 1 year at the universities (30 - 40 credits) to earn a bachelor's degree.

Additionally, the CCTA publishes an annual report entitled "MCCCD Transfer Students: Trends and Outcomes". The last six of the "Trends and Outcomes" report are archived in the Electronic Resource Room. In addition to the transfer and articulation agreements available through MCCCD, PVCC has a unique transfer and articulation agreement with the Universidad Autonoma de Guadalajara College of Medicine. A description of transfer programs available at PVCC can be found on PVCC's University Transfer webpage.

GENERAL EDUCATION AND WORKFORCE DEVELOPMENT

Specific evidence of PVCC's continuing commitment to general education and workforce development is the construction of the Life Sciences building (Fall 2010), Q building (2011), and the Health Sciences building (2012). These building projects were driven by the recognized need to provide updated facilities for the sciences, math, and healthcare programs. "When the college envisioned the Health Sciences building, we were drawn to the notion of increasing student success, learning and degree completion," said PVCC President Paul Dale. "The architectural design had specific learning outcomes: increase student time on task in the simulation and practice labs; expand the student's ability to get prompt feedback and debriefing on their work in the labs through digital video recordings; and enhance the student-faculty relationship by creating space where the frequency of interaction is increased." These changes have opened up new opportunities and expanded class offerings for general education and inter-professional healthcare education.

Specific evidence of PVCC's continuing commitment to creating a "welcoming, inclusive, and supportive environment" is the creation, in the fall of 2013, of the Welcome Center in the Kranitz Student Center.   The Welcome Center streamlines several student services into one convenient location and process. This "one-stop" philosophy has made significant impacts on student satisfaction.

DEVELOPMENTAL EDUCATION

Developmental Education at PVCC is a core target of the college's 2013–2016 strategic goals and objectives. Two objectives specifically address developmental education. Objective 1.4 empowers all students to succeed and challenges the college to "close the student achievement gaps" in targeted populations by reviewing, enhancing, and/or developing collaborative, comprehensive, and scalable programs/initiatives. Objective 1.5 challenges the college to "increase the percentage of students who successfully complete reading, mathematics, and English developmental course sequences through the first college-level course."

The comprehensive goal of the Developmental English program is to "close the achievement gap in core academic areas." Teaching skills such as punctuation, rhetorical patterns, word choice, and spelling promotes stronger academic success for underprepared students. This creates opportunity for more success in classes such as English 101 and 102.   Roughly sixty percent (60%) of Arizona's graduating seniors enroll in a two-year institution for two important reasons. First, they often are not prepared financially to attend a four-year institution. Second, more than half of these students come academically underprepared. The Developmental English program also serves the needs of returning adults either seeking a degree for the first time or seeking a career change. Some of these students require developmental courses as a precursor to college-level work due to the length of time that lapsed between their completion of high school and their enrollment in college.

The Developmental Reading program is a course sequence that prepares students to read at college level and succeed in Critical Reading 101. This sequence includes RDG071, 081, and 091 as well as RDG095, which is a combination of 081 and 091 for six credits completed in a semester in an accelerated format. The comprehensive goal of the developmental reading program is to close the achievement gap in core academic areas. This goal applies to all academic subjects and areas. By providing a comprehensive review of essential skills needed for success in college-level course work, these students are often more prepared than students who have simply tested into Critical Reading 101 or who are "Reading Exempt" by having tested out of the developmental reading sequence.

 In 2013, nearly 24% of high school graduates in Maricopa County did not pass the reading section of the Arizona Instrument to Measure Standards (AIMS) test. It is well-known that literate adults are more likely to vote, stay out of prison, obtain jobs, provide for themselves and their families, and break the cycle of illiteracy that so often leads to generational poverty. Reading courses provide opportunities for practice, application, and improvement of reading skills, study skills, vocabulary, and comprehension skills. They begin the process of leveling the playing field for all students, especially for women, students of color, those of disadvantaged academic and economic background, returning adults, Veterans, and English language learners, who face unique challenges upon entering the academic realm of the community college and who are highly motivated to be successful.

Through class assessments, tests, and quizzes, along with the results of diagnostics and activities in the supplemental on-line program, MyReadingLab, the program continuously assesses the necessary learning outcomes to improve student learning in PVCC's courses. Assessments are aligned to course expectations and rubrics are constructed for individual assignments, which establish parameters for success for students before they begin a project as well as ongoing measurement of reading level. In addition, all instructors encourage the use of services in the Learning Support Center, especially coaching services for reading and academic success, as well as writing assistance.

The Developmental Math program is, like Developmental Reading and Developmental English, a course sequence (MAT 082, 09X and 12X) to prepare students for college-level math. Approximately 30% of all students taking math are enrolled in one of these three developmental courses. To accommodate struggling math students who need a slower-paced course to succeed, PVCC offers four- and five-credit versions of courses that are typically 3-credits. For certain populations of students who suffer from math anxiety, PVCC offers a special anxiety-reduction section of MAT 093 (5-credits) taught by a Residential Faculty with a counseling/psychology background. MAT 108 Tutored Mathematics is offered to accommodate students enrolled in one of the three developmental courses who need additional help in math study skills as well as extra tutoring time.

MAT 108 is a 2 credit class in which the student learns note-taking skills, test-taking strategies, motivation techniques, and goal-setting as well as get tutoring help with their math class. In fall 2012, PVCC dedicated a special tutoring room in Q building for developmental math students. The tutor assigned to the room specializes in the developmental math level and works approximately 25 hours per week for both fall and spring semesters.

Criterion I: Mission

ENGLISH LANGUAGE PROGRAM

The English as a Second Language Program (ESL) at PVCC offers students the opportunity to develop their understanding of English through a variety of credit classes and noncredit opportunities. PVCC offers beginning through advanced ESL classes in grammar, writing, pronunciation, reading, and listening and speaking. The college also offers English composition classes designed specifically for college students who are non-native speakers of English. The ESL program caters to both day and evening students and is open to residents and nonresidents. PVCC's English Language Program is dedicated to helping students from around the world who now live within our community achieve their academic, professional, and personal goals.

Between 2006 and 2011, the program saw significant increases. Twenty-two percent more students are entering PVCC's program in order to transfer to universities. Furthermore, the college has seen a 455% increase in the number of students entering the program to improve their job skills and an increase of 141% entering to learn new career skills. PVCC responded to these changing needs by offering more evening ESL sections for students who work during the day and by adding sections of grammar. English language classes will continue to be necessary to prepare immigrants, refugees, and visa students for college-level courses in every discipline.

CONTINUING EDUCATION

PVCC's Continuing Education (CE) mission has been significantly reduced by the formation of the MCCCD Corporate College. As a result of the One Maricopa initiative and the call for a quicker job-training response, MCCCD has centralized a number of functions previously managed by individual campuses across the district. PVCC's CE department has been discontinued though facets of it still continue through pass/fail, non-credit, and audit classes.

The Corporate College will provide continuing education for industry-specific Continuing Education Units (CEU), licenses, and certifications. Established to help close the skills gap–the difference between needed and available trained employees–the Corporate College will quickly develop and implement training solutions for new and existing Arizona businesses based on specifically identified needs. The Corporate College will provide consultative services to businesses and continuing education to professionals, and will oversee MCCCD's entrepreneurial activities and initiatives. Any requests by businesses for credit classes for their employees will still be referred to the colleges.

CIVIC RESPONSIBILITY
See "Positive Social Change" below.

GLOBAL ENGAGEMENT
See "Mission and Diversity" below.

STUDENT DEVELOPMENT SERVICES

Student development services promote our mission of "educating the whole person". PVCC is committed to maximizing student access, ensuring the successful transition for new-to-college students, and creating opportunities for student learning, retention and success. Through collaboration with community and campus partners, PVCC provides programs and services that support and empowers its diverse students to help them become active and engaged learners. PVCC accomplishes this mission through the following programs and services, all of which are detailed in other sections of this report:

- Athletics.
- Career Services.
- Counseling and Personal Development.
- Diversity Incorporated.
- Office of Student Development.
- Peer Mentors.
- Puma Press.
- Student Life and Leadership.

MISSION AND DIVERSITY (1C)

PVCC understands the relationship between its mission and the diversity of society.

PVCC's Mission and Values statements explicitly declare its commitment to recognizing and reflecting diversity and inclusion for its constituencies and in its practices:

The Mission of Paradise Valley Community College is to educate **the whole person** and to serve our students and our communities by providing learning opportunities that are designed to help them achieve their goals.

PVCC provides **diverse learning opportunities** including: University transfer education, General education, Developmental education, Continuing education, Community education, Workforce development, Student development, Honors education, **Global engagement**, Civic responsibility.

PVCC provides access to these opportunities in a welcoming, **inclusive**, and supportive environment. As a college committed to learning and continuous quality improvement, PVCC annually assesses and publishes reports concerning the effectiveness of our programs and services.

Criterion I: Mission

PVCC's first Supporting Value is Inclusiveness/Diversity:

> We value inclusiveness and respect one another's viewpoints and ideas. We value individual diversity and the uniqueness of the individual. We acknowledge that diversity, in all its forms, enriches our learning environment. PVCC promotes the free exchange of ideas and opinions and the fair and equitable treatment of all.

Additionally, as part of its efforts to support diversity and inclusion, PVCC has publicly articulated in a variety of formats its policies on nondiscrimination. The Nondiscrimination Policy (AR 2.4.2) and Equal Opportunity Statement (AR 2.4.3) can be found in the college catalog and student handbook as well as on the Policies and Forms Student Webpage and Policies and Forms Employee Webpage. The Affirmative Action Policy Statement for Individuals with Disabilities, and Policy Statement for Veterans can be found in the college catalog.

Since 2005, PVCC has seen a significant change in its student demographics representing, as stated in its mission, both its efforts to recruit and retain under-represented populations and a challenge to ensure that its policies and procedures address the needs of a diverse student population. From 2005 to 2013 there has been a marked increase in underrepresented student populations at PVCC: The Hispanic student population is up from 3.6% to 13%, Asian student population is up from 1.5% to 3.5%, the and African-American student population is up from 0.6% to 2.7%. While the number of people that live in our service area has declined, our students and our community are increasingly diverse according to the 2010 census of PVCC's primary service zip code areas.

DIVERSITY - EMPLOYEE

In order to provide institutional and systemic clarity of purpose and outcomes regarding the role of diversity and inclusion at PVCC, several college-wide Town Halls were held in 2007. The town halls, sponsored by the Office of the President and the Diversity and Inclusion Committee, engaged faculty and staff to explore such questions as: How does a diverse college community enhance student learning? What can we do to increase awareness and sensitivity of those around us? How can we better prepare our students for a complex workforce in a pluralistic society? The most significant result of the town hall meetings was a set of Diversity and Inclusion Goals from which the college has built a systemic framework. While the Diversity and Inclusion Committee provides overall coordination, the implementation of the goals now resides throughout the college.

In order to systematize and document efforts to fulfill its diversity and inclusion mission, PVCC has made changes to its data collection and evaluation methods. In alignment with the Diversity and Inclusion Goals, an online Diversity and Inclusion reporting process was developed. Initiators of diversity and inclusion programming/events submit, categorized by goal, a summary of the activity. This form provides a consistent and efficient method for data collection. A cumulative summary of all reports are captured at the Diversity Events Summary.

Maximizing Our Strengths As an Inclusive Community (MOSAIC), begun in 2006, has been a significant addition for all of MCCCD in the area of diversity training. MOSAIC workshops are offered to employees at PVCC and other colleges in MCCCD throughout the year. MOSAIC is a series of six sequential workshops designed to help employees develop diversity and inclusion awareness, knowledge, skills and application strategies. Specifically, participants develop an appreciation for the importance of being part of an inclusive culture; strengthen skills necessary for effective intergroup communication; learn to recognize and respond to harmful (discriminatory, biased or exclusionary) comments, attitudes, and behaviors; and, increase their understanding of how inclusion impacts the entire organization. Fifty-seven (57) PVCC employees have completed the MOSAIC training program.

MOSAIC is taught in three modules. MOSAIC Level I, "Knowing Ourselves and Others", provides the framework for diversity and inclusion at Maricopa. MOSAIC Level II, "Recognizing Bias and its Consequences", provides a deeper understanding of the impact of bias on faculty, staff, students, and the organization. MOSAIC Level III, "Strengthening Maricopa through Action", provides participants with an understanding of their own spheres of influence and power in identifying and correcting barriers to ensure an inclusive environment for everyone. Additional workshops/classes are offered to employees to further understand diversity issues.

In 2013 PVCC implemented a new Employee Hiring and Training program for faculty and staff who serve on hiring committees (discussed in the "Changes" section of the Introduction). The goal of the training is to help educate participants on hidden bias, provide assistance on best practices in recruitment and selection of diverse faculty and staff, and assure a fair and equitable hiring process that is free from bias. Topics discussed include the spectrum of diversity, the legal background on EEOC and Affirmative Action, protected class, stereotyping and bias, bias and interviewing, and the impact of bias on hiring a diverse workforce, and how to avoid bias in the hiring process. Beginning in 2010, the President and Vice President of Academic Affairs have conducted an additional training session entitled "The Role of Diversity and Inclusion in a Learning-Centered College". Since it was implemented, over 160 board-approved employees have completed the training program.

DIVERSITY - STUDENTS

PVCC's Recruitment Office offers presentations in Spanish for parents of prospective students in the neighboring Palomino community, a neighborhood with a high concentration of Spanish speakers. Sixty Spanish-speaking parents attended one of the recent presentations. A complete list of the services offered by the Recruitment Office is available on its webpage.

The English as a Second Language (ESL) program has revised its course offerings to better meet the specific needs of working students and students with children. The program grouped classes into blocks to make it easier for students to take multiple classes in one day. Additionally, the program increased the number of evening classes offered and changed evening class start times from 5:00pm to 5:30pm to better accommodate working students. The times of daytime classes were also changed from 12:30pm-3:15 pm to 12:00pm-2:45pm to better accommodate students with school-age children. Other changes to the ESL program, specifically in response to Arizona state legislation, have been the addition of free ESL workshops for students and community members. ARS 1-501, ARS 1-502 and other new state laws have made it more difficult for undocumented community members to enroll in classes by requiring that they pay out-of-state tuition rates without the possible benefit of tax-supported financial aid. These state laws have significantly impacted enrollment, especially among Hispanics, in the ESL program and created a significant barrier to PVCC's efforts to meet the needs of its diverse communities.

Disability Resources and Services (DRS) focuses on and serves students with a documented disability who are attending PVCC. Disability Resources and Services strives to empower students, foster independence and promote achievement of realistic career and educational goals. DRS, along with the college community, assists students to discover, develop, and demonstrate their full potential and abilities. In partnership with Paradise Valley Unified High School District, DRS offers an annual Transition Fair for students with disabilities and their families. Through the Transition Fair and partnerships with PVCC feeder high schools, DRS is able to reach hundreds of students and families with information about how to prepare for college and how to use PVCC's DRS. High school students in ninth through twelfth grade are informed about the types of accommodations and services offered at PVCC, the necessary steps for qualifying for various accommodations and adaptive technology available through DRS.

Criterion I: Mission

Students learn about the differences between accommodations in high school and college and how to begin to prepare for the changes. Parents are informed during breakout sessions about how to help with their child's transition to college. Each year attendance at the fair has increased and, by 2012, students from schools outside the Paradise Valley Unified School District were attending.

The Male Empowerment Network (M.E.N.) program is designed to improve enrollment, retention, and degree completion/transfer rates of male students from various backgrounds. M.E.N. provides a multi-faceted approach that promotes personal and professional development, encourages academic achievement, and provides support for male students to enroll in college, stay in college, graduate, and achieve their goals.

For the past two years, PVCC has been recognized by *G.I. Jobs* magazine as a military-friendly college. That recognition is due, in part, to the work of the Veteran's Services office. PVCC provides on-campus services for all veterans and veterans' dependents. Veteran Services provides several types of assistance to veteran students:

- Choose and register for classes
- Understand tuition and book deferment options
- Connect you with college resources
- Use Veterans Educational Assistance benefits
- Network with other veterans

Diversity on the PVCC campus is also supported and facilitated through various student clubs and organizations (some only intermittently active) that celebrate diversity: Razas Unidas/M.E.Ch.A Movimiento Estudiantil Chicano de Aztlán, P.R.I.D.E Club, Native American Pumas Club , African American Student Association, and A.W.A.R.E Club. Descriptions of these and other diversity organizations are available on the Diversity Clubs webpage.

DIVERSITY – ACADEMIC INTEGRATION

The curriculum at PVCC supports the diversity and inclusion mission in a number of ways. First, many courses offered each semester are specifically designed to emphasize diversity and inclusion content. These classes offer students rich perspectives on their traditional course content with respect to various diversity issues. Some examples of the classes are ASB102 Introduction to Cultural and Social Anthropology; ASB202 Ethnic Relations in the United States; COM263 Elements of Intercultural Communication; LDR 101, 102, 201 Emerging Leaders; DAH201 World Dance Perspectives; HUM281 Hispanic Ideas and Values; HUM250 Ideas and Values in the Humanities; and IBS103 Cultural Awareness for International Trade.

Second, the MCCCD's Diversity Infusion Program is designed to enhance the ability of faculty to create an inclusive learning and teaching experience that promotes positive change on both individual and social levels through the infusion of diversity into the curriculum. This positive change occurs through heightened awareness, increased understanding, and appreciation for all people. The program focuses on three aspects of diversity education: important issues to know when teaching diverse populations; how to teach students diversity knowledge; and, greater respect for individuals of diverse backgrounds. The outcomes from these faculty efforts include development of quality educational materials which incorporate diversity issues and which support existing

curricula while enriching classroom activities. The outcomes also include an increased awareness and appreciation of diversity concepts by students taking these courses.

Third, the Academic Assessment Team (AAT) has developed a Diversity and Global Awareness Learning Outcome and Rubric to further integrate and support diversity and inclusion. This outcome seeks to evaluate PVCC's effectiveness in developing students who "will be able to interact effectively and appropriately in a diverse, multi-cultural, and global society."

Finally, Diversity Incorporated, the first academic program of its kind in the nation, is designed to provide a diversity-focused learning opportunity to PVCC's students who share their learning with employees, families, and the communities in which they live and work. An integral component of this program is its emphasis on fostering a global community inclusive to all people. A sense of belonging has been demonstrated to be vital for student academic success. Studies indicate that students who feel a greater sense of belonging to their respective higher education institutions persist and complete at a significantly higher rate. The diversity and inclusion appreciation training in COM101 facilitates this sense of belonging without discrimination or bias.

Students enroll in COM101/MOSAIC training (one credit) in either the late spring or early fall semesters. Two instructors co-teach the class-one instructor is a certified Communication Faculty and the other instructor has studied diversity and inclusion issues and has experience as an advocate for positive social change and civic engagement. Students who are interested in continuing as Diversity Incorporated facilitators enroll in a late-start COM225 Public Speaking class in the fall semester to learn presentation skills and to learn more about diversity, inclusion, and civic engagement topics. Upon completion of the COM225 section, students then participate in a COM281AB Communication Activities class in the spring semester to learn skills necessary to facilitate COM101/MOSAIC training.

Diversity Incorporated not only benefits students and community members but helps PVCC meet its designated Strategic Goals and Objectives outlined for 2013-2016: (1.1) Increase success for all students by increasing participation in academic and student success/engagement initiatives and programs; (1.6) Enrich the student and employee learning experience by integrating diversity and inclusion strategies; (2.3) Increase student and employee contributions to further positive social change and civic/global engagement, accomplished through expanded community collaborations and outreach programs; (2.4) Increase the number of community members participating in lifelong learning, wellness, and cultural learning in on-campus activities and programs.

PVCC Students Practicing Teamwork

Criterion I: Mission

MISSION – PUBLIC GOOD (1D)

PVCC demonstrates commitment to the public good.

PVCC's Mission Statement, Supporting Values, and Strategic Goals and Objectives articulate a clear commitment to the public good. Some of the best examples of how PVCC has achieved these goals are the President's Community Advisory Council, Black Mountain Partners, Early College and ACE programs, and our sustainability efforts. In particular, the college's unique emphasis on "positive social change" makes an excellent example of our commitment to the public good. Additionally, a commitment to the public good includes taking measures to insure the safety and health of students, community members and other constituencies who come to PVCC.

As noted earlier, the PVCC and MCCCD mission statements include specific references to serving communities by providing community education, workforce development, global engagement and civic responsibility.

Three of PVCC's supporting values (Collaboration/Partnerships, Respect, and Stewardship) articulate our commitment to the public good. Additionally, two sets of goals identified in the 2013-2016 Strategic Goals and Objectives directly address PVCC's commitment to the public good:

Goal Two: Engage and Invest in Community

2.1 Cultivate community relationships and increase the number of partnerships that support student success, access, and the college mission while meeting community needs and raising the college's profile.

2.2 Deliver programs and services to address the changing needs of the community with a focus on the Black Mountain service area.

2.3 Increase student and employee contributions to further positive social change and civic/global engagement, accomplished through expanded community collaborations and outreach programs.

2.4 Increase the number of community members participating in lifelong learning, wellness, and cultural on-campus activities and programs.

Goal Four: Expand and Maximize Resources

4.1 Increase operational efficiency by implementing strategies for sustaining facilities, human/capital resources, and One Maricopa initiatives.

4.2 Employ systematic processes for responsible allocation of resources.

4.3 Increase external resources to promote access and engagement for students from underrepresented groups and to meet workforce-training needs.

PRESIDENT'S COMMUNITY ADVISORY COUNCIL

PVCC demonstrates its commitment to the public good by its consistent engagement with its constituencies and communities through the President's Community Advisory Council (PCAC). The PCAC consists of community members representing a variety of areas including local school districts, local businesses and non-profit organizations, Chambers of Commerce, elected officials, financial and real estate groups, and members of ASU, NAU, and other local universities. The mission of the President's Community Advisory Council is to develop strong advisory, communication and advocacy relationships between PVCC and individual business and community leaders. Additionally, the PCAC creates a mutually beneficial partnership between PVCC and business and community leaders who can provide resources and influence to advance the mission of the college; increase awareness of the role and value of the college, its programs and its needs for community support; and provide a forum for community leaders to become personally involved and connected with the college—creating a network of friends and constituents. Minutes and agendas of the meetings are archived.

Recently, in order to increase interaction between PVCC and its constituencies, the community outreach/fundraising Community Relations website was created. Information about the Maricopa Community Colleges Foundation, scholarship and program funds, and The United Way campaign can all be found on the web page Giving to PVCC.

Black Mountain Campus

PVCC AT BLACK MOUNTAIN SITE

PVCC expanded its service area in partnership with community partners at the Black Mountain site. PVCC at Black Mountain is situated on 10 developed acres of an 82-acre parcel of land owned by the MCCCD between 56th-60th Streets south of Carefree Highway. The first phase of the site has been developed through a public/private/non-profit partnership between PVCC, the Valley of the Sun YMCA/Desert Foothills Y, and the Foothills Community Foundation. The partnership enables PVCC to have a presence in the growing communities of north Phoenix, Carefree, Cave Creek, New River, and north Scottsdale. It provides an opportunity for the communities to participate in the multi-generational synergy expected from activities of the three entities. This first phase of the site includes classrooms, a computer lab, student and faculty support areas, enrollment services, and administrative offices.

The college opened its initial 10,000-square-foot facility with six classrooms in the fall of 2009 in partnership with the Foothills Community Foundation and Desert Foothills Y. The shared educational, community and fitness complex is known as The Black Mountain Campus. The PVCC at Black Mountain site expansion is currently underway to add classrooms to support a greater variety of class offerings. Funding for the initial phase of development and the next $7,000,000 phase comes from the voter-approved 2004 General Obligations Bond issue for the MCCCD. On March 29, 2011, PVCC held a public forum for members of the community to provide their input on this next phase.

The Black Mountain Campus is designed as a neighborhood locale for people of all ages to exercise both their minds and bodies. PVCC at Black Mountain puts higher education within reach of the Valley's northcentral and northeast communities with credit classes. In its efforts to serve the public good, PVCC's diverse courses offer something for everyone, including the traditional student pursuing an undergraduate degree, adults returning to college for career or personal enrichment, and high school students seeking to earn college credits.

ACE (Achieving a College Education) is a scholarship program that gives motivated students the opportunity to take college credit courses while still enrolled in high school. ACE empowers these high school students to achieve a higher education and success in life by learning the skills it takes to manage high school, attend college, and plan for a rewarding future.

Student applicants must have one or more of the following requirements to be eligible:

- First member of family to attend college.
- Demonstrated financial need.
- Under-represented population and/or English Language Learner.
- Legacy qualification (family member was a past ACE participant).
- Environmental risk factors (will be considered on case by case basis, for example, student raised in foster care, teen parent, etc.).

Criterion I: Mission

The PVCC Achieving a College Education (ACE) program began in the late 1990s as SUCCEED: Students Using Community College to Expand Educational Dreams. This program was developed in partnership with the Paradise Valley Unified School District (PVUSD). In 2000, SUCCEED became known as ACE/SUCCEED when the program joined with other high school bridge programs throughout the MCCCD. In 2008, as part of the Chancellor's "One Maricopa" effort, the name was modified again as simply ACE.

The purpose of the ACE Program is to retain students in high school and ensure their transfer to the community college or other institutions of higher education after graduating from high school. The ACE Program gives high school students the opportunity to experience college long before they graduate from high school. By bringing students into the college environment while they are still in high school, the transition into full-time college life becomes easier. Students who participate in this program:

- Receive a scholarship to cover tuition and fees during their high school phase of involvement with the Program (2 years: Junior and Senior years);
- Take college courses offered during the summer and regular academic year (spring and fall semesters), in addition to their high school classes;
- Participate in co-curricular programs, which include field trips to state universities, businesses and industries;
- Develop proficiency in basic academic skills and strategies essential for coursework, college survival, and daily life;
- Are ready to transfer to a college or university; and,
- Are exposed to a variety of vocational and career options/opportunities.

Over the past three years, 86% of the ACE students completed their courses with a grade of C or better and have an average GPA of 3.14.

PVCC's Early College program is designed for motivated high school students with good academic and attendance records who wish to get a jump-start on college. The Early College Program at PVCC was introduced in November 2006 in response to concerns expressed by the college and PVUSD to provide a bridge program for high school students who did not fit other specialized programs like ACE. While still in high school, students can complete up to 35 semester hours of lower division general education coursework and earn an Arizona General Education Certificate (AGEC), assuring them admission to one of Arizona's three state universities. The cost per credit hour at Arizona's state universities is more than three times higher than the per-credit hour cost for the same courses taught in the Early College

Program or any PVCC course. Thus, this program provides savings for students and their families. Students enjoy small class sizes taught by college faculty, and reduce college completion time. All courses completed with a C or higher transfer to Arizona's three state universities. Early College students also have access to a wide selection of college activities including fine and performing arts and student life activities. Academic and student support services such as tutoring, academic advising, counseling, the computer commons, and the library are also included. Ninety-nine percent of students in this program complete their courses with a grade of C or better and have an average GPA of 3.44. High schools participating in the Early College program are Barry Goldwater High School, Bella Vista High School, Cactus Shadows High School, Crestview College Preparatory High School, North Canyon High School, and Paradise Valley High School. Over the past three years, Early College students have earned an average GPA of 3.45.

The Hoop of Learning Program is a high school bridge program administered by the MCCCD dedicated to encouraging, enabling, and empowering Native American high school students. Although the program has been in existence since the summer of 1995, PVCC did not become one of the offering colleges until its pilot year in Spring 2009.

The goals of the Hoop of Learning Program are the following:

- Increase high school graduation and retention rates.
- Increase Native American enrollment and participation in college.
- Empower Native American students to reach their goals.
- Enhance Native American culturally relevant curriculum.
- Increase diversity on campus.
- Strengthen partnerships with external Native American communities, school districts, and other agencies.

Student Excels at PVCC

A.J. Gilman, 2014 PVCC Graduate

A learning centered college ought to produce learning. That learning ought to be evident in the examples of students who attend and ultimately graduate from it. For PVCC, one noteworthy example of this is Alexander James "A.J." Gilman, Early College student from the Arizona Agribusiness and Equine Charter School (AAEC). After two years at PVCC, AJ Gilman earned four associate degrees in business administration, science with an emphasis in mathematics, arts, and general studies.

While completing his studies at both AAEC and PVCC, AJ was a member of a number of clubs and treasurer for PVCC's student government. He was a member of the National Society of High School Scholars and a member of the National Honor Society. He earned national recognition for academic excellence, tutored high-school and college students in math, and delivered the Valedictorian address at PVCC's 2014 graduation ceremony. He was accepted to Barrett, the Honors College, at Arizona State University and the W.P. Carey School of Business Leaders Academy. In and of itself, these are impressive accomplishments for any student and a source of satisfaction for any learning centered college. Even more impressive, however, is the fact that AJ was 15 years old when he graduated from PVCC. Though AJ Gilman is clearly a unique student, PVCC is pleased to have participated with him and all of its students and graduates in their remarkable accomplishments and their promising futures.

Criterion I: Mission

Since its inception, the Hoop of Learning Program has sustained enrollment adequate for continuation of the program. In Summer 2013, 25 students were participating in the program. These students represented PVUSD, Alchesy, Crestview College Preparatory, and South Mountain High School. PVCC's Hoop of Learning Program works in partnership with PVUSD and the PVUSD American Indian Project Liaison. MCCCD's current total involvement includes nine colleges, with approximately 400 Native American students being served per year.

Students who are either an enrolled member of a federal/state recognized tribe or in the process of obtaining a census number, have a minimum 2.0 GPA in high school, and have high school counselor approval may apply to the program. In 2013, 97% of PVCC's Hoop of Learning students completed their course work with a grade of C or better and had an average GPA of 3.26.

Early Outreach Programs, Completion Data, 2011 – 2014.

Early Outreach Programs– Completion Data 2011–2014

Year	Program	Students Enrolled	Credits Completed	Average GPA
2011-12	Early College	128	1706	3.45
2012-13	Early College	141	1325	3.54
2013-14	Early College	170	1883	3.35
2011-12	ACE	150	871	3.47
2012-13	ACE	156	955	3.49
2013-14	ACE	171	1123	3.56
2011-12	HOOP of Learning	29	178	3.56
2012-13	HOOP of Learning	21	115	3.26
2013-14	HOOP of Learning	30	216	2.61

MCCCD's Dual Enrollment program is another opportunity for high school students to get a head start on college. Dual enrollment courses allow students to earn high school and college credit simultaneously during regular school hours at their high school. The credit earned may be transferred to a community college or university upon high school graduation. MCCCD's Dual Enrollment program is operationalized through a coordinating/supporting college model. The coordinating college implements the program according to the academic and service standards established by the MCCCD Dual Enrollment Council. This council consists of College Vice Presidents and Deans and faculty from across MCCCD representing disciplines found in the dual enrollment courses. PVCC serves as the coordinating college for Cave Creek Unified School District. The college has offered dual enrollment courses since 2007. During the 2013 academic year, the following outcomes were achieved:

- 96% percent of PVCC's dual enrollment students completed their courses with a grade of C or better.
- 49% of the dual enrollment students continued at one of the MCCCD Colleges following high school graduation.
- Of these, 78% successfully completed their college courses during the first year with a grade of C or better.

Emerging Leaders is a nationally recognized leadership development program delivered collaboratively by academic and student affairs personnel through credit classes. It consists of several levels of experientially-based (activity-based instead of lecture) classes that meet six times during the semester and on a weekend retreat. The program is designed to develop a greater understanding of leadership skills, develop a passion and commitment to positive social change, and empower people to lead and believe in their ability to make a difference. Since its inception in 1998, 1,038 PVCC students have completed this program.

Students can utilize their leadership skills by serving as student ambassadors or peer mentors. Student Ambassadors represent PVCC in community and college outreach activities and serve as guides for new students, who are making the transition from their previous environment to the diverse academic, intellectual and social culture of PVCC. PVCC has 10 - 20 student ambassadors each year. The Student Ambassadors participate in a series of mandatory training sessions.

Students participating in the Peer Mentor Program enroll in CPD250: Peer Mentor Training. This course provides opportunities for students to develop and apply beginning skills and knowledge required to establish and maintain effective peer helping relationships in a college setting.   The focus is on the role, function, and responsibilities of the peer mentor: verbal and nonverbal communication skills; problem solving; and, strategies and resources for first-year student success. Coursework includes an on-campus service-learning component working with students within the classroom of an assigned College Success class (1-credit AAA115 or 3-credit CPD150) through the duration of that course. The Peer Mentors also provide out-of-class peer guidance and referral to appropriate campus resources as needed. In addition, Peer Mentors facilitate student engagement in classroom activities under the guidance of an instructor. Since Summer 2009, 55 students have completed this program.

PVCC Upgrades Central Plant

The old chiller plant provided 1,350 tons of total cooling capacity. The new plant provides an improved cooling capacity of 2,200 tons with an increase in efficiency of approximately 40 percent over the old chiller plant. The new cooling towers are constructed of stainless steel, which double the service life when compared to the typical galvanized cooling towers. The new chillers are state-of-the-art in efficiency with variable speed drives, providing the ability to control cooling capacity and load with maximum energy efficiency. In addition, all pumps and cooling tower fans will be controlled through variable frequency drives, maximizing their respective operating points with campus demand.

The renovation project includes the installation of a plate and frame heat exchanger to provide cooling in the winter months without operating the chillers; this is known as a water-side economizer, intended to provide free cooling for approximately 2.5 months each year. Arizona Public Service (APS) provides rebates for upgrading mechanical systems to new systems that incorporate the most efficient equipment available.

When the old chillers were removed, they were relocated to other colleges within the MCCCD, where they serve as backup units.

PARADISE VALLEY COMMUNITY COLLEGE

SUSTAINABILITY EFFORTS

In the 2008-2013 Strategic Plan, PVCC identified sustainability as an objective and emphasized the development of environmentally green buildings and operations, recycling, and the education of its internal constituents regarding sustainable lifestyles. This commitment to the public good through the adoption of sustainable practices was reaffirmed in the Strategic Goals and Objectives 2013-2016 when PVCC committed itself to the following:

Goal 4: Expand and Maximize Resources

4.1 Increase operational efficiency by implementing strategies for sustaining facilities, human/ capital resources, and One Maricopa initiatives.

A prime example of PVCC's commitment to sustainability is its participation in the American College and University Presidents' Climate Commitment (ACUPCC). PVCC is a signatory of the ACUPCC and has pledged to reduce greenhouse gas emissions with the goal of becoming climate neutral.

In its operations, PVCC is committed to modeling good behavior as it relates to issues of social, economic, and environmental sustainability. PVCC has adopted three of the seven ACUPCC Tangible Actions. These are "(1) Establish a policy that all new campus construction will be built to at least the U.S. Green Building Council's LEED Silver standard or equivalent, (2) Adopt an energy-efficient appliance purchasing policy requiring purchase of ENERGY STAR certified products in all areas for which such ratings exist, and (3) Encourage use of and provide access to public transportation for all faculty, staff, students and visitors at our institution."

As PVCC finds and executes efficiencies and measures the impact on overall emissions, its Climate Neutral Plan will be reviewed and revised to incorporate new trends and to apportion some percentage of savings from those efficiencies toward projects it is not able to fund through current allocations.

PVCC's Climate Action Plan will continue to evolve and develop through four avenues: Operations, Education, Outreach, and Assessment Reporting.

Operations

PVCC is reviewing all aspects of facilities maintenance and operations for opportunities to adopt environmental and economically viable ways to continue moving in the direction of having a net zero impact on the climate and environment. We will continue to take advantage of advancements in technology, sustainable construction practices, and recognized best practices to reduce greenhouse gases and reach our goal of climate neutrality.

Education

PVCC realizes that incorporating sustainability into our campus culture and the educational experience for all students will require continued effort.

Outreach

PVCC will continue to expand its community service and civic engagement by both setting an example, and extending into the community best practices relating to sustainability.

Assessment Reporting

PVCC recognizes that nothing succeeds like success, that is, people respond to reporting that shows their efforts are producing results. This connects with the "Education" component but also strengthens the community's resolve to achieve our goals and has the potential to turn passive observers into creative advocates.

POSITIVE SOCIAL CHANGE

One portion of PVCC's Vision Statement touching directly on PVCC's commitment to the public good is devoted to increasing students' capacity for personal growth and positive social change. Simply put, positive social change is a hope that students will leave PVCC with a greater sense of concern for the rights and welfare of others and the desire to make a better neighborhood, community, and world. Students learn positive social change best in compelling situations where context is created through an active search for meaning. For example, faculty members have developed curriculum-based service learning projects and the International Education program provides refugee speakers to a variety of classes.

There are also a number of events or programs at PVCC that create awareness or develop skills to enhance positive social change. One such program is the Emerging Leaders Program discussed earlier. Further discussion of the program is in Chapter 6 under "Student Life".

Criterion I: Mission

Another such program is The Democracy Commitment. MCCCD's 10 colleges are members of The Democracy Commitment. The Democracy Commitment (TDC) is a national initiative providing a platform for the development and expansion of community college programs, projects and curricula aimed at engaging students in civic learning and democratic practice. The goal of TDC is that every graduate of an American community college shall have had an education in democracy. TDC is modeled after the American Democracy Project, a national coalition of public state colleges and universities committed to civic and democratic work and sponsored by the American Association of State Colleges and Universities (AASCU).

The Student Public Policy Forum (SPPF) supports the college's commitment to democracy. As an academic program, it provides an overview of local, state and national public policy making and citizen influence and involvement. A focus is placed on experiential learning and leadership development through engagement in the public policy process. SPPF is a part of MCCCD's Center for Civic Participation (CCP), which seeks to enrich public life and public discourse on the MCCCD campuses and in its communities. Only 20 students are selected throughout MCCCD to participate each year.

Since 2005, 17 PVCC students have participated in SPPF. Students have traveled to Washington D.C. to advocate with Arizona's legislative delegation on behalf of issues including Pell Grant Funding, the interest rate on student loans, and increasing access to higher education. Participants in the program are expected to take action in the local community. Some projects students have led include the following:

- An "Academic Bowl" for a local school, held at PVCC.
- Food Drives for the St. Mary's Food Bank.
- The creation of a Community Garden on campus.
- Diversity training in a local high schools.
- Campus forums to collect student concerns to be forwarded to Student Government.

MCCCD offers an Honors Lecture Forum Series every year. The District Honors Committee hosts four speakers each school year whose specialty matches with the Phi Theta Kappa study topic. Speakers are nationally recognized experts and the lecture is open to the public. Speakers have included Arun Gandhi (2006) "Lessons I Learned From My Grandfather"; Bobby Seale (2008) "Seize the Time-The Story of The Black Panther Party"; Luis Alberto Urrea (2010) "From Tijuana to Harvard and Beyond-One Writer's Journey"; and Arsalan Iftikhar (2012) "The Democracy Renaissance in the Arab World". Students in the HUM 190 course (Honors Forum) attend the lecture series, study the themes, and create projects geared to civic engagement and positive social change.

In addition to college activities, the Academic Affairs division at PVCC has hosted study abroad programs since 1998. As part of its global engagement mission, PVCC and the MCCCD recognize the importance of preparing students for successful careers and civil lives in the global community. Through its study abroad programs, the MCCCD provides students with teaching and learning activities that strengthen global awareness, develop intercultural competencies, and enhance academic learning. Programs, services, and intercultural education include (but are not limited to) areas such as world language study, international studies, global education, ethnic studies, and comparative education.

For faculty, promoting positive social change can come by way of participating in the Civic Responsibility Curriculum Infusion Project. The MCCCD Center for Civic Participation (CCP), with the consultation and support of the Maricopa Center for Learning & Instruction (MCLI), is a program that facilitates the integration of civic responsibility into existing course content. CCP funds proposals from faculty interested in working to identify current political or community issues of relevance to their academic discipline. Participating faculty members develop, design, and deliver curriculum for an existing, high-demand course and connect the discipline's academic content with civic issues and community engagement opportunities. In the two years of the program, PVCC has had four faculty members participate.

Continued commitment to the public good and positive social change is evident in several PVCC student club activities. PVCC's Club Ed puts on a semi-annual Festival of Tales. In its 12th semester at PVCC, the Festival of Tales is a fun day of reading, literacy and cultural activities for local children that includes arts and crafts, games, face painting and music. It engages community college students in the teaching and learning process through storytelling. Education faculty report "Storytelling is beneficial for everyone involved because it helps develop an awareness, understanding, and respect for other cultures and new ideas. For children, storytelling is especially beneficial because it enhances literacy skills and sparks the imagination."

Since its inception the festival has grown from just 250 participants to more than 900, with more than 100 volunteers at each event. In the past five years, more than 25,000 new books have been given away to children, many of whom come from low-income families. PVCC and MCCCD sponsor this event along with Southwest Human Development, Reading is Fundamental, First Things First, and PVCC Club Ed. Participants in the event include PVCC clubs: Native American Student Association, Anime, A.W.A.R.E., HANDS, SHAC; PVCC classes: EDU 292, The Art of Storytelling and EDU 220, Introduction to Serving English Language Learners; PVCC Honors Program; Arizona Science Center; Phoenix Public Libraries; Lakeshore Learning; McDonalds; Whole Foods Market; Arizona State University; and Northern Arizona University.

A newcomer to this arena is the HOSA Future Health Professionals at PVCC. HOSA is a national Career and Technical Student Organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division, and the Arizona Department of Education. HOSA plays a critical role in connecting students to field experience and current issues relevant to their passions in health care. HOSA at PVCC is under the guidance of AzHOSA and is affiliated with National HOSA. Supporting positive social change and the public good, HOSA has sponsored a Distinguished Speakers Series that is free and open to the public. Topics included "Ethics and the Underprivileged: How and Why It Is So Different Than What We Expect"; "Ethical Decision Making in the 'Gray' Zone"; "From Barnyard to Bedside: How Horses Teach Doctors the Secrets of Better Bedside Manners"; Arizona Health Policy-Yesterday, Today, and Tomorrow; and "Pharmacists, Part of The Care Team." They also participated in the 2014 Phoenix HOPEFEST as "Ask ME" volunteers.

Other examples of PVCC's commitment to the public good include providing facilities for the VITA/AARP tax assistance program, PVCC's participation in the annual fundraising for the Valley of the Sun United Way, and the many volunteer community service hours contributed by faculty, staff, and students.

Desperado LGBT Film Festival

The Desperado LGBT Film Festival, begun in 2010, supports the Vision and Mission of the college by showcasing films that promote understanding of complex issues and initiatives that create positive social change, promote inclusion, and illustrate the importance of cross cultural communication.

PVCC employees, students, and community members collaborate to organize and host the film festival. The festival is sponsored/supported by several community organizations and businesses-strengthening the college's ties with the local community. Since 2010, the festival has drawn 9,196 individuals from the community to celebrate diversity on our campus.

In 2011 the Desperado Film Festival won the MCCCD Diversity Advisory Council's Award of Excellence.

PARADISE VALLEY
COMMUNITY COLLEGE

Criterion I: Mission

SAFETY AND HEALTH

Under the authority of the Chancellor of the Maricopa County Community College District, the mission of the Maricopa Emergency Management System (MEMS) Team is to be a resource to assist the colleges and district office as they develop, implement, and maintain plans that meet federal compliance according to the National Incident Management System (NIMS). MEMS provides alerts to all students and employees enrolled in a text-message ALERT notification system. The messages describe key directives in the event of incidents affecting the health and safety of people on campus. The ALERTS are issued in a specific format and provide directions for dealing with emergencies as they arise. Anyone may opt-out of the mass notification system through a link on the MEMS website.

PVCC and the MCCCD pledge to students and employees a safe and healthful environment. Research findings have shown that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. MCCCD implemented a smoke-free policy for all its college campuses beginning July 2012. In addition to causing direct health hazards, smoking contributes to college costs in other ways, including potential fire damage, cleaning and maintenance costs, and costs associated with absenteeism, health care, and medical insurance. Providing a tobacco-free campus is another example of PVCC's commitment to the public good by means of student and employee wellness.

PVCC has completed the installation of an upgraded fire alarm system that includes a Voice Notification System. This allows the Public Safety Office to communicate emergency situations to the entire campus or to individual buildings on campus. Currently the college is expanding the number of emergency phones on the campus. The college upgraded the closed circuit television system in 2010 that allows the Public Safety Office to monitor campus activity. New cameras have been installed to cover areas where new buildings and accessways are in use.

The previous campus door security system was outdated (23 years old) and was not effective for tracking campus building access activity. The recent system upgrade, 2012, has assisted in the resolution of criminal incidents and protection of the health and safety of students, faculty and staff. The system integrates access control, alarm monitoring, video surveillance, and temperature monitoring, and employs a web-based user interface for ease of use. The new system provides more access points to the buildings for employees, and allows the Public Safety Office a means to quickly lock down the entire campus in the event of an emergency. The project work included replacing door security systems, installing new card readers on fourteen pre-2004 Bond program buildings, enhancing the infrastructure already in place for two new buildings, installing and configuring the system on a local server, and integrating other campus buildings with the system.

PVCC has formed a Threat Assessment Team (TAT). The TAT contributes to a safe and secure learning and work environment by establishing policies and procedures that support early action and intervention in threatening and potentially dangerous situations. The primary goal is to provide early assistance to students or employees in distress and to help prevent situations of concern from becoming more serious.

ECONOMIC IMPACT

One of the major economic benefits for students attending PVCC is tuition savings. At $81 a credit hour, tuition is one-third the cost of a public university and one-eighth the cost of a private school (2013-14).

Arizona Tuition Rates	
Institution	**Tuition (Full-time student/year)**
Maricopa Community Colleges	$2430
Arizona State Universities (average)	$10,044
Arizona Private Universities (average)	$18,353

In addition to tuition savings, PVCC has other economic impacts. PVCC houses one of the local sites for the Small Business Development Center (SBDC). During 2013-14, the SBDC at PVCC facilitated fourteen new business starts, which in turn created thirty-seven new jobs and had a $2.8 million economic impact.

Criterion II

Integrity

Paradise Valley acts with integrity; its conduct is ethical and responsible.

INTRODUCTION

Integrity is one of Paradise Valley Community College's (PVCC) nine Supporting Values. Our commitment to it states, "We value integrity, trustworthiness and ethical behavior in all that we do. We are committed to truthfulness, fairness, and honesty in our internal and external relationships, communications and transactions. We continuously strive to provide objective and balanced assessments of the issues pertaining to our college. We value open, transparent, and democratic decision-making."

PVCC operates with integrity in its financial, academic, personnel, and auxiliary functions by articulating and enforcing fair and ethical policies and processes for its Governing Board, administration, faculty, and staff. Additionally, PVCC presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

The Maricopa County Community College District's (MCCCD) Governing Board is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. Its deliberations reflect priorities to preserve and enhance MCCCD and PVCC. The Governing Board reviews and considers the reasonable and relevant interests of its internal and external constituencies during its deliberations while preserving its independence from undue influence of external parties such as donors, elected officials, or ownership interests when such influence would not be in the best interest of the MCCCD or PVCC. In September 1996, the Governing Board adopted a new governance model entitled "Policy Governance." The Governing Board later modified the model and renamed it "Maricopa Governance." The Governing Board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. Details of the governance model are included in the online Governing Board Policy Manual.

PVCC is committed to freedom of expression and the pursuit of truth in teaching and learning. The college ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. PVCC has and enforces policies on academic honesty and integrity; also, its students are offered guidance in the ethical use of information resources. Finally, PVCC provides effective oversight of and support services for research and scholarship conducted by its faculty, staff and students.

Criterion II: Integrity

POLICIES AND PROCEDURES (2A)

PVCC operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty and staff.

The broad range of policies and procedures of MCCCD assures that all internal and external constituents of PVCC are treated with respect, honesty, and fairness. PVCC, as a college of MCCCD, provides its internal constituents with written policies and procedures that promote clarity, consistency, accountability, and transparency as each constituency fulfills its duties. PVCC likewise ensures a healthy, safe, respectful work environment for its employees, students, and community members by adhering to its personnel and student policies. Training and education in the policies and procedures are primarily conducted by the MCCCD Employee Organizational Learning Team (EOLT). The MCCCD (District) Employee Organizational Learning Team works in partnership with PVCC, its departments and its other work units to provide training and resources throughout the year in a number of areas: career development; diversity and inclusion; health, safety and environmental training; organizational effectiveness; personal effectiveness; supervisor training; technology training; and, wellness. In an effort to improve internal and external operations, the District and college also create a variety of teams, panels, and boards that are responsible for ensuring that policies, procedures, activities, and laws are in compliance. PVCC, together with the MCCCD, upholds and protects its integrity by following all applicable federal, state, local, and MCCCD regulations.

COLLEGE/DISTRICT COMPLIANCES

PVCC operates with integrity by being a good steward of public resources. PVCC values stewardship and honors that value by committing itself to transparency, accountability, efficiency, and effectiveness in the use of resources as it prepares students for their role as productive world citizens.

MCCCD - Acknowledgement and Disclosure

As a way to help employees understand the policies of MCCCD and provide transparency in its actions, each employee annually is required to complete a set of acknowledgements and disclosures reaffirming his or her understanding of and commitment to the policies and regulations of MCCCD. For the most recent academic year, 89.8% of PVCC employees have completed the annual acknowledgements and disclosures.

MCCCD - Legal Issues: Public Sector Employment

As a political subdivision of the state of Arizona, the MCCCD is a government entity. As such, MCCCD and all of its employees–administrators, faculty, and staff–must follow statutory requirements that apply to other government agencies. Therefore, to help employees avoid violating any laws, MCCCD requires this training module about public service requirements in Arizona to be completed by employees.

Employee Group	Completed Disclosure	Number of Employees in Group	Percentage Complete
Athletic Specialist	1	2	50.0%
College Safety	4	5	80.0%
Crafts	2	2	100.0%
Executive (CEC)	1	1	100.0%
Instructional Faculty OYO	3	4	75.0%
Instructional Resid Faculty	90	97	92.8%
Maintenance & Operations	2	5	40.0%
Mgmt, Admin, Tech	44	47	93.6%
Non-Faculty 6>=6 Months	4	5	80.0%
Professional Staff	58	65	89.2%
Service Faculty OYO	1	1	100.0%
Service Resid Faculty	9	9	100.0%
Specially Funded	1	2	50.0%
Grand Total	**220**	**245**	**89.8%**

PVCC Acknowledgement and Disclosure Completion Rates, October 2013

MCCCD - Public Stewardship Online Course

This learning module provides employees with the knowledge, skills, and resources to be effective stewards of public resources as well as to enhance their decision-making skills when faced with ethical situations regarding the use of public resources.

Operational Budget Guidelines and Procedures

Budgetary control is essential to ensure that the college meets its fiduciary responsibilities and strategic goals. In order to maintain transparency, accountability, and efficiency in its fiscal operations, PVCC has a published set of guidelines and reports for its budgeting processes. As part of this process, PVCC submits an annual FTSE (Full-Time Student Equivalent) report to MCCCD which is used by the district to allocate funding.

Criterion II: Integrity

MCCCD Technology Resource Standards

Use of MCCCD's technology resources, including web sites created by MCCCD employees and students, is limited to educational, research, service, operational and management purposes of MCCCD and its member institutions. Likewise, data, voice, images, and links to external sites posted on or transmitted via MCCCD's technology resources are limited to the same purposes.

POLICY AND PROCEDURE MANUALS

In matters of professional conduct and procedure, PVCC, in conjunction with MCCCD, operates under the umbrella of the Maricopa County Community Colleges' Governing Board Policies and the MCCCD's Administrative Regulations, which generally define the roles and responsibilities of board members and employees. However, the following policy and procedure manuals articulate for their particular constituency the roles and responsibilities of that group.

Governing Board Policies and Administrative Regulations

This policy manual provides a comprehensive description of the purposes, operations and obligations of the MCCCD Governing Board. The Governing Board (Board) commits itself to govern lawfully, in a manner that is nonpartisan, with an emphasis on integrity and truthfulness in all of its activities and practices, outward vision, encouragement of diversity in viewpoints, strategic leadership, clear distinction between Board and Chancellor roles, collective rather than individual decisions, and proactive leadership. The policies, administrative regulations, and standard operating procedures articulated in this policy manual provide guidance and instruction to aid Board Members in the performance of their duties. These policies also include the Board Code of Conduct which affirms that the Board expects of itself, as a whole and of its members, ethical, professional, and lawful conduct. This commitment includes proper use of authority and appropriate decorum when acting as Board members.

MCCCD – Blue Book

The Blue Book is a document featuring select Board policies and administrative regulations of MCCCD as well as the All Employee Policy Manual.

MCCCD Grievance Procedures

MCCCD's formal grievance procedure provides a process for employees to voice complaints concerning specific issues related to their employment. The objective is to improve employee-management relations through a prompt and fair method of resolving problems. All actions at any stage of the grievance procedure are characterized by fairness, frankness, courtesy, and respect for the dignity of each individual involved. Employees have the right to file a grievance without prejudice. The employee, their representatives, and their witnesses shall not be subjected to corrective action, harassed, or otherwise unfairly dealt with as a result. The grievance procedure is included in each of the employee handbooks, the Staff Policy Manual and Residential Faculty Policies.

MCCCD Social Media Policy

Adopted November 7, 2011, this administrative regulation establishes standards for employees, students, and Governing Board members who create, administer, or post to social media pages on behalf of MCCCD with the use of public resources. These policies are seen as supplementing, and not in lieu of, existing Governing Board policies and regulations, official public stewardship responsibilities, technology resource standards, marketing and communications guidelines, and other applicable laws and administrative standards. This policy asserts the importance of respect for the privacy of others when using social media in the context of the educational setting. When posting photographs, videos, quotes or recorded statements of individuals on MCCCD social media pages, forms that authorize the MCCCD (including its colleges and related entities) may be required for their use. PVCC supplemented the administrative regulation with standards and procedures for posting to social media.

MCCCD Residential Faculty Policies (RFP)

The RFP is an annually negotiated affirmation of the policies, roles and responsibilities, administrative regulations, and standard operating procedures for residential and appointive faculty in MCCCD. As part of the annual process to review and amend the RFP, MCCCD and the Maricopa Community Colleges Faculty Association (MCCFA) have adopted Interest-Based Negotiation in the Meet and Confer process.

MCCCD-Staff Policy Manual

The Staff Policy Manual, made effective May 2013, contains employee policies applicable to appointed, classified and non-classified non-faculty employees. These policies provide information regarding recruiting, selection and hiring, and employment-including equal opportunity employment, compensation and hours of work, leaves of absence, benefits, employee safety and wellness, workplace procedures, employee conduct, and discipline and appeals.

MCCCD Public Safety Police Manual

This manual provides Department of Public Safety personnel with clear expectations and uniform procedural guidelines for the administration of public safety within the MCCCD.

MCCCD Adjunct Faculty Employee Handbook

This handbook contains personnel policies and references to administrative regulations applicable to persons employed in an instructional or service capacity on a part-time, semester-to-semester basis (Adjunct Faculty) by the MCCCD.

PVCC Adjunct Faculty Handbook

This handbook articulates the policies, procedures, and guidelines for adjunct faculty specifically working at PVCC.

Criterion II: Integrity

PVCC – Diversity and Inclusion and the Employment Process Training

All Management, Administration and Technology (MAT), Professional Staff Association (PSA) and Maintenance & Operations (M&O) search committees participate in an orientation session that includes a module on diversity and inclusion in the hiring process.

PVCC 2013-2014 Student Handbook

The PVCC Student Handbook articulates policies applicable to students as well as rights and responsibilities of students.

STATE AND FEDERAL COMPLIANCES

PVCC, together with the MCCCD, upholds and protects its integrity by following all applicable federal, state, and local laws. PVCC and MCCCD provide the appropriate training for its employees in order to ensure compliance at all levels of its operations.

Family Educational Rights and Privacy Act (FERPA)

A FERPA Tutorial provides information regarding access to and the release of student records. FERPA places restrictions on the release of student records and all employees who access student records are required to complete the online tutorial.

Notice of Americans with Disabilities Act (ADA)/ Section 504 of the Rehabilitation Act/Title IX Coordinator

Under the ADA and Section 504, MCCCD recognizes the obligation to provide overall program accessibility throughout its locations for disabled individuals. The designated ADA/504/Title IX Coordinator at each college/center will provide information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities. Likewise, under Title IX, there is an obligation to provide services and program accessibility in a gender-neutral manner. In accordance with all applicable federal, state, and local regulations, MCCCD maintains and updates its Affirmative Action Plans (AAPs) on an annual basis. Copies of the AAP are distributed to the Governing Board and CEC members by December 31st of each year. They include the AAP for Minorities and Females, the AAP for Individuals with Disabilities, and the AAP for Other Eligible Veterans, Special Disabled Veterans, and Vietnam Era Veterans. At PVCC, the Title IX Coordinator is the Vice President for Student Affairs.

ARS 13-2308

This law, passed by the Arizona State Legislature in 2010, became effective July 29, 2010. However, due to lawsuits, many of the provisions of the law have been put on hold for the time being and are not enforceable until further notice. The portions of the law currently in effect provide for the following:

- Prohibits public entities like MCCCD from limiting enforcement of federal immigration laws.
- Permits any legal resident to sue a public entity like MCCCD for adopting a policy restricting enforcement of federal immigration laws to less than the fullest extent permitted by federal law.
- Makes it a crime for a person who is violating some other criminal offense to transport or harbor an unlawfully present alien or encourage or induce an unlawfully present alien to come to or live in Arizona.
- Amends existing law permitting removal or impoundment of a vehicle to permit impoundment of vehicles used in transporting or harboring unlawfully present aliens.
- Makes it a crime to stop a motor vehicle to pick up day laborers and for day laborers to get into a vehicle if it impedes the normal movement of traffic.
- Amends existing law that requires every employer to verify the employment eligibility of a hired employee through e-verify to require that the employer keep a record of the verification for the duration of the employee's employment or at least three years, whichever is longer.

As of Jan. 1, 2008, MCCCD is participating in the E-verify program. MCCCD will provide the Social Security Administration (SSA) and, if necessary, the Department of Homeland Security (DHS) with information from each new employee's Form I9 to confirm work authorization. Policy A-23 of the Staff Policy Manual provides a complete explanation of MCCCD's compliance practices.

ARS 1-501 & ARS 1-502

Under this law passed in 2009, MCCCD, in administering any "federal public benefit" or "state or local public benefit," must require each person who applies for the benefit to submit one of 12 specific types of documents to demonstrate lawful presence in the United States. That person must also sign a sworn affidavit stating that the documents are true. Failure of an MCCCD employee who administers that MCCCD benefit to report "discovered violations of federal immigration law" is a class 2 misdemeanor. The employee's supervisor is also guilty of a class 2 misdemeanor if he or she knew of the failure to report and failed to direct the employee to do so.

ARS15 1464 and 15 1466

State financial allocations for student enrollment are calculated according to state statute. MCCCD submits an annual FTSE report to the state for this purpose. State appropriations constitute approximately one percent (1%) of MCCCD's total budget.

Deferred Action for Childhood Arrivals (DACA)

Participants in DACA are eligible to receive employment authorization documents from the U.S. Citizenship and Immigration Services (USCIS). Section 1-502 of Arizona Revised Statutes specifies that people who can present this document to a college within MCCCD can satisfy the requirements to be considered for resident tuition. In partnership with members of the President's Community Advisory Council, PVCC staff has provided workshops in the Palomino community to instruct students on the DACA application process and the college's admission and registration processes. Since DACA's inception, PVCC has had 40 students directly benefit from this compliance.

Criterion II: Integrity

Citizenship/Legal Status Compliance

Proposition 300, passed by Arizona voters in November 2006 as ARS15-232, stipulates that college students who are not legal United States citizens or are without lawful immigration status must pay out-of-state tuition, and that persons who are not United States citizens and who are without lawful immigration status are not eligible for financial assistance using state money.

Students are required to demonstrate citizenship or legal status when they enroll at any MCCCD College or Skill Center. To qualify for in-state tuition and state financial assistance, students must provide documentation as proof of lawful presence in the United States. Acceptable documents include a birth certificate, an Arizona drivers license or ID card issued after 1996, or official immigration papers. Immediately following the passage of Proposition 300 in 2006, MCCCD established the policy of accepting the I-766 employment authorization as evidence of lawful presence under the Illegal Immigration Reform and Immigrant Responsibility Act. In compliance, PVCC has implemented identity and legal status checks in its admissions and hiring practices.

Sexual Harassment Policy for Employees and Students

The policy of the MCCCD is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law.

Family Medical Leave Act (FMLA)

Family Medical Leave, as required under the Family Medical Leave Act of 1993, is provided to eligible employees for up to 12 work weeks within a 12-month period for any of the following reasons:

- The birth or care of a newborn child.
- The adoption or foster care placement of a child with the employee.
- The care of an immediate family member (child, spouse, or parent) with a serious health condition.
- The employee's own serious health condition that makes the employee unable to perform the functions of his or her job.

Affordable Health Care Act (ACA)

In order to continue to utilize the valuable services of our dedicated temporary employees and adjunct faculty in a fiscally responsible way and comply with the Affordable Care Act, MCCCD implemented a policy effective July 1, 2014, that limits the number of hours temporary employees may work to a maximum of 25 hours per week. In addition, MCCCD strictly enforces our long-standing load limit of 9 hours per term (with a limited exception of an additional 3.0 load hours in certain circumstances) for adjunct faculty. For those who serve as an adjunct and perform other temporary work, the maximum permissible work hours per week are 25, calculated by multiplying the load hour times 2, plus any temporary hours per week, to total no more than 25 hours per week.

Clery Code

In accordance with United States Code section 1092(F), known as the "Jeanne Clery, Disclosure of Campus Security Policy and Campus Crime Statistics Act", and the Code of Federal Regulations, PVCC discloses its security policies and annual crime statistics for the most recent calendar year and the two preceding calendar years to all current students and employees and to any prospective students or employees on its web site.

Copyright Guidelines

Copyright law protects rights in many forms of creative works. The U.S. Constitution prescribes that copyright law in this country is under the jurisdiction of the federal government. Many essentials of copyright law are found in the Copyright Act, 17 U.S.C. § 101 et seq. A Copyright tutorial provides information regarding MCCCD copyright compliance.

Employee Safety and Health Program

Per Arizona Revised Statute (ARS) §23-403, each employer shall furnish to each of its employees employment and a place of employment which are free from recognized hazards that are causing or are likely to cause death or serious physical harm to its employees. Each employer shall comply with occupational safety and health standards and all regulations and orders issued pursuant to this article. ARS §23-404 requires each employee to comply with occupational safety and health standards and all rules, regulations, and orders issued pursuant to this article that are applicable to an employee's own actions and conduct.

OSHA Compliance Team (OCT)

MCCCD places a high priority on the safety and health and of its employees and regards safety and health as a fundamental value of the institution. MCCCD is committed to supporting the safety and health of its employees by instituting and maintaining a program that provides adequate systemic policies, procedures, and practices to protect its employees from, and allow them to recognize, job-related safety and health hazards.

Maricopa Equal Employment Opportunity (EEO)/Non-discrimination Policy

MCCCD values diversity and inclusiveness and commits itself to the principle that all students and employees should be treated with respect, dignity, and equity. In 2011, gender identity was added to MCCCD nondiscrimination policy. Adding gender identity to the policy ensures that trans-identified employees and students will be treated equitably and protected from discrimination and harassment.

OVERSIGHT

In an effort to ensure integrity and improvement of internal and external operations, MCCCD and PVCC create a variety of teams, panels, and boards who are responsible for ensuring that PVCC is in compliance with all policies, procedures, activities, and laws. Training is also available in a variety of formats to employees to provide them with knowledge, skills, and understanding of policies, procedures, and laws.

Criterion II: Integrity

MCCCD - Community Blue Ribbon Panel

Chancellor Rufus Glasper appointed a Community Member Blue Ribbon Panel (Panel) on Internal Controls for the MCCCD on November 17, 2006. Chancellor Glasper convened this Panel of community members to consider internal controls over select business operations. Many of the issues that were reviewed were findings from the District's own internal audits or recent reviews. Chancellor Glasper charged the Panel with making recommendations related to the District's internal controls in an effort to improve operations and better safeguard the public's assets. Recommendations of policy change reported in the Blue Ribbon Panel Report addressed ethics policies and mandatory ethics related training; disclosures of conflicts of interest related to finances, nepotism, and special services employment; a "no tolerance" policy regarding employment standards; enrollment irregularities; whistleblower policies and the Ombudsperson Office; internal audits; the handling of cash; travel; the use of facilities; and, the issue of pay while on FMLA (Family Medical Leave Act). As a result of the report, a number of new internal control policies were implemented. Employees are now required to complete ethics training and annual disclosure forms that address conflicts of interest related to finances, nepotism, and special services employment.

MCCCD - Office of Public Stewardship (OPS)

The MCCCD Office of Public Stewardship (OPS) was established in order to consolidate resources and formalize administrative responsibility for services that are related to stakeholder accountability. The OPS is responsible for the Maricopa Concernline, Citizens' Ombuds Services, Employee Ombuds Services, Public Records Disclosures, and Maricopa Governance. Annual reports for this office are available on their website. In addition, the OPS is responsible for establishing procedures for the administration of the MCCCD Tuition Waiver Program and monitoring the use of waivers by employees, dependents of employees, and non-employees authorized by state statute to attend our colleges on a waiver. The OPS is committed to demonstrating key policy values such as honesty, integrity, responsibility, and stewardship by assisting both internal and external constituents in identifying and utilizing the proper mechanisms to obtain information and resolve concerns.

MCCCD – Human Resources Solutions Center

The MCCCD HR Solutions Center provides timely, expert advice and counsel to college and district constituencies in the areas of policy interpretation, regulatory compliance, performance management, employee inclusion and engagement, and diversity. The MCCCD HR Solutions Center specifically oversees the provision of a facilitation and conciliation service to employees, managers and/or departments to promote a collegial, respectful, and safe working and learning environment. The facilitation and conciliation service is a component in creating an environment that supports excellence by addressing and resolving issues so employees are focused, energized and empowered to do their best work. It assumes that people of good will can work things out when well coached. MCCCD utilizes the Interest-Based Negotiations (IBN) approach to facilitation and conciliation. This approach encourages the parties to meet with a facilitator and together advocate for their interests, educate one another on the issues, jointly determine objective solution criteria, create multiple options before determining possible solutions, choose the option which best meets the identified interests and criteria, and build working relationships through conflict resolution.

PVCC - President's Leadership Team (PLT)

The President's Leadership Team meets weekly to discuss and act upon college-wide issues. Meeting minutes and related information are available through the PVCC SharePoint site under Committees. A primary focus of the team is to develop strategies to enhance learning throughout the college and improve student success. Additionally, PLT has oversight responsibilities to ensure the integrity of operations across PVCC.

PVCC - Budget Development Steering Team (BDST)

The Budget Development Steering Team (BDST) has oversight responsibilities to ensure the integrity of PVCC's budget processes. BDST reviews college-wide budget requests and verifies that the requests are in alignment with the strategic plan, operational plans, and budget focus of the college; it also prioritizes and makes recommendations to the President regarding budget requests for Funds 1, 2, and 7, including minor remodeling and grounds projects. Recommendations made to the President are also presented to the Strategic Planning Steering Team and College Leadership Council as information items. Meeting minutes and related information are available on the PVCC SharePoint site under Committees.

PVCC - College Leadership Council (CLC)

The College Leadership Council serves as the primary communication channel to and from the college's internal stakeholders with respect to college-wide initiatives, issues and opportunities. It advises the President with respect to the improvement of college policies, procedures, programs/services, and practices within the context of PVCC's Strategic Goals and Planning Priorities. Additionally, it engages in analysis and discussion of college issues and contributes to the continued development of the internal college community based on the principles of mutual respect, integrity, trust and participative management. Meeting minutes and related information are available on the PVCC SharePoint site under Committees.

PUBLIC FACE (2B)

*PVCC presents itself clearly and completely to its students and to the public with regard to its
programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

The Institutional Effectiveness Student Disclosures webpage provides full disclosure of PVCC's federal compliances and accreditation relationships. Additionally, the Community link from PVCC's homepage takes interested constituents to a menu of information items including Accreditation, PVCC's Organizational Chart, and PVCC's Mission Documents.

The Institutional Effectiveness College Scorecard webpage provides demographic data about PVCC's students, courses, and constituents.

The online Student Handbook provides information to students regarding campus services, the current academic calendar, conduct regulations, and other pertinent policies and procedures.

Criterion II: Integrity

The online Catalog provides a complete list of PVCC's degrees/certificates and their requirements, programs, course descriptions, and the credentials of faculty and management personnel.

The Degrees and Certificates webpage provides a complete list of the transfer and occupational degrees and certificates along with their requirements.

The College Tuition Costs link on the Welcome Center webpage provides a complete list of tuition and fees. Additionally, the MCCCD Tuition Information webpage provides the same information for students accessing PVCC through the MCCCD's My Maricopa webpage. The Net Price Calculator is available on PVCC's Paying for College webpage.

PVCC's Marketing and Communications Office provides leadership in planning and implementing strategic marketing, advertising and public relations programs to support enrollment goals, strengthen institutional identity, and communicate to stakeholders. PVCC ensures that it represents itself accurately and clearly to the public, prospective students and its employees. The Marketing and Communications Office oversees official college publications and works with departments to insure accuracy of information conveyed. The office ensures that all legal requirements on communications are accurate and up to date and collaborates with the District Office to maintain accuracy and consistency of information. The college employs numerous communications platforms, including the college website and a robust suite of social media platforms (Points of Pride Blog, Facebook, Twitter, Instagram, Pinterest), to communicate policy and program-related information to the public. Student broadcast email and text messaging are also used to convey official information regarding deadlines, course offerings, campus events, and student success workshops. This allows the college to contact all students in a consistent and timely manner. YouTube.com/PVCCRocks was established in 2013. The dedicated PVCC channel features videos that showcase student and program success, event coverage, and the President's Blog, "What's On My Mind".

Internal communications platforms include rotating slide presentations on 20+ wall-mounted, flat screen televisions located throughout the college that promote upcoming events, deadlines, and other information of interest and importance to the college community. Faculty and staff post items of interest and importance in The Daily Growl, an internal college e-newsletter delivered electronically daily to all college employees. College news generates coverage in local and national publications and broadcast media; links to coverage are made available via the Points of Pride Blog and The Daily Growl.

Comprehensive marketing campaigns reflect the diversity of our student body, promote access, and encourage potential students to further their education at PVCC. Major components include:

- Press releases.
- Campus visual identity – pole banners that showcase student success.
- Print advertising.
- Web ads.
- Schedule Preview mailed each semester to 33,000 households with at least one person who has a high school diploma and some/no college.
- Radio campaigns in English and Spanish.
- Targeted television campaigns.

- Mall display advertising.
- Electronic billboards at targeted locations.
- Program-specific brochures.
- Collateral Emergency Communications - The college utilizes a number of emergency notification systems: 1) RAVE – opt-in emergency notification system that sends text and email announcements; 2) social media platforms; 3) broadcast emails; and 4) website.

GOVERNING BOARD OPERATIONS (2C)

The governing board of the Maricopa County Community College District is sufficiently autonomous to make decisions in the best interest of PVCC and to insure its integrity.

The operations of the MCCCD Governing Board are described in the Governing Board Online Policy Manual, a regularly reviewed and amended document. Recent revisions to the policies took place in 2011. In 2009 the operations of the MCCCD Governing Board garnered the attention of the Higher Learning Commission. Earlier that year, the Governing Board had amended the Maricopa Governance Policy to provide the Board with the individual or collective opportunity to become involved in operational functions of the district office and/or colleges. This change in policy resulted in a complaint being filed with HLC expressing concerns regarding the Governing Board's policy-governance role. In September 2009, the Chancellor brought in a team consisting of HLC consultant evaluators and retired community college trustees to assess the allegations made in the complaint. The team visited the MCCCD in September 2009.

The independent consulting team's report identified a number of concerns. During a series of retreats that began in November 2009 and occurring over a six month period, the Board addressed the concerns raised by the Team Report. In June 2010, the complaint against the Governing Board achieved closure when Board members voted to rescind the controversial changes adopted in 2009. Following the vote, the Chancellor submitted a report of the MCCCD's actions to the HLC's Vice President for Legal and Governmental Affairs. The report was accepted. The HLC Vice President for Legal and Governmental Affairs stated in response, "Over the last few months, the Board has taken several positive steps to ensure ongoing compliance with the Commission's Criteria for Accreditation…. Based on the reports you have made, I consider the concerns raised in the complaint to be appropriately addressed."

PVCC Communicates

PVCC recognizes the critical role of communication for its efficient and ethical operation. The Marketing & Communications Department oversees official college publications, works with departments to insure the accuracy of information conveyed, and ensures that all legal and ethical requirements of communications are met. PVCC employs numerous communications platforms, including the college website and a robust suite of social media platforms to communicate policy and program-related information to its constituents. Student broadcast email is used to convey official information regarding deadlines, course offerings, campus events, and student success workshops.

YouTube.com/PVCC Rocks, established in 2013, is a dedicated PVCC channel featuring videos that showcase student and program success, event coverage, and the President's Blog, "What's On My Mind." Internal constituents like faculty and staff post items of interest and importance in The Daily Growl, an internal campus e-newsletter delivered electronically to all campus employees. External constituents are kept informed of PVCC's operations and accomplishments by way of the Points of Pride Blog, the campus' blog, and public meetings like those of the MCCCD Governing Board, public forums and news releases.

PARADISE VALLEY COMMUNITY COLLEGE

Criterion II: Integrity

Currently, the MCCCD Governing Board is undergoing a significant change in its make-up. Effective June 20, 2012, the term length for Governing Board members was changed from six years to four years (Arizona Revised Statue 15-1441). Moreover, beginning in 2014, two additional at-large positions will be added to the Board via county-wide elections.

The Governing Board states in its Governance Commitment:

> The purpose of the Board, on behalf of the residents of Maricopa County, is to ensure that the Maricopa County Community College District a) achieves appropriate results for the community (as specified in Board Outcomes Policies), and b) avoids unacceptable outcomes and situations, with a strategic perspective through a continually improved commitment to its vision, mission, and values.

Though its responsibilities, considerations, and deliberations are focused on the entire MCCCD, by extension the Board is operating to preserve and enhance PVCC. Examples of previous Board minutes and Board agendas testify to the relevance of the Board's deliberations and considerations.

In Section 4.7 - Board Linkage With the Community in its Online Policy Manual, the Board makes the following commitment to hearing input from its various constituencies:

> The Governing Board represents all Maricopa County residents in the governance of the district. As "owner-representative" the Board will devote time and energy to hearing from a spectrum of residents.

> Mechanisms will be designed, as the Board deems necessary and/or appropriate, to hear from a representative sample of all residents.

> Student commentary in their role as consumers of district services will be assured a respective hearing by the Chancellor and staff.

> As consumers, students deserve fair and timely response to their concerns or grievances.

> Student commentary in their role as "consumers" of the district will be given specific and serious consideration by the Board, particularly in the formulation of the Board's "Outcomes" policies.

> The Board's annual cycle of reviewing and reconsidering Outcomes will include a plan for garnering and incorporating resident input into that process.

> Residents' input will be extensive and ongoing, not a sporadic or infrequent process.

Furthermore, Section 4.5 of the Governing Board's Online Policy Manual, states regarding meetings of the board:

Strategic Conversations, Work Sessions, and Community Forums - The Board will participate in meetings that are designed to discuss specific issues or topics and to gather community input regarding the Maricopa County Community College District. Opportunities will be presented either as Strategic Conversations, Work Sessions, or Community Forums and will be held on a date established by the Board. Such meetings will either be held at the District Office or at community sites within the District. The time and location for such meetings will be posted at least 24 hours prior to the established date.

An example of this type of consideration of constituent input occurred at the February 14, 2014 Board meeting during which time a "Conversation with Faculty" occurred to discuss issues surrounding academic freedom.

The Board routinely hears internal and external constituent input during the "Community Linkage" portion of its agenda.

Section 4.10 - Board Members Code of Conduct in its Online Policy Manual articulates the Board's commitment to unbiased operations and decision-making.

In Section 3.3 - Delegation to the Chancellor of its Online Policy Manual, the Board articulates its commitment to proper delegation of duties for the day-to-day operations of MCCCD through the Chancellor.

The distribution of responsibilities as defined in governance structures, processes and activities is understood and implemented through delegated authority throughout the MCCCD and PVCC as follows:

The Chancellor

The Chancellor, as chief executive officer, is accountable to the Governing Board acting as a body. Per Governing Board policy 3.2: Board-Staff Relations - Accountability to the Chancellor, all authority and accountability of District staff are the responsibility of the Chancellor. The implementation of the administrative regulations and development of resulting procedures are delegated by the Chancellor to appropriate personnel (i.e., college presidents, vice chancellors and their designees).

The Chancellor's Executive Council

The Chancellor's Executive Council is composed of the Chancellor, the Executive Vice Chancellor and Provost, the Vice Chancellors, the College Presidents, the District Faculty Senate President, and the District Faculty Senate President-Elect.

Criterion II: Integrity

While administrative responsibilities for the day-to-day operations at PVCC are delegated from the Governing Board to the Chancellor and then to the PVCC President, the Board delegates authority for academic matters to the faculty. The articulation of that authority is found in the annually ratified Residential Faculty Policies (RFP):

> 3.1. Instructional Rights/Academic Freedom
>
> Faculty will determine curriculum and relevant subject matter for courses, recommend the appropriate pedagogy, textbooks, and other materials relevant to teaching their subject.
>
> Faculty shall maintain the right and responsibility to determine grades and other evaluations of student performance.

Adjunct faculty have similar rights as articulated in the Adjunct Faculty Employee Handbook.

> L. Grading Rights and Responsibilities
>
> Adjunct Faculty shall maintain the right and responsibility to determine grades and other evaluations of student performance within the parameters and guidelines of applicable disciplinary/professional standards, District policies, and administrative regulations. Grades shall be submitted by the last day of the term or as otherwise directed by the Division/Department Chair. If an Adjunct Faculty's employment ends prior to the end of a course, grades to that point will be turned over to the Division/Department Chair in a timely and effective manner.

One specific mechanism created to ensure faculty control of academic matters in the MCCCD is the Instructional Council. Instructional Councils (ICs) are discipline-specific groups (defined officially by section 1.2.16 of the Residential Faculty Policies) composed of one voting faculty representative from each of the Maricopa County Community Colleges. Each IC is assigned a unique number referred to as a council code. The IC's purpose is to facilitate communication among faculty at the different colleges in the oversight of the MCCCD's common course bank and shared instructional programs. The subjects taught are divided among the ICs in a discipline-specific manner; an IC code is assigned to each subject/discipline. The ICs coordinate the origination, development, and revision of the MCCCD's educational offerings, including dual enrollment. This ensures faculty leadership in the curriculum process and ownership of a quality product. In 2011, a Memorandum of Understanding was signed by all MCCCD colleges addressing compliance with the MCCCD Dual Enrollment Program Academic and Service Standards.

The ICs also play an essential role in ensuring the transferability of MCCCD courses and in the acquisition and retention of Arizona General Education Curriculum (AGEC) General Studies designations. Additionally, they provide content area guidance in the development of educational partnership agreements with public and private institutions. ICs are a primary mechanism for ensuring a dynamic and faculty-owned curriculum for MCCCD. Their work is critical to the quality, diversity, and relevance of MCCCD's curriculum and to maintain a repository with the Center for Curriculum and Transfer Articulation (CCTA) that accurately reflects the current content and instructional objectives of courses and programs.

ACADEMIC FREEDOM AND INTEGRITY (2D and 2E)

PVCC is committed to freedom of expression and the pursuit of truth in teaching and learning.

PVCC ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

ACADEMIC FREEDOM

PVCC's commitment to freedom of expression and the pursuit of truth in teaching and learning is supported by a number of MCCCD policy manuals and handbooks.

The Governing Board articulates in several sections of the MCCCD Board Policies and Administrative Regulations its commitment to the protection of academic freedom:

4.4 Technology Resource Standards - Introduction

The Maricopa County Community College District (MCCCD) provides its students, employees, Governing Board members and the public with access to information resources and technologies. MCCCD recognizes that the free exchange of opinions and ideas is essential to academic freedom, and the advancement of educational, research, service, operational, and management purposes, is furthered by making these resources accessible.

4.2 Social Media – Introduction (from Office of Public Stewardship)

Nothing contained in this regulation shall be construed as denying the civil and political liberties of any person as guaranteed by the United States and Arizona Constitutions, nor does it seek to impede upon the tenants of academic freedom that are extended to faculty.

The protection of academic freedom for Residential Faculty is articulated in the Residential Faculty Policies (RFP):

3. RIGHTS OF MEMBERS

3.1. Instructional Rights/Academic Freedom

Faculty are entitled to instructional freedom in discussing their subject with students, and they should exercise their best effort to ensure topics are relevant to their subject.

Outside of class, when Faculty express themselves as citizens or as public employees, they shall be free from institutional censorship or discipline. When acting as citizens, Faculty will exercise their best efforts to indicate that they are not speaking for the institution and to conduct themselves as scholars and representatives of higher education. When acting as public employees, Faculty will be allowed to speak freely on all matters of institutional governance, as is necessary to support a robust system of shared governance.

Criterion II: Integrity

Faculty are entitled to freedom in research and in the publication of the results consistent with the provisions of Section 3.2.

These same protections are articulated for Adjunct Faculty in the Adjunct Faculty Employee Handbook:

K. Academic Freedom, Freedom of Research and Publication

Adjunct Faculty are entitled to freedom in the classroom in discussing their subject, and should exercise every reasonable effort to ensure topics are relevant to the subject. Adjunct Faculty are entitled to freedom in research and in the publication of the results within the parameters and guidelines of the law and applicable MCCCD policies and administrative regulations.

M. Representing Higher Education

When speaking as citizens, Adjunct Faculty will make reasonable efforts to indicate that they are not speaking for the institution, and endeavor to conduct themselves as scholars and representatives of higher education by being accurate, respecting the opinions of others, and showing appropriate professional restraint.

So strong are the institutional supports for protections of freedom of expression and the pursuit of truth at PVCC that there are no formal grievances on file over the past ten years related to violations of or impingements on academic freedom at PVCC.

ACADEMIC INTEGRITY

The Residential Faculty Policies (RFP) establishes clear policies on academic freedom, academic integrity, and research ethics guidelines for faculty. Appendix H – Professional Code of Ethics of the RFP states:

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to continuously developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty.

Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage and protect the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

The Student Handbook details student conduct rules and policies regarding academic honesty and integrity in section 2.3.11. The MCCCD Student Code of Conduct in the College Catalog iterates the same rules and policies. PVCC provides an explicit "Definition of Plagiarism" which instructors attach to the syllabi distributed to students in their courses. The definition reads:

> Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the Internet and not properly identified is also considered plagiarism.

The PVCC Library hosts various workshops and has created various web-based resources addressing plagiarism, academic honesty and integrity. Additionally, the PVCC Library publicly affirms its commitment to copyright law (Title 17 U.S. Code) governing the making of copies of copyrighted material. Students are expected to comply with the provisions of the Copyright Act of 1976 pertaining to photocopying of printed materials, copying of computer software and videotaping. In order to assist students in complying with the Copyright Law, appropriate notices are placed on or near all equipment capable of duplicating copyrighted materials.

MCCCD Technology Resource Standards (AR 4.4)

When using computers at PVCC, community members, students, and employees agree to the following MCCCD ethical use statement during log-on:

> This computer is for use by authorized users only and limited to activities authorized by the Maricopa County Community College District (MCCCD). Unauthorized access, use, and/or modifications are prohibited.

Individuals using this computer system without authority, or in excess of their authority, or in violation of MCCCD policies, may be subject to:

- Disciplinary action, up to and including termination;
- Civil liability; and/or,
- Criminal prosecution.

Further information about users' responsibilities and prohibited conduct are outlined in the MCCCD Technology Resource Standards. Technology resources, as identified in the Standards, (including, but not limited to, desktop and laptop systems, printers, central computing facilities, District-wide or college-wide networks, local-area networks, access to the Internet, electronic mail and similar electronic information) of the Maricopa County Community Colleges District are available only to authorized users, and any use of those resources is subject to the Technology Resource Standards. All users of Maricopa's technology resources are presumed to have read and understood the Standards. While the Standards govern use of technology resources District-wide, an individual community college or center may establish guidelines for technology resource usage that supplement, but do not replace or waive, these Standards.

Services and User Policies- Buxton Library

The PVCC Library also enforces the MCCCD Technology Resource Standards and the PVCC Workstation Security Procedures established for college computer users. These standards apply to the Library's open lab and laptop use via the PVCC Wi-Fi.

The PVCC library keeps abreast of any legal changes that might occur that affect the library and its users. Library personnel address legal issues during meetings with colleagues, through the DLC-District Libraries Consortium, through District Legal, and finally with PVCC administration.

Criterion II: Integrity

MCCCD Libraries affirm the concept of intellectual freedom and the right of library users to use materials, facilities, or services without intimidation. In supporting library users' rights to privacy and confidentiality, MCCCD Libraries are adhering to the "right to read" implicitly guaranteed in the First Amendment of the United States Constitution, the Arizona Revised Statutes 41-1354 (Privacy of User's Records), and the American Library Association (ALA) Library Bill of Rights. As stated in the ALA Code of Ethics, libraries "protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted." This includes circulation records, database searches, reference interviews, interlibrary loan records, and all other personally identifiable uses of library materials, facilities or services. An individual's use of library materials or services will not be disclosed to anyone other than that individual, to persons authorized by that individual, or to library personnel acting within the scope of their duties, except as required by law as outlined in "Law Enforcement Inquiries: Guidelines for MCCCD Library Staff".

MCCCD Institutional Review Board (IRB)

The MCCCD IRB ensures that human-subject research activities conducted under the oversight of the organization will be conducted in accordance with applicable federal law and regulations that include but are not limited to Federal Regulations (45CFR46, 160 and 164, and 21CFR56), applicable Arizona state statutes and regulations, the principles of The Belmont Report, and MCCCD policy and regulations. Each year the IRB provides a report to the Chancellor's Executive Council and Governing Board that includes a review of the progress and outcomes of the IRB and recommendations to improve its processes.

The IRB is composed primarily of faculty members from disciplines in which research involving human subjects is integral to that discipline's work, administrators who have responsibility for research, institutional researchers, and members from the community. The human-subject review process is administered through the IRB Office.

All research activities involving the use of human subjects must be reviewed and approved by the IRB before data collection can begin. Investigators may not solicit subject participation or begin data collection until they have received written approval from the IRB.

ENFORCEMENT

In the last three years there have been seventy-five student-related incident reports of violations of academic honesty and integrity at PVCC. Approximately twenty-five percent have been referred to PVCC's Dean of Student Affairs for disciplinary action. The protocols and policies for student disciplinary action are outlined in Section 2.5 Student Rights and Responsibilities, subsection 2.5.1 Disciplinary Standards and subsection 2.5.2 Student Conduct Code in the MCCCD Governance Policy. For reasons of confidentiality, the specific details of these and other disciplinary proceedings cannot be cited in this report. Any incidents of administrative, staff or faculty disciplinary action are similarly withheld from this report.

Puma Press editors applying the "Cannons of Journalism." (Truthfulness, Accuracy, Objectivity, Impartiality, Fairness and Public Accountability.)

Criterion III

Quality

Paradise Valley Community College provides high quality education, wherever and however its offerings are delivered.

INTRODUCTION

The quality and learning goals of Paradise Valley Community College's (PVCC) programs and curricular offerings are consistent whenever, wherever, and however they are delivered. PVCC's degree and certificate programs are articulated clearly and differentiated from each other; additionally, courses and programs are current and appropriate to the degree or certificate awarded.

PVCC demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. Its General Education program articulates its purposes, content, and learning outcomes clearly and is appropriate to the college's mission, offerings, and degrees. Every degree program offered at PVCC engages students in collecting, analyzing, and communicating information and in mastering modes of inquiry or creative work that incorporates skills adaptable to an ever-changing world and diverse environments. Additionally, PVCC's faculty and students contribute to scholarship, creative work, and the discovery of knowledge.

PVCC has the qualified faculty and support staff needed to ensure the delivery of high-quality educational programs and support services. Evidence of this is seen in the appropriate level of faculty staffing, faculty credentialing, on-going faculty evaluation, faculty professional development and insured student access to faculty. Additionally, staff members providing support services are appropriately qualified, trained and similarly supported in their professional development.

PVCC also provides support services, preparatory instruction, initial placement and academic advising that are suited to student academic and matriculation needs while addressing the requirements of PVCC's programs. To both students and instructors, PVCC provides the infrastructure, resources and training that effectively support teaching and learning.

Additionally, PVCC fulfills the claims it makes for an enriched educational environment. Its co-curricular programs are suited to its mission and contribute to the educational experience of its students.

A number of significant changes at PVCC have impacted the delivery of quality education. First, to meet the needs of increasing enrollment and the introduction of new programs, the number of residential faculty has increased 8.1% (98 to 106) and adjunct faculty have increased 38% (347 to 479) between 2005 and 2013. In order to meet emerging workforce needs, Paramedic and Nursing degree programs have been added. Additionally, faculty staffing is currently undergoing significant change as the Maricopa County Community College District (MCCCD) implements the 60:40 Faculty Ratio over the next eight years. This target ratio represents the percentage of full-time faculty to percentage of part-time faculty teaching credit courses. Coinciding with the changes in the faculty ratio, a new, more rigorous tenure review process was approved in 2013. This new process, Peer Assessment and Review (PAR), will be implemented beginning fall 2014.

EVIDENCE

It is important to note that transfer degrees and all courses taught at PVCC are official curriculum of the MCCCD and, therefore, available at other MCCCD colleges. However, some AAS and certificate programs are available only through PVCC. A comprehensive list of the degrees and certificates available at PVCC, including those unique to the college, is available.

Criterion III: Quality

CURRENCY AND STANDARDS OF PERFORMANCE (3A)

PVCC's degree programs are appropriate to higher education.

Oversight for currency and standards of performance is maintained in three ways: The expertise (especially for academic programs) of faculty that is documented and assessed through program reviews, Instructional Councils and Advisory Committees.

PROGRAM REVIEW

Program reviews promote quality programs through peer review and self-evaluation. The program review process analyzes data to inform ongoing improvement that enhances student learning, success, and completion. The process recognizes achievements and successes that occur at the program level and progress that is made in support of the college's strategic plan, performance measures, and accreditation criteria. Program review facilitates the development of action plans for program improvement from identified strengths, weaknesses, opportunities, and threats. Finally, program review celebrates and publicly reports program summaries within the campus community. An extensive analysis of processes and results of program review is found in Chapter 7 under "Program Review". In addition to program review, Nursing utilizes course and program evaluations derived from direct student feedback as part of its quality assurance.

INSTRUCTIONAL COUNCILS

Instructional Councils (ICs) are discipline-specific groups composed of one voting faculty representative from each of the MCCCD colleges. An IC's purpose is to facilitate communication among faculty at the different colleges in the oversight of MCCCD's common course bank and shared instructional programs. The IC coordinate the origination, development, and revision of the MCCCD's educational offerings, thereby helping to ensure faculty leadership in the curriculum process and ownership of a quality product. ICs also play an essential role in ensuring the transferability of MCCCD courses and in the acquisition and retention of General Studies designations. Additionally, they provide content-area guidance in the development of educational partnership agreements with public and private institutions. ICs are a primary mechanism for ensuring a dynamic and faculty-owned curriculum for MCCCD. Their work is critical to the quality, diversity, and relevance of the MCCCD's curriculum and to the maintenance of an updated curriculum within the Center for Curriculum, Transfer, and Articulation (CCTA) that accurately reflects the current content and instructional objectives of courses and programs. The ICs have an important role in the evaluation and approval of courses for dual enrollment. This specific role is defined in the Academic and Service Standards of the MCCCD Dual Enrollment Program. In 2011, all MCCCD College Presidents signed a Memorandum of Understanding (MOU) agreeing to abide by these standards.

ADVISORY COMMITTEES (ADVISORY COUNCILS)

The occupational degree and certificate programs offered at PVCC have advisory committees. The advisory committees provide counsel to ensure that programs continue to meet the needs of regional employers and the standards of the professions. The occupational degree and certificate programs below have active local advisory committees comprised of professionals in each particular field:

- Administration of Justice
- Dietetic Technician
- EMT/Fire Science

- Business/IT
- Early Childhood Education
- Journalism, and Nursing

DEVELOPMENT OF OFFERINGS

Maintaining currency and appropriate standards of performance involves monitoring new course development. In order to ensure that new courses and programs are appropriate and maintain college-level standards of performance, the MCCCD has created a rigorous process for both new courses and new programs.

For new courses:

1. A need for the course is established and approved by the appropriate division chair and Vice-president of Academic Affairs (VPAA).
2. Recommendations for new courses are written according to common guidelines as determined by the MCCCD.
3. Recommendations are then reviewed by the curriculum design facilitator, VPAA and curriculum technician.
4. Recommendations then go to the IC for review and approval/disapproval.
5. If the discipline IC approves, the recommendation goes to the College Curriculum Committee for approval.
6. It then goes to the District Curriculum Committee (DCC) for approval.
7. Finally, the recommendation is delivered to the MCCCD Governing Board for official adoption.

For new programs:

Terminal occupational programs are initiated at the college level while transfer associate degree programs are initiated at the District level.

1. For a new occupational program, a workforce need must be identified using labor market information and an advisory committee made up of professionals in the field who produce a feasibility study with recommendations to the college.
2. An Early Alert is submitted to the other nine colleges in the MCCCD to inform them of an intention to start a new program. Any other college can express concerns or can request to share the program.
3. Once any concerns are addressed, new courses within the program go through the same approval process described above for courses.

Criterion III: Quality

4. Competencies, required courses, restricted electives, and electives are all established during the curriculum development process.
5. Occupational programs follow the same review and approval process as for new courses.

Four-year institutions that accept transferring students from PVCC are major stakeholders in the effort to assure the quality of programs and courses. Transfer courses that want the "General Education" designation for guaranteed transfer must go through internal (MCCCD) and external (university) processes to request the designation. A description of the process is outlined in the Process Flowchart for MCCCD Proposal–General Education, AGS Degree and AAS General Education Requirements.

Each of the MCCCD's ICs has a member on the statewide Articulation Task Force (ATF) for most disciplines. These individuals are responsible for keeping ICs abreast of any articulation changes occurring in that discipline. If a particular course is modified, information is sent to transfer institutions to ensure continued transferability of the course.

Program quality is also monitored and maintained through outside accreditations/licensures. For example, the Nursing AAS degree program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Paramedic program is accredited by both the Committee on Accreditation of Educational Programs for Emergency Services Professions and the Commission of Accreditation of Allied Health Education. The Dietetic Technician program is accredited by the Commission on Accreditation for Dietetics Programs. Finally, PVCC's Early Childhood Education program is accredited by the National Association of the Education of Young Children (NAEYC). The letters of accreditation for these programs are available on the PVCC Accreditation webpage.

Residential faculty are entrusted with keeping their specific courses current through textbook selection and professional growth opportunities. On an ongoing basis, faculty in each discipline select and monitor course textbooks by collaboratively checking the currency and relevance of the course materials. Also, all residential faculty are supported in their efforts to stay current in their teaching field. The MCCCD and PVCC Professional Growth programs fund professional development of up to $4000/year for travel and conference registration.

PVCC adds new courses, facilities, and services to ensure that its programs remain up to date with the latest research in a field, new technology and evolving community needs. The following is a list of some of the significant changes:

- The Life Sciences building opened in August 2009, providing state-of-the-art facilities for Science programs. Included in the facility are cadaver labs, which greatly improve the Biology Division's Anatomy and Physiology offerings.
- PVCC at Black Mountain opened in August 2009. The site expanded the college's services and academic courses to the North Valley communities.
- The remodeled and expanded Q building opened in January 2011, enhancing math instruction and providing a home for the Center for Teaching and Learning.
- The Health Science building opened in August 2012, providing opportunities for interprofessional simulations in the Nursing, EMT and Paramedic programs.
- The renovated Ceramics Studio opened in January 2014, providing additional space for equipment and classrooms for a growing program.

- PVCC participates in a number of MCCCD partnerships including 3+1 with Grand Canyon University (GCU) and Northern Arizona University (NAU) and a 2+2 with the University of Arizona (UofA) for Public Health. The Paramedicine program has established new 2+2 partnerships with NAU, GCU, Midwestern University and UofA. Additional university partnership pathway programs that have been established through the MCCCD include MAPP (ASU), Connect2NAU (NAU), and the Bridge Program (U of A). A complete list of the university transfer partnerships programs is available.
- The MCCCD has partnered with NAU for BS in Education (Elementary Education) and BBA (Business Administration and Technology Management) degrees. Both degrees can be completed on the PVCC campus through PVCC and NAU-PVCC.   PVCC also participates in the Nursing Concurrent Enrollment Program with NAU that allows PVCC students to complete their Bachelor of Science in Nursing simultaneously with their Associates in Applied Science in Nursing on the PVCC campus.
- PVCC is offering a new certificate in Small Business Startup.
- The Fire Science program in collaboration with Phoenix College has a new 30-year partnership with the Phoenix Fire Department.
- A Commercial Music program was created with new facilities for instruction, including technology labs and a recording studio added to the campus. The computer lab and recording studio are conveniently located in the Center for Performing Arts. Additionally, students use the performance space for hands-on instruction.
- The Center for Teaching and Learning was established to promote excellence in teaching and learning inside and outside of the classroom. It provides an environment that inspires creativity and innovation as faculty and staff develop personal, professional, and community learning goals.

ARTICULATION

The MCCCD articulates the competencies for all degrees and certificates. These competencies can be found on the Center for Curriculum, Transfer and Articulation (CCTA) web site. The MCCCD and PVCC offer transfer Associate in Arts (Elem Ed, Fine Arts/Dance, Art, Theatre), Associate in Arts (AA), Associate in Science (AS), Associate in Business (ABS) (General and Special Requirements) and an Associate in General Studies (AGS). Certificates of Completion are awarded in a variety of occupational disciplines. PVCC also offers an Associate in Applied Science (AAS) designed for specific workforces, such as an AAS in Early Childhood Education and an AAS in Dietetic Technology. A complete listing of degrees and certificates offered at PVCC can be found on the college web site.

Syllabi for all courses are located in the appropriate Division Office and kept for review by internal or external constituencies. Program/Degree/Certificate descriptions and course descriptions are available on the CCTA website as well as in the college catalog.

CONSISTENCY OF DELIVERY

Academic programs and courses offered at PVCC are consistent across all delivery modes and locations. These include dual credit, online, hybrid, and face-to-face classes. Whether the course is conducted on the Union Hills campus or at a satellite site, the content and performance expectations are consistent. These standards are maintained through the use of course competencies and uniform course review/assessment processes. All instructors must meet the faculty minimum requirements for the specific academic discipline, whether they teach online, hybrid, face-to-face, dual enrollment, or off site.

Criterion III: Quality

PVCC offered 98 different online courses and 49 different hybrid courses during the fall 2013 semester. These were increased to 106 and 51, respectively, for the spring 2014 semester. Faculty who develop online and hybrid courses must go through an extensive approval process involving the PVCC Choices Coordinating Team, required training courses in distance learning pedagogy, and a successful Quality Matters checklist review. The first time an online/hybrid course is offered, it is only taught by the faculty who developed it and the enrollment is capped at a lower number than its face-to-face sections. After the pilot semester, other online/hybrid-trained faculty are free to teach the course with direction from the developer of the course.

GENERAL EDUCATION ARTICULATION AND MISSION (3B)

PVCC demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

All MCCCD degrees include core requirements that ensure that general education values are included in every program of study. The Arizona General Education Curriculum (AGEC) is a common agreement between Arizona universities and community colleges on a core of General Education courses. There are six core areas of standard content in AGEC: First Year Composition, Literacy and Critical Inquiry, Mathematical Studies, Humanities & Fine Arts, Natural Sciences, and Social/Behavioral Sciences. Additionally, there are two "Awareness" areas: Cultural Diversity in the U.S. and Global Awareness or Historical Awareness. AGEC consists of 35 - 38 semester credits of lower division coursework that prepare a student to transfer. There are three types of AGEC programs: AGEC – A (Arts), AGEC – B (Business), AGEC – S (Sciences). Completion of one of the AGEC certificates guarantees admission to Arizona public universities. All degrees--AAS, AGS, AA, AS, ABUS, and AAEE guarantee breadth of knowledge by including courses from a number of areas: composition, literacy, communications, mathematics, computer skills, social/behavioral sciences, humanities and fine arts, and natural sciences. The transfer degrees include additional general studies and, consequently, yield even more opportunity to build breadth and depth. Certificates fall into two categories: occupational training, which may include some general studies as well (usually English or Math); and academic certificates, which focus on developing expertise in an academic area but are not designed for specific job skills.

In consultation with community advisory committees and based upon current research in general education studies and alignment with the Arizona State Universities' general studies program, the MCCCD District Curriculum Committee created a general studies statement that the MCCCD version of the Arizona General Education Curriculum (AGEC) is based upon. It reads:

> Curriculum and transfer articulation in the broadest sense are key factors in the development of general education programs. It is the collaborative efforts between these areas that provide for the development of efficient, student-centered, general education programs. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students' personal development by opening them to new directions, perspectives, and processes.

In addition, the following statement specifies the learning outcomes of the MCCCD's General Education Studies:

> The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students' personal development by opening them to new directions, perspectives, and processes. PVCC provides general education instruction as a standard component of its degree programs. MCCCD general education learning outcomes are a key component of the college mission and address foundational skills such as critical thinking, mathematics, computing, reading, writing, listening, and speaking. General education instruction also addresses competencies such as civic and global engagement in a diverse world.

DIVERSITY AND GLOBAL AWARENESS

At PVCC, preparing students for a diverse, ever-changing world requires developing educational opportunities both in and out of the classroom. PVCC's Diversity Plan provides a framework and goals for the college's diversity and inclusion efforts including those involving curriculum.

Diversity is integrated into existing curriculum, thus enriching PVCC's classroom experiences. Several courses such as Elements of Intercultural Communication, Introduction to Cultural and Social Anthropology, Racial and Ethnic Minorities in the United States, and Victimology and Crisis Management are examples of PVCC's recognition of the human and cultural diversity of the world in which our students live and work and PVCC's efforts to prepare students for that world. More examples of courses that integrate diversity and inclusion can be found on the Diversity web page.

Several student clubs/associations and campus events actively promote diversity and inclusion. Examples are found on PVCC's Club Hub webpage. Many diversity-themed events that address various diversity goals are scheduled throughout the school year. Examples include the Refugees Speakers Bureau, Chinese Lunar New Year event, Preparing Teachers to Work with Muslim Students presentation, and Food of AZ: Many Cultures, Many Flavors presentation.

In 2011, Diversity Incorporated was initiated at PVCC. Students enroll in COM101/MOSAIC training, COM225 Public Speaking, and COM281AB Communication Activities courses to develop the skills and knowledge to facilitate the MOSAIC curriculum for their peers as discussed in Chapter 3. Participants in the COM 101 course self-select to become the subsequent group of student facilitators. This model is being considered by other colleges.

The Desperado Film Festival fosters diversity by showcasing films that promote understanding of complex issues and initiatives that create positive social change, promote inclusion, and illustrate the importance of cross-cultural communication. The festival is the largest film festival of its kind in Arizona and was recognized by Sundance Film Festival. The Desperado Film Festival is a collaboration of PVCC's P.R.I.D.E student club, the Center for the Performing Arts and the Office of Student Life. Proceeds fund the PVCC Rainbow Scholarship for LGBTQA students. Since 2010, the festival has drawn 9,196 individuals from the community to celebrate diversity on our campus.

Criterion III: Quality

As part of our mission, PVCC and the MCCCD recognize the importance of preparing students for successful careers and civic engagement in a global community. Through study-abroad programs, the MCCCD provides students with teaching and learning activities that strengthen global awareness, develop intercultural competencies, and enhance academic learning. Programs, services, and intercultural education include, but are not limited to, areas such as world language study, international studies, global education and ethnic studies.

At PVCC, the Center for International Studies provides a wide array of innovative instructional and student development programs in international education for the purposes of diversity and global awareness and engagement. In addition to global engagement programming, PVCC provides students with financial support for international study by way of the Center for International Studies scholarship. This one-time scholarship award of up to $1000 may be used for the college's global studies academic certificate, toward a world language or international business major, or to assist with a MCCCD education abroad program.

PVCC has hosted two Fulbright Scholars-in-Residence, 2006-07 and 2012-13, to work with students and faculty for developing international-mindedness. During the Spring 2007 semester, Dr. Zarah Tamouh from Morocco co-taught one section of HIS111 World History 1500 to Present, wrote the course outline for HIS240 History of Islamic Civilization from the 6th Century to 1,800, and guest-lectured in classes at PVCC and throughout the MCCCD. During the 2012-13 academic year, Dr. Meiling Wong of Taiwan taught one section of ECN112 Microeconomics Principles each semester (fall and spring) and guest-lectured in classes at PVCC and throughout the MCCCD.

Students, faculty, and community members have opportunities for global engagement through programs offered by the Center for International Studies. A few examples of the PVCC International Film Festival and Visiting Artists, Lecturers, and Scholars presentations are "Border Issues", "Civil Discourse and Media", "Differences between Refugees and Immigrants", and "Understanding Islam". Annually the Center serves over 2,700 students, faculty, and community members with global engagement programming.

SCHOLARSHIP AND THE DISCOVERY OF KNOWLEDGE

While PVCC is not primarily a research institution, faculty, staff and students engage in research and discovery in many ways and in a broad range of subjects, particularly research related to pedagogy and learning. For instance, faculty members conduct assessments at the classroom, course and/or program levels. These assessments and the implementation of their results often entail research that is used to improve student learning.

The PVCC Center for International Studies has assisted faculty with the hosting of education-abroad programs embedded with service learning. Since 2011, two of the college's residential faculty members have initiated and directed programs in Cyprus, Peru, and Vietnam. One faculty member teaches the college's archaeology courses and the second faculty member teaches art with a specialization in the ceramic arts. The programs also included adjunct faculty from the disciplines of digital media or education.

The Environmental Adaptions and Impacts in Cyprus Prehistory program integrated three courses: Buried Cities and Lost Tribes: Old World, Volunteerism for Anthropology: A Service-Learning Experience, and Scientific Photography for Archaeology. The students conducted preservation and conservation work at the Lemba Chalcolithic Village, a UNESCO World Heritage archaeological site in Cyprus.

The Environmental Adaptions and Impacts in Peru Prehistory program integrated three courses: Human Impacts on Ancient Environments, Volunteerism for Anthropology: A Service-Learning Experience, and Scientific Photography for Archaeology. The students in this program also conducted preservation and conservation work, which focused on understanding the dynamic past of our planet's ecosystems, the ecological impact of human society, and the potential effects of our own actions today.

PARADISE VALLEY COMMUNITY COLLEGE

The Center for Teaching & Learning (CTL) opened in 2011 as an umbrella structure housing four different departments that support employee research and discovery including Employee and Organizational Learning, Instructional Design, Multi-media Instructional Support and Technology Training. The Center for Employee and Organizational Learning also sponsors Learning Week. Every semester during Learning Week, faculty and staff attend presentations and workshops for professional development. Many of these sessions are the results of research and discovery of knowledge conducted by PVCC faculty and staff themselves. The MCCCD also supports a faculty development leave/sabbatical program. In recent years, faculty members who have gone on sabbatical have spent a semester or year developing new courses, conducting research or completing a dissertation.

Research into pedagogy and learning is not the only area of inquiry for faculty and staff. A number of faculty and staff members are engaged in more traditional academic research and/or creative publication. A list of some scholarly work is available in the Resource Room.

There are a number of opportunities that PVCC's students have to participate in formal academic research and/or creative publication at the District and college levels. Examples include the annual MCCCD Creative Writing competition to encourage and recognize student writers as well as to promote literary excellence. Each year's publication showcases originality in poetry, fiction, essays, and one-act play and scripts.

Paradise Review is PVCC's annual student literary anthology, which showcases excellent creative writing by PVCC students. The bound journal contains poems, short stories, creative nonfiction essays as well as journalism pieces. Materials for the *Paradise Review* are selected during the fall Student Creative Writing Competition by faculty judges and published in the spring. In addition to publication, students who enter the contest may be awarded prize monies for first, second, third and honorable mention in each category. Judges may select "Writing of Merit" pieces that may be published in the *Paradise Review* but do not have a cash award value.

2012 Professor of the Year

Dr. Lois Roma-Deeley

Quality learning is the result of a number of interdependent factors, quality teaching being one of them. Paradise Valley Community College (PVCC) has always taken great pride in the quality of its instructors, so it came as a great honor but no surprise when, in 2012, one of PVCC's faculty members was selected by the Carnegie Foundation for the Advancement of Teaching/Council for Advancement and Support of Education as the 2012 Professor of the Year for community colleges. PVCC's Dr. Lois Roma-Deeley, 2012 Professor of the Year, has taught English Composition and creative writing at PVCC since 1996 and has served as director of PVCC's Creative Writing Program.

Like many of the faculty at PVCC, Dr. Roma-Deeley exemplifies the dual role of both teacher and creator of knowledge. While expertly teaching and deftly directing the creative writing program, Dr. Roma-Deeley has published three collections of poetry in twelve national anthologies. Her poems have been featured in--or are forthcoming in--numerous literary journals nationwide and in Canada. She has written scholarly work published in *The Writer's Chronicle*, an Association of Writers and Writing Programs (AWP) national journal, and has published six poetry book reviews in various literary journals. Dr. Lois Roma-Deeley shines as an exemplar of the quality of teaching and learning that PVCC makes possible.

In addition, PVCC supports Phi Beta Lambda state and national leadership student competitions in areas of business and finance. For the past 20 years, the college has also hosted the annual Mancini Science Symposium, founded by PVCC faculty Dr. Hank Mancini, in which students enrolled in astronomy, chemistry, and physics courses present their research projects and findings to the college and community.

PVCC and the MCCCD make a concerted effort to document and recognize advances in pedagogy and learning through the Innovation of the Year program. This program provides an opportunity for all employees to showcase innovations they have designed and implemented that positively impact the education of students. The Innovation of the Year Award is designed to recognize and acknowledge these employees, their innovative programs and projects, and their commitment to excellence in education through innovation.

Each college and the District Office develops a process to select and submit an innovation for presentation and consideration before a district-wide selection committee that sends forward one innovation to receive the MCCCD Innovation of the Year Award. This winning innovation receives the Dr. Paul M. Pair Innovation of the Year Award of $2,000 to be used to further develop the innovation. The League for Innovation in the Community Colleges maintains the process. Previous PVCC winners of the MCCCD Innovation of the Year Award include the Web-based Class Schedule (2008-09) and PAWS (2010-11).

PERSONNEL (3C)

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

FACULTY AND CREDENTIALING

Because quality education requires qualified faculty and effective student/faculty ratios, PVCC is committed to providing highly qualified faculty for students. In response to research which demonstrates a correlation between courses taught by full-time instructors and increased student retention, persistence and success, the MCCCD and PVCC have committed to having 60% of all courses taught by residential faculty members, pending funding by year 2022. During the academic year 2011-12, the residential to adjunct ratio of course load taught at PVCC was 40:60, exactly opposite from the MCCCD's goal. The ratio fell to 39:61 for 2012-13. Over the next eight years, MCCCD will be adding new residential faculty lines across the MCCCD in an effort to achieve the 60:40 ratio. For PVCC given its current course enrollments, this will mean the addition of 32 new residential faculty members.

Academic and occupational faculty credentials for both residential and adjunct faculty meet the minimum standards set by the MCCCD found on the Faculty Minimum Qualifications webpage. These standards

are uniformly enforced for all faculty members regardless of the mode of delivery, location, or time (day, evening, weekend) of instruction. Even though there are no specific criteria for teaching noncredit classes, candidates with a relevant degree/certificate/license and/or experience are sought. A complete record of residential faculty and their credentials is maintained by MCCCD Human Resources and is found at MCCCD's Human Resources office. Records and credentials for adjunct faculty are maintained in PVCC's Human Resources office.

In order to ensure that faculty at PVCC transition into their work efficiently and effectively, first-year residential faculty members are provided guidance, training and orientation to PVCC by the Collegial Support Partner Program (CSPP). This program pairs new first-year faculty with an experienced faculty partner. The new faculty members participate in six meetings per year as a group and six meetings per year with their veteran faculty partner to discuss topics such as assessment, college services, Center for Teaching and Learning, and others.

Instruction in online or hybrid formats requires additional certification at PVCC. Instructors wishing to teach online or hybrid classes must first successfully complete workshops in online and hybrid pedagogy provided by PVCC's Instructional Designer. The training competencies for these two-part workshops include learning the mechanics of working in Canvas with an emphasis on instructional design and pedagogy; embedding syllabi, orientation assignments, course calendars; and, building community in courses. Since June 2010, 195 participants have been through "Preparing to Teach" and 130 who have been through "Course Design".

In addition to instructional credentialing, PVCC and the MCCCD require special training for faculty and staff members serving on Hiring Committees. To be part of any hiring committee, faculty and staff must go through diversity training, which includes identification bias, affirmative action and EEO requirements. In addition, search committee members must complete knowledge checks for both screening and interviewing applicants. Chairs of Hiring Committees must complete additional knowledge checks. These knowledge checks are available.

ON-GOING FACULTY EVALUATION

Recognizing the importance of evaluation for the purpose of continuous improvement, PVCC evaluates its faculty. According to guidelines and standards established in the Residential Faculty Policy Manual (RFP), Probationary Residential Faculty members are evaluated annually with a series of measures: class observations by both the division chair and Vice-president or Dean of Academic Affairs; a student evaluation of instruction; and, completion of a Faculty Evaluation Plan (FEP) during each of their first 5 years. Appointive residential faculty (those with tenure) must complete an FEP every third year upon receipt of tenure. Samples of each type of evaluation are archived in the Electronic Resource Room. Significant changes to the Probationary Residential Faculty evaluation process are scheduled to be implemented fall 2014. These new policies should strengthen and expand faculty governance of the tenure process itself. The tenure review process now includes Peer Assistance and Review (PAR) team participants and the Peer Assistance and Review Committee (PARC). Probationary faculty document their instructional expertise, service to college or community, and professional development through an Individual Development Plan (IDP). The IDP process is intended to provide significant professional growth and development for probationary faculty members in an environment of support and encouragement from faculty developers, department/division chairs, faculty mentors, instructional administrators, and others. Probationary faculty members submit an IDP report annually for five years.

Adjunct faculty, as noted in the Adjunct Faculty Policy Manual, are evaluated during their first three semesters of employment and periodically thereafter. The evaluations use any of a number of measures: student evaluations, classroom observation, or interview. Division/department chairs or other appropriate staff conducts the evaluations.

Criterion III: Quality

FACULTY PROFESSIONAL DEVELOPMENT

PVCC

PVCC recognizes that in order to consistently and continuously provide quality education, faculty members must be encouraged and supported in their efforts to update their knowledge and practices. As a result, PVCC maintains a number of professional development programs for its faculty and staff.
In January 2011, PVCC combined Instructional Design, Technology Training, Employee and Organization Learning and Multi-media Support to form the Center for Teaching and Learning (CTL), located in the Q building.

The CTL provides support and services to faculty and staff for development of personal and professional learning. The areas that CTL supports include Instructional Design & Multimedia Support, Technology Training and the Center for Employee and Organizational Learning (CEOL). Evidence of employee participation in workshops, seminars, etc., over the last three years is detailed below.

For instructional design and multimedia support, the CTL maintains an iHub web site which provides faculty with a one-stop shop for instructional resources and support including training to teach online, using open educational resources, and teaching in Canvas. Additionally, the iHub site offers training sessions on general preparations for teaching and course design.

Over the past two years, the CTL and instructional design team have had to focus on the learning management system (Canvas), which was a new system for the MCCCD. Much of the team's resources went into training college employees, including adjunct faculty, on this system, as well as on other technologies (i.e., Gmail, Sharepoint, and SPOL). The instructional design team worked with faculty to migrate and convert all courses from Blackboard to Canvas in one year. As of January 2014, the team trained 450 faculty and staff on Canvas Basics and 147 on Canvas Advanced skills. Fall 2012, PVCC had 34 courses, 21 teachers, and 443 students using Canvas. In fall 2013, PVCC had 719 courses, 313 teachers, and 6,306 students using Canvas. In 2012, PVCC went from 814 assignments, 391 discussion boards, and 1,458 files being used in Canvas to 16,878 assignments, 6,385 discussion boards, and 53,635 files in fall 2013.

In 2013-14, the CTL instructional design team started supporting other college departments in their use of Canvas to inform and instruct students and employees. For example, the team has collaborated with Public Safety and with Student Development to create online orientation courses. In addition, the team does research and development with innovative technologies to support student learning and success. College-wide technology support and training is provided in a variety of delivery methods, including workshops, one-on-one, appointments, and drop-in open labs. Workshop schedules are sent out monthly. Technology support is available via phone or email as well as online via documentation and videos.

Some examples of how CTL has supported and led professional development include establishing a mandatory training process for faculty to ensure quality courses for online or hybrid instruction; supporting the implementation of newly adopted technologies and software programs; organizing college-wide technology training, support, and resources for faculty, staff, and students, including those at the Black Mountain site; and, organizing and facilitating faculty professional development locally and nationally, thus providing faculty members with learning opportunities without direct cost to them. The demand for and use of these programs are measured annually through surveys and face-to-face feedback. Finally, in further support of teaching and learning, CTL supports the helpdesk calls and training needs of students because more advanced instructional support calls get referred to the CTL where the technology trainer eventually provides relevant workshops and training for students and staff.

Employee and Organizational Learning (EOL) was created in 1998 to serve as an organizational structure for employee development at PVCC. The goals are to develop a college climate that encourages and rewards innovation and risk-taking; to encourage collaboration within and among employee groups, disciplines, work units, and functional areas; and to provide opportunities to explore methods of improved teaching and learning. The majority of activities coordinated through EOL are open to all college employees.

Beginning in spring 2014, EOL was re-established as the Center for Employee and Organizational Learning and assigned the task of aligning itself with priorities of the college and Governing Board outcomes, such as civic and community engagement, diversity and inclusion, and sustainability.

In 1998, Learning Week was initiated during faculty accountability week at the start of fall and spring semesters to support PVCC's strategic goal of becoming a more learning-centered college. This conference-style format features employees sharing learning, research and new initiatives connected to the college's strategic goals and objectives.

Each fall semester, a college-wide employee convocation is held in addition to a Welcome Back Adjunct Faculty Meeting. A few special development opportunites have been held featuring speakers such as Peter Senge (The Learning Organization), Robert Barr (The Learning Paradigm), Kay McClenney (Community College Survey of Student Engagement), Kati Haycock (The Education Trust), Mark Milliron (Civitas Learning), Skip Downing (Student Success Strategies), and Michael Berens (T-Gen). Since 2005, EOL has coordinated over 875 Learning Week sessions with an attendance count of over 12,000.

Partially as a result of recommendations made in the previous HLC Self-Study Report, the Seamless Adjunct Faculty program (Part One) was created in 2009 to provide additional support to our adjunct faculty. Part Two of the program, Ready, Set, Go, is a paid, four-hour session to help new adjunct faculty members prepare for and successfully complete their first week of class. A supporting webpage was also developed. In the last four years, 245 new adjunct faculty have participated. Part Three of the program, EDGE, is a hybrid professional learning community that combines four in-class sessions with outside work hosted in a learning management system and focuses on assessment and rubric development, classroom management and engaged learning strategies. To date, 72 adjunct faculty members have completed this paid learning opportunity.

MCCCD

MCCCD's faculty professional growth programs provide resources in three areas: salary advancement, sabbatical leaves and travel funding.

MCCCD offers sabbatical leaves for faculty. The goal of any sabbatical leave project is to engage faculty in the areas of study, research, travel, work experience, or other creative activity that contributes to the individual's professional development and to the institution as a whole upon the faculty member's return to the college. A sabbatical leave is an opportunity to broaden or deepen educational interests, to explore new areas, or examine instructional methods, which ultimately enhance the mission of the college. The guidelines for sabbatical leave are found in the RFP, Appendix A4. Due to budget constraints, funding for sabbaticals was suspended for the 2009-10 and 2010-11 fiscal years. Sabbaticals were reinstated in 2011-12.

Criterion III: Quality

Faculty Sabbaticals

Date	Faculty Name	Topic	Outcome
2012, Spring	Roma-Deeley, Lois	"Ekphrasis: An Interdisciplinary Approach to Creative Writing"	Inter-arts teaching methods and model for Math, Physics, English, and the Fine Arts
2012, Fall	Auten, Marianne	"Helping Educators Foster a Growth Mindset in Community College Classrooms"	Development of an educator training program on effective ways to foster a growth mindset increasing students' motivation, effort, and persistence
2013 – 2014	Pecora, Adria	"Revision and Regeneration: A Strategic Plan for Growth"	Expand skills and formulate a strategic 5-year plan for proposed expansion of the fine arts program incorporating interdisciplinarity and new media technologies to enhance student preparedness for transfer into undergraduate interdisciplinary and intermedia arts programs
2014, Fall	Roccaforte, Marianne	"Individual Creative Process and Academic Success: A Strategic Approach"	Development of new instructional methods and counseling methods to promote artistic student success in both creative arts and general studies

While PVCC faculty benefit from MCCCD-based faculty development opportunities, the college also benefits by leveraging MCCCD resources which provide support for effective teaching. In the MCCCD, the Maricopa Center for Learning and Instruction (MCLI) facilitates professional development for faculty. Its mission is to support excellence in teaching and learning at all ten colleges. Among the services that MCLI provides is tracking professional growth credits for the purpose of faculty salary advancement. Dialogue Day workshops are MCLI-sponsored and offer opportunities for faculty members to meet and exchange ideas about how to enhance teaching and learning.

ACCESS TO FACULTY

The RFP mandates accessibility of residential faculty members and requirements concerning faculty contact information, office hours, and availability. Samples of faculty syllabi are available in the Electronic Resource Room. All residential faculty have private offices and are required to have five posted office hours per week. Faculty workplaces on campus have dedicated space for adjuncts to meet with students outside of the classroom although adjunct faculty members are not required to hold office hours.

Residential and some adjunct faculty members have a college email address and phone numbers with voicemail as a means of contact by students. Canvas, PVCC's Learning Management System (LMS), is also used to communicate with students for grades, announcements, and other course matters. My.Maricopa.edu, an MCCCD online student center, also provides a means for students to contact instructors.

STAFF AND CREDENTIALING

The MCCCD'S Human Resources (HR) office ensures all staff members are appropriately qualified. For all PSA and MAT employees, the MCCCD HR verifies credentials and degrees, and conducts a background check.

STAFF PROFESSIONAL DEVELOPMENT

PVCC

Recognizing the importance of staff development, the college president and manager of EOL last year committed to offering two staff-only events each year, one in April and the other in September. The first one in April 2013 was attended by about 100 staff members and included staff recognition, celebration of accomplishments and a discussion of additional ways to engage in professional development. The September 2013 staff-only event focused on the PVCC Vision & Mission statement as well as recognition of successful work.

The MCCCD Human Resources Center for Employee and Organizational Learning continually provides staff professional development courses, workshops and career development activities, both in person and online. PVCC has hosted several MCCCD staff development events such as MOSAIC, OSHA Safety Standard classes, Navigate Maricopa and the Supervisor Development Program. PVCC also launched cross training for staff members across the Student Affairs Division in anticipation of opening the Welcome Center in Fall 2013. All Welcome Center staff were cross-trained in the areas of student services offered by PVCC.

MCCCD

Professional Growth funding and staff sabbaticals are available to all Governing Board-approved employees. The guidelines for sabbaticals are available on the web.

Creative Pathways Program

Helice Agria

"It was valuable to me. I knew I had the aptitude and desire to do what I wanted to do in a technology career, but I didn't know what that looked like in the real world or what it would look like in the world of education. Creative Pathways was a great opportunity to take an idea rattling around in my brain and make it a reality." - Helice Agria

An example of this program's success and the MCCCD's and PVCC's commitment to professional development was Helice Agria. Ms. Agria was a temporary employee in Student Life and Leadership at PVCC. As part of the Creative Pathways program, she interned for one semester with PVCC's Carolyn Miller in the instructional design area.

As a result of her work in the Creative Pathways program, Ms. Agria began a new, more fulfilling career as a technology developer and Trainer at Mesa Community College. Said Ms. Agria, "It (Creative Pathways) shows you that you can really reinvent yourself."

Criterion III: Quality

Creative Pathways is an MCCCD-sponsored professional development program for its employees. The program offers a variety of opportunities for MCCCD employees to work toward professional and personal goals while at the same time advancing the educational objectives of the MCCCD. The program has been designed to provide employees with real-world learning experiences for the purpose of acquiring new knowledge, skills, and abilities and to help employees consider career options and identify important career-development activities.

The Navigate Maricopa program requires supervisors and allows those wanting to become supervisors to build supervisory expertise through the MCCCD Employee and Organizational Learning team. Completion of this program is documented and made part of an employee's record.

The MOSAIC program also provides additional staff professional development opportunities. The MOSAIC program is discussed in more detail in the Diversity & Inclusion section of Chapter 4, Criterion 1C. Fifty-seven PVCC employees have completed the MOSAIC training program.

The Women's Leadership Group (WLG) Mentor Program is designed to provide opportunities for participants to focus on individual learning goals and professional opportunities within the MCCCD. The MCCCD encourages employees to prepare for and seek professional growth opportunities. Monthly seminars, featuring Maricopa women, provide information on job-search skills such as resume writing, interviewing techniques, and insight into MCCCD's hiring process. Since 2001, 27 PVCC female employees have completed the program.

SUPPORT FOR STUDENT LEARNING AND EFFECTIVE TEACHING (3D)

PVCC provides support for student learning and effective teaching.

Since its establishment in 1999, the Division of Student Affairs has expanded its support of student learning, student engagement, and student success. In 2012, in preparation of opening the newly renovated Kranitz Student Center (KSC) and one-stop Welcome Center, the division undertook customer service training and began cross-training front line personnel and managers in the operations of other departments. The division also continued to develop learning outcomes with assessment rubrics for both employees and students in most departments. As noted in the PVCC Learning-centered College indicators, making student success outcomes explicit to students is the foundation from which student affairs and academic support programs are developed and delivered, thus ensuring the highest probability for student learning and success:

> Learning outcomes that create substantive change in learners are identified and made explicit. These outcomes drive course, program, and curriculum development as well as delivery of student, academic, and administrative support services.

In order to manifest the student success outcomes, the college's agenda for student success and learning has adopted the "Get a GRIP (Goals, Relationships, Information, Participation)" campaign, formerly known as the "Agenda for Student Success and Learning." Through the GRIP model, specific student behavior and program examples are communicated to students. Additionally, the core elements of "Get a Grip" serve as the foundation for the delivery of student affairs programs such as the iStartSmart New Student Orientation and the Student Ambassador Program.

STUDENT SUPPORT SERVICES

PVCC effectively provides a full array of student support services. From a student's introduction to the college by way of Get a GRIP, through assessment/ testing, academic advising, and financial aid, and then potentially on to disability resources, veteran's services, and counseling until finally the student is ready for transfer or career services, PVCC is committed to a student's efficient, productive educational experience.

Welcome Center – First Impressions for Student Success

Opened in the summer of 2013, PVCC's Welcome Center provides a one-stop experience for students. Departments located within the Welcome Center include Admissions and Records, Cashier, Financial Aid, and Academic Advising. These departments were previously located in separate areas. Bringing these services together in the Welcome Center has allowed staff to become cross-trained as generalists to provide more comprehensive and consistent information and service to students. Goals for the Welcome Center include providing PVCC students with a successful entry into college; improving and enhancing service to students; providing comprehensive, positive, and consistent information; creating a positive work environment for staff; and, teaching students to serve themselves.

In an effort to provide more efficient service to students and to effectively track student traffic patterns and demand, an online que system was implemented August 2013. The QLess system allows unique student transactions to be monitored and tracked. Students can enroll in a queue for a specific service or services and monitor their status in the que, proposed wait time, and more. This system also allows students to leave the vicinity of the Welcome Center while remaining in the que and to receive text message communications. Since August 2013, the Welcome Center has supported over 36,000 student interactions including 15,678 admission/record/cashier; 8,974 academic advising; 7,726 financial aid; and 4,443 student photo ID transactions.

PVCC is committed to providing access to educational opportunities in a welcoming, inclusive, and supportive environment. Historically, student orientation leaders and ambassadors have proven a valuable resource for New Student Orientation (NSO) and recruitment activities. Ambassadors have served a key role in the successful launch of the KSC Welcome Center. Student surveys repeatedly reflect the value placed on hearing information and advice directly from students. More recently, PVCC has expanded the current ambassador role to include responsibilities with the integrated NSO/Advising sessions, recruitment, and Welcome Center duties. Having trained ambassadors serving in all three areas promotes consistency of service, increased efficiency, and better utilization of resources. It also provides students and community members with high-touch, concierge type service in PVCC's new Welcome Center. Additional benefits include improved recruitment, advising, and orientation activities; development of paraprofessional and leadership skills; increased student involvement in the planning, implementation and evaluation of student affairs services and outcomes; and increased cross-departmental collaboration within Student Affairs.

My.Maricopa.Edu

A new online student center, found at my.maricopa.edu, was launched in 2008 to provide students with new and improved self-service features. Students are able to perform a variety of self-service tasks such as applying for admission, searching for and registering for classes, checking grades, making payments, updating personal information, accessing financial aid information, and requesting transcripts, all from their online student center.

Criterion III: Quality

MCCCD supported the implementation of the online system as part of its commitment to a strong teaching and learning environment for its students and in support of the One Maricopa initiative. All ten MCCCD colleges are now interconnected, allowing student information to travel with a student from one college to another. The system allows students unprecedented access to their own student records and information and an unprecedented ability to self-serve.

iStartSmart Student Success Program, iGoal

In 2007, PVCC launched the iStartSmart program pilot. This pilot was created to address the needs of the increasing number of under-prepared students enrolling at PVCC. iStartSmart was designed to increase rates of retention and persistence towards the successful accomplishment of each student's academic goals. The primary targeted cohorts were new-to-college and degree/transfer-seeking students who registered for six or more credits as well as students testing into one or more developmental courses. New organizational practices included required placement testing, orientation, advising, and successful completion of a college success course. Student Development staff provide support for the iStartSmart Student Success Initiative (SSI) in the form of prescribed experiences for new-to-college, degree and transfer seeking students. Support also includes the coordination of New Student Orientation (NSO). In the 2013-14 year, 59 NSO sessions were offered, with 1,525 students in attendance fall and spring, a 39% increase from 1,099 students in 2012-13.

For fall 2013, students attended a small-group advising session first and then registered for a NSO session. For spring, the NSO was integrated with group advising, allowing students to attend one three-hour session completing their orientation as well as getting advised and registered for classes.

Improvements and additions to orientation included joint NSOs offered collaboratively with the Honors Program, Athletics, Veterans Services, and ESL faculty with content designed for these specific student groups. Additionally, NSOs included instruction on my.maricopa.edu and relevant technology, the Learning Support Center, Student Life, involvement opportunities, Adult Re-entry services, and Choosing a Major, all organized in relation to PVCC's Get

a Grip agenda for success. PVCC NSO outcomes are aligned with the MCCCD's NSO Council outcomes as is the assessment utilized for NSO. Fall 2013 key success measures for students who met the iStartSmart cohort criteria (new-to-college and degree/transfer seeking) are found in Criterion 4C.

PVCC also developed iGoal, a web application, to assist students in creating realistic, achievable and positive personal or professional goals. Research has shown that by setting goals, students can achieve more, improve performance, increase motivation to achieve, improve self-confidence, and feel happier and more satisfied. With iGoal, students learn to set meaningful goals thus making better decisions as they choose their career, major, and classes.

iGoal has been in use since 2006-07, especially in the college success courses (CPD150, AAA115). In addition to PVCC Innovator of the Year, iGoal received the CCSSE Systemic Award (2007) as part of the Under-prepared Student Initiative. There have been 5,148 registered users since its launch.

Assessment/Testing Center

The mission of the Assessment/Testing Center (Testing) at PVCC is to promote learning by administering, proctoring, and scoring tests in accordance with MCCCD policy. The Assessment/Testing Center at PVCC subscribes to the Code of Fair Testing Practices in Education developed by the Joint Committee on Testing Practices and the Professional Standards and Guidelines promoted by the National College Testing Association and is a member of the Consortium of College Testing Centers.

The Testing Center was established to support student learning, academic success, and access to higher education by providing test administration services, including appropriate space, staff, training and technology to support these activities. Testing works closely with Admissions, Enrollment, Advising, Disability Resource Services, and iStartSmart to provide district-mandated placement testing, special program entrance exams, and CLEP exams as well as instructor and proctored exams in a convenient and timely manner.

Testing collaborates with academic divisions for make-up exams, for nursing and distance learning classes, and for students who need accommodations. The staff collaborates with the Learning Assistance Center (LSC) by helping to identify students who may need additional academic support and referring them to the LSC. The staff also coordinates scheduling with early outreach programs such as Early College, ACE, and HOOP of Learning to ensure placement testing goes smoothly for the students in these program areas.

In May 2014, Testing was awarded the National College Testing Association Test Center Certification from the NCTA (National College Testing Association). This certification is valid for five years beginning May 1, 2014. Annual usage data for PVCC's Assessment/Testing Center are available.

Academic Advising

Academic Advising (Advising) has adapted to meet the growing needs of the college and the students. PVCC Academic Advising operates at a 1:1,500 advisor to student ratio, far above the national average of 1:450. Advising has seen a growth in specialty programs that require academic advising participation. Specialty programs include Athletics, ACE, HOOP of Learning, Honors, M.E.N. Program, Early College and high school groups. Advising has been a focal point of the MCCCD Student Success Initiative, which includes mandatory advising for new students. Five years ago to meet the demand, Advising moved to group advising sessions for new-to-college students. This change ensured that all new students who go through this process hear a consistent message and are learning the same things in their first advising session. Students are advised and enroll in classes during these sessions. This has allowed Advising to see more students in a shorter time frame. The focus of these sessions is not about creating academic plans but ensuring that students are enrolled in the correct courses during their first semester of college. This process has also increased the one-on-one demand, as new students are encouraged to see an advisor for an academic plan before they enroll in their second semester. Over the past five years, Advising has experienced tremendous growth in the number of students using its services. Advising conducted approximately 11,000 student sessions in 2008 and by 2014 the number had grown to approximately 18,500.

Advising has developed new ways to communicate with students over the years. Phone and email have been the standard, but over the past six years Advising has incorporated social media including Facebook, Twitter, and blogging. New in Spring 2014, Advising offered the "On The GO" series.

- Advising On the GO!–Express advising services held at various locations around campus. This service is offered in October, November, March and April
- Graduation On the GO!–Express advising service that focuses on checking student's status for readiness for graduation. The service monitors the graduation status of students and helps the student fill out the graduation petition.
- Majors On the GO!–This is a series of events the week before classes start that connects students to the majors they are interested in. Students will meet with faculty and learn about the major(s). Sessions are also offered for undeclared majors.
- Declare On the GO!-This is the newest installment of the series, beginning in October 2014. This express service is designed to assist students in declaring a major.

Additional events that Advising offers to meet the needs of students are:

- Nursing Major Information Sessions: These are offered weekly in all months except August.
- Classroom Visits: Advisors visit about 25 classrooms each fall semester to talk with students about advising services and online resources.
- University Transfer Fair: Offered in October and February each year, the fair has grown from a modest university attendance to 45 university representatives.

Criterion III: Quality

Financial Aid

The Financial Aid (FA) office, in support of the MCCCD Seamless Student Experience (SSE) initiative, has had verification processes and call center services centralized at the system level. PVCC front-line staff now have greater time to assure a standardized and consistent process for assisting students. Furthermore, in 2013, the FA office integrated with Enrollment Services as part of the one-stop Welcome Center to accommodate students' enrollment needs and deliver a more efficient and expedient process.

FA staff collaborates with the Outreach/Recruitment and the Curriculum offices. The collaboration with Outreach/Recruitment provides FA presentations on- or off-campus to local high schools. The collaboration with the Curriculum Office ensures that the programs offered meet the US Department of Education criteria and are eligible to be included in the college Program Participation Agreement for student financial assistance. The FA staff offer students financial aid workshops, which support the college's learning-centered philosophy, and interpret and guide students through grant, scholarship, and loan application processes. Specifically, the FA staff offer FA Basics, FA Literacy, Smart Choice, and Scholarship workshops and annually host College Goal Saturday and March Madness for FAFSA preparation assistance.

FA staff teach students to navigate the My.Maricopa.edu Message Center to facilitate self-service during peak times and for communication. The FA staff offers specific support for students in cohort groups such as the Male Empowerment Network, HOOP of Learning, College Success, Dual Enrollment, and ACE programs through special presentations. Further, the FA staff assist Native American and Veteran students with their specific funding source's compliance requirements. In 2009, FA processed 6,295 student applicants while in 2013 12,734 student applicants were processed for awards totalling $17,760,087. Further information about PVCC's Financial Aid Office including disbursements is available.

Disability Resources and Services

Under the ADA and Section 504 of the Rehabilitation Act, MCCCD, and thus PVCC, recognize an obligation to provide overall program accessibility for disabled individuals throughout its locations. The designated ADA/504/Title IX Coordinator, the Vice President of Student Affairs, provides information as to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities.

Disability Resources and Services (DRS) serves as an on-the-ground partner for the MCCCD's Legal Services to help manage the risk and liability for the MCCCD so that the necessary steps are taken to uphold various federal mandates that address fair and equitable treatment of persons with disabilities. DRS works as a collaborative member of the MCCCD Disability Manager's Council (DMC), which draws on the information and experiences of the DRS managers throughout the District and provides support to one another when students transition between campuses. The DMC reports to the Vice Presidents of Student Affairs committee and the MCCCD's Legal Services.

DRS provides information and services to students with any documented disability who are attending classes at PVCC. DRS works to empower students, foster independence and promote the achievement of realistic career and educational goals. Along with the PVCC community, DRS assists students to discover, develop, and demonstrate their full potential and abilities.

DRS reviews disability documentations and works in collaboration with students to determine reasonable accommodations that ensure PVCC is in federal compliance. Accommodations facilitated by DRS include any adjustments, modifications, and auxiliary aids or services that enable an individual with a disability to have an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs. Examples of accommodations are extended time on exams, assistance with notes, permission to record lecture, reader/scribe for exam, alternate format textbooks, adaptive software (Kurzweill 3000, Dragon Naturally Speaking, JAWS), or sign language interpreters. PVCC Information Technology deployed and maintains 6 dedicated ADA computers and workstations, in various locations on campus, with adaptive technology.

In partnership with Paradise Valley Unified High School District (PVUHSD), DRS offers an annual transition fair for students with disabilities and their families. Through the transition fair and partnerships with PVCC feeder high schools, DRS reaches hundreds of students and families with information about how to prepare for college and how to use PVCC's DRS. High School students in ninth through twelfth grade are informed about the types of accommodations and services offered at PVCC, and the necessary steps for qualifying for various accommodations and adaptive technology available through DRS. Students learn about the differences between accommodations in high school and college and how to begin to prepare for the changes. Parents are informed during breakout sessions about how to help with their child's transition to college. Each year attendance at the fair has increased and by 2012 students from schools outside the PVUHSD were attending. Annual usage data for DRS are available.

Veterans Services

Veterans Services provides on-campus services for all veterans and veterans' dependents with specific assistance for class selection and enrollment, degree selection, tuition and book deferment, college resources, Veterans Educational Assistance benefits, and veteran networking. As a result of the Post 9/11 GI Bill, August 2009, PVCC saw its benefit-using veteran enrollments double. Further, the implementation of this Bill necessitated a new layer of tracking, financial accountability, financial oversight, and a School Certifying Official who is tasked by the U.S. Department of Veterans Affairs (VA) to provide oversight. In July 2013, PVCC opened the Veterans Services Center (VSC) that follows a one-stop model for obtaining assistance in seeking the skills and interventions needed for veterans to be successful students. The one-stop model was implemented to align VSC with PVCC's learning-centered philosophy and broaden the menu of services offered to veteran students and enhance student success.

PVCC complies with the Principles of Excellence for educational institutions serving service members, veterans, and veteran dependents. The Principles are a set of guidelines used by institutions receiving federal funding to: 1) provide all military and veteran students with a personalized form covering the total cost of the educational program, pre-enrollment program costs, student debt estimates, and financial aid options; 2) provide an educational plan for all military and veteran students; 3) accommodate service members and reservists who are absent due to service requirements; 4) designate points of contact for academic and financial aid advising; and, 5) ensure accreditation of all new programs prior to enrolling students. In addition to these Principles, VSC follows the guidelines of the State Approving Agency (SAA) for program approval, facility oversight, technical assistance, and outreach efforts. Veterans Services is working with the Arizona Department of Veterans Services to become certified as an Arizona Veteran Supportive Campus. This certification aligns with the Arizona Guidelines for CARE, the common standard for all military government and community organizations that serve service members, veterans, and dependents.

For the past two years, PVCC has been recognized by *G.I. Jobs Magazine* as a military-friendly college. That recognition is due, in part, to the work of the VSC.

Criterion III: Quality

Number of Veterans Enrolled at PVCC, 2011 – 2013.

Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
255	236	228	222	248

Early Alert Program

Academic Early Alert Services for students on academic probation facilitates student success. Putting students in touch with support services helps them to take a more proactive role in their own education. The Office of the Dean of Students collaborates with the Learning Support Center's Academic Success Coaching Program on the student support intervention initiative.

Academic Success Coaching

In addition to the formal Early Alert Program, PVCC has an informal program that faculty use to report at-risk behaviors by students such as academic performance, and attendance. This program was piloted in 2013 – 2014. Students who placed in one or more development courses and those identified by faculty as at-risk were referred to the Student Success Coaches. In total, 51 students came in during the fall 2013 semester. Of those, 28 enrolled for the spring 2014 semester; one withdrew from the only class he had registered for in the spring. With the ability to contact students before the spring semester began, the success coaches saw an increase of 167% in the number of students seen, from 51 to 136.

By the end of June 2014, 60% of the students who had come in for success coaching during the spring or first summer session had enrolled for the following semester, 9 for summer and 72 for fall. Of the 42 new students who came in to meet with a success coach, 24 registered for the summer or fall, and another five came in before they had taken a class at the college, with two registered for summer and three for fall.

Grades in Developmental Classes for Students Using Success Coaching Fall 2013							
	A	B	C	D	F	W	Total
ENG0XX	1	2	8	3	0	3	17
MAT0XX	0	2	1	2	5	6	16
RDG0XX	2	3	2	1	3	0	11

Grades in Developmental Classes for Students Using Success Coaching Spring and 1st 5-Week Summer Session 2014							
	A	B	C	D	F	W	Total
ENG0XX	5	2	2	2	4	2	17
MAT0XX	6	7	7	4	1	2	27
RDG0XX	14	7	7	1	7	0	36
CRE101	3	3	0	0	0	0	6

The success coaches held an open house and worked with programs that had high numbers of students in developmental classes, including Veterans Services and M.E.N. Based on usage of the program, connections to it through other offices and classes have the greatest effect on increasing student participation in success coaching. Depending on the nature of the referral, students may be referred by the success coaches to counseling for personal issues.

Counseling and Personal Development Division

The Counseling and Personal Development Division (CPDD) provides a welcoming yet confidential environment for students to discuss academic, career, personal, and social concerns. CPDD helps students learn more about themselves, identify coping strategies, and enhance self-confidence by offering a number of services including individual career counseling, career and self-assessment inventories, small group workshops, and career development courses in career/life planning and resume writing. Annually, the division facilitates 50-75 workshops on study skills, major and career planning, motivation, and goal setting.

The CPDD provides key resources and assistance to support the college's learning-centered philosophy. The Early Alert and Peer Mentor programs are directed by CPDD faculty. Faculty from the CPDD are integral members of ACE, HOOP of Learning, Veterans Services, Developmental Education, Career Services, Athletics, DRS, Occupational Programs, Emergency Response Plan, and Behavioral Threat Response teams. The CPDD is integral to the leadership and delivery of the iStartSmart program through the following courses: AAA115 Creating College Success and CPD150 Strategies for College Success. Student success and persistence data for these courses can be found in Criterion 4C. CPDD faculty provide foundational theoretical and practical insight into the work of all of these programs and committees because of the alignment of specific needs of these student populations with the expertise and qualifications of CPDD faculty. Further, the CPDD faculty collaborate with academic instructors on behalf of students for needs assessments, referrals, stress management, and the representation on tribunals.

The CPDD has seen an increase in the number of referrals from the college community, notably the referrals by faculty members. These referrals are up 20% in recent years and are frequently related to more frequent and severe student outbursts, behavior problems, and personal issues.

CPDD Annual Data, 2010 – 2013.

Academic Year	Number of Appointments	New	Follow-up	Academic Counseling	Career Counseling	Personal Counseling
2010-2011	2461	37%	63%	17%	33%	50%
2011-2012	2850	37%	63%	12%	41%	47%
2012-2013	3500	31%	69%	20%	30%	50%

Criterion III: Quality

Transfer Partnerships

The MCCCD has transfer partnerships with the three major Arizona public universities and special science transfer partnerships with other universities.

ASU has a partnership with the MCCCD called MAPP. This program is designed for students who want to start at the community college and then complete a bachelor's degree at ASU. Students admitted into the MAPP program are provided access to an e-advising system that tracks their successful completion of PVCC lower-division courses and their progress to associate degree completion. Students follow a prescribed sequence of course work at a MCCCD college that meets the lower-division course requirements for an ASU major. When students complete MAPP, they will have met the requirements for an associate degree and be on track toward earning a selected bachelor's degree. To date, 720 PVCC students enrolled in the ASU MAPP program.

NAU provides a similar program–Connect2NAU–where over 50 degree programs are fully articulated. Currently 242 PVCC students are enrolled in this program. NAU also offers 90:30 programs in Law Enforcement Management, Public Administration, Technology Management, and Emergency Management. Ninety credit hours are earned at PVCC and 30 credit hours are earned at NAU for the bachelor degree. The Concurrent Enrollment Program in Nursing at NAU offers PVCC nursing students the opportunity to earn their Bachelor of Science in Nursing degree simultaneously with their associate degree. Twenty-five students from PVCC are enrolled in this program. The first cohort is scheduled to graduate in December 2014.

The UofA Bridge Program provides students with an early connection to the University of Arizona and ensures a seamless transition. It is a partnership between Arizona community colleges and the UofA that provides a path to an associate's degree from the community college and completion of a bachelor's degree at the UofA. Students have access to admissions, financial aid, and academic counseling, as well as activities designed to assure seamless transfer. The program also offers eligible students the opportunity to receive renewable transfer scholarships upon successful completion of an associate's degree. The Bridge Program guarantees admission into select UofA undergraduate degree programs upon completion of an associate's degree. As of March 2014, 39 MCCCD students have enrolled in this program. PVCC had eight students enrolled in the program during the 2013-2014 academic year.

In addition, MCCCD has transfer partnerships with Grand Canyon University for health sciences, Midwestern University for Pharmacy and others. PVCC has a unique transfer partnership with the Universidad Autonoma de Guadalajara. Complete details of the various transfer partnerships are available on the University Partnership webpage.

Bachelor Degree Completion at PVCC

Because there is no bachelor degree-granting institution serving the northeast, greater Phoenix area, NAU established in 1993, an extended campus at PVCC. Through this program, students may participate in three two-plus-two programs, and four three-plus-one bachelor degree programs. Two-plus-two programs are in business and in special and elementary education. The third two-plus-two program is a concurrent enrollment program for Nursing. The three-plus-one programs are Law Enforcement Management, Public Administration, Technology Management, and Emergency Management. Currently 279 NAU students are completing a bachelor degree program on the PVCC campus.

Career Services

Career Services provides state-of-the-art programs and services to advance the career development and employment opportunities of its students, graduates, and community. Career Services provides comprehensive career development planning and job-search services to PVCC students and to the community at all stages of career development. Its focus is on providing an inclusive, innovative, and supportive environment that will assist students with career development.

In September 2005, Career Services was moved under the CPDD and a full-time OYO coordinator of Career Services was hired. This position was replaced with a manager, Career Services in August 2009. As a result of reorganization recommendations in 2010, Career Services was made an independent office under Academic Affairs. Career Services moved to Student Affairs during the fall of 2012.

Career Services has assisted job seekers with a full array of services including résumé/cover letters, interviewing skills, online career explorations, and job searches. The staff created a web site showcasing career-related information and thousands of full- and part-time job opportunities for students. In collaboration with Information Technology (IT), Career Services uses a web application designed and developed by IT that matches students with employers. Employers post jobs, and students may apply for employment.

The department supports career exploration for new/continuing students with a focus on the major to career connection, students switching majors, or students exploring other career opportunities. Career exploration for new/continuing students via Maricopa Career Planning System (MCPS) is also provided. The staff presents career development workshops in classrooms and offers life-long learning seminars. The department hosts job and career fairs as well as weekly individual hiring events.

Career Services has also established a presence on campus and the community at large by partnering with organizations such as Jobing.com to bring program awareness to our community and employers.

Finally, Career Services provides internship opportunities for students in a variety of industries including business/IT, communication, education, justice studies, strength/nutrition and conditioning, science (chemistry/biology,) engineering, and math.

Career Services Annual Usage Data 2012 – 2014.

	Students Served		
Internal CS Activities	**Fall 11/12**	**Fall 12/13***	**Fall 13/14(inc.)***
Classroom Workshops Résumé/Internships, Interviewing/Scholarships/LinkedIn Workplace Skills etc.	1,000	1,067	1,150
In person or Email (1 hr. appointment)	614	534	612
Internship Coordination	30	47	9
Enrollment Extravaganza	n/a	n/a	200
Lifelong Learning Seminars (attendees)	50	60	75
Walk-ins – 10 -30 min. (job search, start résumé, career exploration, self-serve)	2826	2620	2625
Students attending Individual***/Group Job Fairs	2500**	300	1,962
Total Students/Community served:	**7,020**	**4,628**	**5,883**

*Building under construction – Career Services moved to A&R or Career Services closed to staff Welcome Center

**Job Fair in partnership with District 3 Congressman Individual employer Fair

***Individual Employer Recruiting (students seen estimated by employers)

	Employer & Community Outreach		
External Career Services Activities	**Fall 11/12**	**Fall 12/13**	**Fall 13/14**
Outreach (HS Recruiting) Explore and ESL	80	150	200
Employers attending Individual/Group Job Fairs	0*/100**	6*/0**	33*/30**
Total	**180**	**156**	**266**
*Individual Job Fairs, ** Group Job Fairs			

Criterion III: Quality

RESOURCES FOR TEACHING AND LEARNING

Library

The Buxton Library (Library) at PVCC empowers students to succeed by providing information literacy instruction and support as students acquire research skills. Students, employees and community members are provided with access to information in print and e-resources for all learning levels both in person and online. Users have access to 40+ computers, laptops, and wireless access for their personal devices. A classroom built in 2012 allows librarians appropriate space and resources for student, staff, and faculty instruction. The Library houses the Buxton Southwest Art collection. Librarians provide a number of additional services including information literacy workshops, course offerings, instruction/reference, outreach/liaison, collection development, research workshops, research guides, Open Educational Resources (OER)/OneClick resources, and faculty development workshops.

By the end of fiscal year 2012-13, the Library circulated 15,192 items and welcomed more than 145,292 patrons, an average of 695 per day. Its collection has grown to 72,000 print, media and electronic items; 10,000 electronic books; 18,000 streaming video and audio files; and thousands of magazines, journals, and newspaper subscriptions in print and electronic formats. Annually, librarians have taught on average 270 information literacy classes tied to specific classes and assignments ranging from developmental reading to freshman composition to international business. Working in conjunction with IT and CTL, the Library deployed an information literacy tutorial for students. The tutorial is used by all the MCCCD colleges and nationally by a few college and university libraries. Librarians liaise with various divisions including English, Behavioral Sciences, Life Sciences, Nursing, Communications, Counseling, and Fine Arts to provide participatory lessons that infuse critical thinking skills geared toward specific assignments. Librarians also assist faculty in the creation of research guides for specific courses or subject areas. The guides, as well as OER initiatives, are designed not just to save students money on textbooks but also to support their learning. Librarians support all the MCCCD students both in person and virtually through the "Ask-a-Librarian" chat service.

The Library's physical space is used to not only provide individual quiet and group study space to students, community users and faculty but is also used to generate awareness about larger issues of civic engagement and discourse such as immigration and civil discourse. The Library routinely invites guest speakers to discuss issues of global significance with students and has engaged PVCC students in art classes to help create exhibits that highlight these activities.

Learning Support Center

The Learning Support Center (LSC) provides academic support and learning strategies through services, resources, and collaborations with faculty that allow students and the community to achieve their academic goals. The LSC includes tutoring in most college disciplines, a math lab for developmental math, a language lab featuring Rosetta Stone, the student-athlete study table, a large number of current textbooks, anatomy models, ESL conversation groups for students and the community, grammar and study-skills workshops, and academic coaching programs dedicated to college reading and student success. Tutoring has expanded not only in the number of subjects tutored but also to a second math location in the Q building, where the Mathematics Division and classes are located, and also to the Black Mountain site, currently offering math and writing tutoring.

Facilities have been remodeled to accommodate larger groups such as P.A.S.S. Time, the student-athlete study table; ESL grammar and conversation groups; and anatomy and physiology test reviews. Coaching programs for academic reading (focusing on college reading skills in any discipline) and academic success (focusing on time management, college referrals, and organizational skills for students new to college) are the most recent additions to LSC services.

The LSC maintains all three levels of tutor-training certification through the College Reading and Learning Association. Annual usage date for the Learning Support Center is available.

Q Math Center

Q building, housing the Division of Mathematics and other college offices, opened in January, 2011. Tutoring and testing space for math was a dedicated part of the newly opened building. Students can take their math classes, meet with faculty, participate in tutoring, and take their math exams in the same building. Most math tutors in the Q Math Center (Math Center) are hired, trained, and scheduled by the LSC.

In addition, the Math Center offers several study rooms for students who need a quiet place to study and a large classroom for testing. Other features of the Math Center include 450+ calculators to checkout to students during the semester, lockers for personal belongings while testing and a monitoring system for tracking student use of the center. There are desktop and laptop computers available for online testing and access to other math resources.

The Math Center supports faculty and students through proctoring math exams, open lab tutoring, calculator workshops, and the facilitation of a developmental education math lab. The Math Testing room was designed for students to take tests outside of class. Faculty saw this as an opportunity to have more time for lessons and practice, especially for developmental math classes. Laptops are provided for online testing. Staff can also generate rosters and reports of all student testing.

Tutoring is the most demanded service of the Math Center. It is one of the most successful interventions for developmental math students. The Math Center has one tutor who specializes in developmental math and several tutors who support intermediate and higher-level math courses. All tutors go through mandatory training provided by the LSC. Some of the Math Faculty hold regular study/review sessions in the adjacent study rooms.

The Math Center staff produces reports that help measure students' progress and time spent in the tutoring center. Past reports have provided evidence that those students taking advantage of the tutoring center are receiving higher grades than those students that do not visit the Math Center, especially in the area of developmental education. Beginning Fall 2014, all 14 residential math faculty will devote one office hour each week to provide tutoring in the Math Center. This is a positive and cost-effective way to redefine teaching and learning where students are comfortable with seeing instructors caring for their success. Annual usage data for the Q Math Center is available.

Computer Commons

The Computer Commons (Commons) is centrally located in E building near the Library and LSC and is available to currently enrolled students. It is a premium technology environment with state-of-the-art touch screen and dual-boot computers. Students have the choice of using Mac or Windows and have access to all of the software that is used for completion of course work. There are eleven computer lab clasrooms in the Commons surrounding an open lab with over 100 computers available. Knowledgeable staff assists students until 9:30pm on weeknights and until 4:00pm on Saturdays. An online orientation of the Commons is available.

Criterion III: Quality

Over the past twelve months, the Commons had 35,103 student visits, hosted a dozen Canvas orientation sessions and accommodated 19 student requests for a room to practice their presentations.   Many Computer Information Systems (CIS), Business, Art, and Journalism classes, as well as some NAU courses are scheduled in the Commons labs that function as their classrooms. The vacant time slots in these labs were taken by 1,798 individual computer lab reservations by faculty from various content areas such as English, College Success, and Psychology.

Decisions regarding the Commons facility schedule, staffing, and equipment is a collaborative effort among faculty, staff, and administration. Several technology-related committees, each with its own focus, provide valuable input. The Lab Planning Management Team (LPMT), Direct Instructional Liaisons (DIL), and Technology Coordinating Team (TCT) meet at least once a month during the academic year to discuss software upgrades, hardware purchases, staffing changes and facility usage to ensure that the Commons is responsive to the needs of the various classes, faculty, and students.

The Commons supports the community by providing computer facilities and technical support for the following government programs: Volunteer Income Tax Assistance (VITA), AARP, and FAFSA. The Commons also is used to provide free tax assistance to seniors and low-to-moderate income taxpayers. The Commons has hosted MCCCD-wide events such as the MCLI Teaching & Learning Conference, Linux World Development Day, and other appropriate ad hoc community requests.

Information Technology

Technology integration into the classroom and expansion on campus of both physical and virtual spaces required expanding technical support services. PVCC's computing infrastructure consists of a wired and a wireless network, servers, systems, SIS reporting, telephony and data backups and recovery. As is typical of most organizations, PVCC has seen a number of changes in its information technology (IT) services and labs since 2005. Its wired network switch equipment was replaced in 2005, increasing uptime from 78% to 99%. A full robust campus-wide wireless network was implemented, 2007, that includes all network programming, troubleshooting, resolution and replacement. There is a separate restricted instructional wireless network that contains mobile laptop/iPad carts, mediated classrooms, Apple TVs, and other instructional equipment that requires network access.

IT provides a large data storage volume to facilitate classroom group work for students and faculty. Faculty have sufficient space to be able to access all their course materials from any computer they have logged in to, which includes all classroom instructor stations.

The PVCC Technology Helpdesk (Helpdesk) was formalized into a comprehensive technology support program in 2008. Helpdesk and Desktop Services were transformed in 2013 with IT reorganization. The Helpdesk expanded its offerings to include all central and local college applications and systems as well as computer, laptop, tablet and smart phone support. The Helpdesk staff offer direct classroom support for the Computer Commons. The desktop technicians support sophisticated software and hardware systems, wireless and wired, and mediated class and meeting rooms.

Technology Tools to Support Student Success and Learning

IT (Web Development & Application Programming) supports a total of 33 web-based applications and their databases. Included among them are PVCC's PAWS, iGoal and GEA programs. Within the last 3 years, IT has designed and developed 13 new web-based applications, an extensive technology resource area for various instructional disciplines including open educational resources and specialized support sites for distance learning faculty and students. Each application takes, on average, five months from initial meeting with constituents to production. There also have been approximately 3,000 college web site related requests, new or modified, that have been fulfilled. The web site requests do not include the college's redesign and implementation of a learning management system in 2010.

PAWS is a web-based student athlete early alert system which also assists athletes in managing their academic and personal goals, academic eligibility and progress towards their degree. The efficiencies available with the use of PAWS has saved 240 hours of staff time tracking student's eligibility. The programming code and database have been shared with three other MCCCD colleges. PAWS was also honored by University Business Magazine as a Model of Efficiency in 2010 with a follow-up article on additional efficiencies gained in 2014, resulting in more than 40 more hours of staff savings. PAWS is currently being expanded to be used as an early alert system for the Honors Program.

GEA is PVCC's web-based General Education Assessment tool. Faculty use the tool to record class assessment data based on general education rubrics. The data are used to improve instructional pedagogy. The number of sections that have been assessed in the past fell from 308 (2007) to 148 (2010). After implementing GEA, PVCC has seen the number of course sections assessed in 2010-11 rise from 148 to 175, with 96 individual faculty conducting academic assessments. For FY2013, 390 courses were assessed, a 61.83% increase over FY2012. Course assessments and out-of-class assessment instruments have been implemented in FY2014. GEA is currently being readied for use at Phoenix College, one of PVCC's sister colleges in the MCCCD.

The classrooms at PVCC are equipped with a base technology package of computer, document camera, cabling for laptop connection and a ceiling-mounted data projector. This equipment is on a five-year replacement cycle. Some classrooms have additional technology based on instructional need. For example, many science classrooms have digital microscopes and the math classrooms have mounted televisions to display graphing calculator screens. Recently, wireless receivers have been mounted in approximately 30 classrooms to enable mobile instruction and projection from tablet computers.

The IT staff regularly assess the speed, reliability, and security of the wireless network provided throughout the college for student and employee use. Based on these findings, the wireless network is upgraded, enhanced, and expanded to keep up with the mobile demands of students, faculty, and staff. A wireless network security audit was conducted at each of the 10 colleges in the MCCCD in 2013. The findings for PVCC were exemplary with no recommendations for improvement.

IT also provides software and hardware support to students, faculty and staff using the Commons classrooms, Open Lab, Learning Support Center, Center for Distance Learning, Black Mountain, Q Math Center, CTL, and all ADA workstations. Pay-for-Print instruction and support are available to students as is assistance with accessing/logging into and navigating the Canvas learning management system.

Students are provided state-of-the-art technology to complete their coursework and troubleshooting services to assure technology is always reliable and available. Information Technology Services also provides access and support for college and community events such as FAFSA College Goal Sunday, AARP & VITA tax preparation, New Student Orientations, group advisement sessions, and ACE and HOOP of Learning student orientations.

Criterion III: Quality

LABS/STUDIOS/FITNESS CENTER

Science Labs

The science laboratories support the belief that student learning is enhanced by performing activities that stimulate and engage students. Together with residential faculty, the science lab techs, student lab assistants, and the lab coordinator work to ensure that these ideals translate into a seamless student experience. This is accomplished by providing each of the three facilities housing the science laboratories with course specific materials that faculty can use in their laboratory experiments that will enable them to convey information in an empirical environment. Each of these buildings is supported by a lab technician who has ample expertise in the field in which he or she is lending guidance and support to multiple faculty members. In the case of the Life Science building, two lab technicians divide the responsibilities of very diverse course offerings, including a Microbiology program. A total of 4 lab technicians, 9 student lab assistants, and a lab coordinator who administer the 3 facilities, 17 teaching labs, and 6 disciplines (BIO, CHM, PHY, AST, GLG, ECE-Refer to Acronyms and Abbreviations for course names).

The science laboratories support approximately 269 lab sections per academic year, consisting of 150 BIO lab sections, 60 CHM lab sections, 18 PHY lab sections, 17 AST lab sections, 22 GLG lab sections, and 2 ECE lab sections per year. The science laboratories support all areas of STEM summer activities, including asteroid crater measurements, rocket ship trajectories, cost analysis of cargo to the moon, human cadaver anatomy, biotechnology labs on DNA isolation, PCR amplification, and gel electrophoresis, disease vectors using ELISA methodology, and others.

All of the science disciplines have laboratory equipment and tools that are designed to enhance and strengthen the lessons. Human cadavers were introduced into the Anatomy & Physiology program in 2009 with the opening of the Life Science building. A dedicated microbiology lab and a state-of-the-art micro prep room includes autoclave sterilization and a laminar flow hood. For Chemistry, the Vernier lab technology includes a Polarimeter, melting point apparatus, pressure sensors, pH meters, radiation detectors, and oxygen and carbon dioxide sensors, etc. A 60 MHz NMR (Nuclear Magnetic Resonance)

and two Nicolet IS-5 Infrared Spectrophotometers instrument are used by organic chemistry students for analysis of chemical compounds. Protein and DNA Gel Electrophoresis, Western Blot, and PCR equipment have been incorporated into biology and biochemistry labs. Physics and engineering students use a 3D printer with CAD 3D modeling software. Astronomy students use a telescope deck with piers, a set of 6" Dobsonian telescopes with eyepiece kits and filters, a Solar Scope, and a 16" Dobsonian telescope. Finally, adaptive/assistive technology is incorporated into labs including ADA stations with wheelchair-height lab benches, instructor stations equipped with projective microscope and interactive document camera/presenter for visually impaired students. A&P labs are also equipped with an overhead cadaver camera for individuals with limited mobility.

Health Sciences Building

The Health Sciences building was designed specifically for inter-professional collaboration, education and training of students in the Nursing, EMT and Paramedic programs. PVCC's previous lab space could only accommodate the first two semesters of the nursing program. In order to remain in compliance with the Accreditation Commission for Education in Nursing requirements, PVCC added additional lab space. The building includes the required facilities to meet fully the program needs. Within this building is space for a skills practice lab and exam room, two simulation suites, a control center, and a debriefing room. As the number of available clinical sites continues to decline, the facility has become more critical to sustaining the healthcare programs by providing opportunities for students to actively engage in simulation scenarios which promote critical thinking and skills competency that was once only obtained in clinical placements.

Music/Theater/Dance/Art Labs and Studios

PVCC provides a number of performance practice spaces for its music, theater and dance students including the Black Box and computer labs for music and theater production work. The Center for the Performing Arts, completed in 2005, has been a significant addition to the Fine and Performing Arts program and has provided a venue for school and community productions in theatre, art, music, dance, film, and lectures. PVCC also has a number of visual art spaces including the recently remodeled Ceramics Studio.

Center for Performing Arts

The Center for Performing Arts (CPA) functions as both a performance venue and as a classroom/lab facility in support of the Fine and Performing Arts classes and degrees. The key users of the CPA are the various programs within the Division of Fine & Performing Arts - music, theater, dance, visual art. The Fine & Performing Arts Division uses the CPA for 80% percent of the academic year (July-June). The remaining 20% of the year is divided between college/community use (10%) and facility rentals (10%). The multiple uses and flexibility of the spaces enrich the student learning experiences and encourage the multi-disciplinary goals of the division and college. For example, students in the audio technology program apply skills during actual college productions and events. The CPA hosts over 75 performances, rehearsals, and events outside regular class hours each year.

With regard to the music program, the CPA contains the main classroom space for the Commercial Music program (CPA 115 Music Hall, CPA 120 Electronic Music Lab), the primary rehearsal and performance space for college/community music ensembles (CPA 115, CPA 113 main stage theater), a secondary classroom space for the music transfer program (CPA 115 and adjacent practice rooms), and a presentation space for college concert series, visiting artists events, and music festivals (CPA 113 CPA outdoor amphitheater).

To support the theater program, the CPA contains four rooms which are used as both classroom and event support rooms on a regular basis. The green room, the make-up room, the costume shop, and the scene shop all host classes during the day and are also used in the afternoons and evenings as rooms that help produce main stage productions on the CPA stage.

The dance program uses the CPA for the production of two major dance performances a year and the support for 1-2 guest artists events per year. This support utilizes the green room, make-up room, costume shop, scene shop, the CPA main stage and the CPA lobby/gallery.

The CPA's lobby/art gallery hosts six art exhibits per year. The scheduling and installation of the art shows are coordinated and supervised by a contracted adjunct faculty member. The Annual Juried Student Exhibition is held each April. Students may enter up to five exhibitions of art made during the academic year.

In addition, an annual invitational student exhibit, the Emerging Artist Series, provides advanced students with a platform to showcase their work to the community.

The CPA also supports art and entertainment events and collaborates with the program directors to provide the support necessary for success. For example, PVCC uses the CPA for 8-10 Wednesday evenings per year to showcase films on international topics, the Desperado LGBTQ Film Festival uses the CPA for two weekends per year to showcase films, host panel discussions, provide information about LGBTQ issues, and host vendors and musical artists for "between-the-films" entertainment.

Ceramics Studio

To meet the expanding needs of the art program that was sharing a studio between ceramics and drawing/painting classes, a vacant building was remodeled into the Ceramics Studio. Opened in January 2014, the new Ceramics Studio provides an instructional area for lecture, demonstration, and student exploration of ceramic techniques, processes, and concepts. The studio includes 12 pottery wheels, a slab roller, work tables, and a glaze table. It includes a damp area, clay storage, drying area, and storage as well as a small resource room and display area. The remodeled building has an enclosed yard and patio that facilitate use of multiple kilns, including a gas kiln, as well as space for working on large pieces.

Criterion III: Quality

Fitness Center

The PVCC Fitness Center provides supervised wellness training, equipment, and instruction to accommodate student, employee, and community interests and needs. The Fitness Center offers fitness memberships and both credit and non-credit aerobics-type, group exercise, martial arts, sports, and yoga classes. The Fitness Center has a long-standing Silver Sneakers program and in 2014 added a new senior program, Silver and Fit, as a supplement. Also in 2014, the Fitness Center staff added four new course, PED115 Lifetime Fitness, PED116 Cardiovascular Fitness, PED117 Weight Training for Wellness, and PED118 Exercise is Medicine to its existing offerings to expand fitness learning concepts and skills related to the improvement of health and wellness. These course additions were developed and instituted by the MCCCD Instructional Council for Fitness, which annually reviews health and wellness trends and research to ensure that the PED curriculum is up-to-date. Students in the Exercise Science and Personal Training Associate of Applied Science use these classes as opportunities for professional skills practice and application through observations.

Bookstore, Puma Den, Copy Center

PVCC provides three services through District-wide contracts. The following suppliers offer these services to students and employees: bookstore, Follett Higher Education Group; Puma Den (food services), Chartwells; and copy services, RICOH.

Student Services at PVCC at Black Mountain

Registration, advisement, placement testing, and cashier services are offered on site. Library services are available through the online library chat service "Ask A Librarian" and through an intercampus library loan program. Tutoring for math and writing are periodically provided on site in the afternoons. Disability Resource Services are arranged through the Union Hills campus for Black Mountain students. Bookstore services are provided online. Open computer lab resources are available for students and a mobile computer lab resource is available on site for instructor use. Black Mountain partner joint service projects and PUMA Wednesdays offer opportunities for recreation, service, and leadership to students at the Black Mountain site.

ENRICHED EDUCATIONAL ENVIRONMENT (3E)

PVCC fulfills the claims it makes for an enriched educational environment.

STUDENT LIFE AND LEADERSHIP

The mission of PVCC's Student Life and Leadership (SLL) is to motivate students to engage in their learning experiences through participation in leadership, service, recreational, wellness, and cultural activities. The SLL builds connections between academic and co-curricular programs to enhance student learning and development. Additionally, SLL provides guidelines, resources, and training for student organizations, sponsoring activities ranging from field trips to forums.

All SLL programs and services are categorized along an involvement spectrum, ranging in intensity from initial engagement activities to leadership training that prepares students for action through service and peer education.

Student Involvement Spectrum

Clubs and Organizations   **Service**

→

Outreach Events   **Leadership Development**   **Peer Education**

SLL sponsors a variety of outreach events each year. Each fall since 2010, SLL has hosted the Annual Spiritfest/Homecoming Activities during which college offices participate in a decorating contest creating school pride and spirit. Over 500 students attend the Spiritfest events each year. Intramural sporting tournaments are held during both the fall and spring semesters. In the fall the 3-on-3 Basketball Tournaments attract nearly 60 players. The Spring Flag Football Tournament attracts over 100 participants. Another spring event is the annual Puma Palooza Spring Fling with over 300 students attending each year.

New to the college in October 2013, SLL sponsored the first 5K race at PVCC. Over 120 runners participated with nearly 80 students volunteering for the event. New in April 2014 were the Tedx Talks. The inaugural event featured five speakers and 20 attendees. More Tedx Talks are planned for future years.

SLL also co-sponsors the following annual cultural events:

- The Desperado LGBTQA Film Festival.
- Native American History Week.
- Black History Month.
- And the recently introduced Lunar New Year Celebration.

It is estimated that SLL has attracted nearly 3,700 total students to the various yearly events. Over the past three years, PVCC has had 20 active student clubs involving 200 students and 20 advisors.

Unique among the MCCCD, PVCC sponsors leadership development programs. They include the Emerging Leaders Program, Diversity Incorporated, Student Government, and the MCCCD LeaderShape Institute and MCCCD Student Public Policy Forum. Details on these programs are provided in the next section.

Continuing through the spectrum of engagement activities, SLL annually sponsors volunteer activities for students. In addition to the following examples, the Emerging Leaders Program requires students to complete eight hours of service, which equates to 600 hours of service annually.

Criterion III: Quality

SLL Service for the Community

Service Event	Total Number of Student Participants (Students/Leaders)
Blood Drives (Fall and Spring)	100 participants
Keep PVCC Clean/Adopt a Street	20 participants
Adopt-A-Family	150 Donors between staff, students and community members

Other student engagement activities have included educational workshops for peers. Some of these are:

- Classroom Diversity Trainings using the MOSAIC curriculum.
- Smoking Cessation Workshops both on campus and within the local public high schools.
- Voter Education Programs sponsored by the Emerging Leaders students.
- Teambuilder sessions for College Success classes.

Supporting the values of a learning-centered college, PVCC created a new SLL department space in the east wing of KSC building during the KSC remodel. The space includes staff office space and a student game room. This space was officially opened in January 2014.   Daily usage of the game room ranges between 15 and 40 students.

Student Life has also improved its communications by developing a number of social media capabilities including blogs, Facebook, podcast, and Twitter. From 2005-2009, the SLL became pioneers of social media, launching the first Student Life blog podcast in Arizona. From 2005-2007, the number of blog hits per week exceeded 14,000. During the same time frame, the podcasts were the third most downloaded files from the PVCC website, behind course schedules and individual course materials.

In 2009, the blog and podcasts were transitioned to the Student Life Facebook due largely to its growth and its ability to host a variety of content including audio and video. Facebook use has been growing steadily since 2009, with 552 likes during the 2013-14 academic year. Because the Facebook page information is often shared on individual newsfeeds, metrics indicate that the actual reach is 1,909 Facebook users. In 2012, SLL introduced mobile gaming, using smartphones to assist students in navigating campus through scavenger hunts. Eventually, this technology was implemented in college success classes with over 80 students participating in mobile-based games that directed them around campus.

The Club Hub is PVCC's web based clubs/organizations resource center. Students can find information about all the clubs and organizations at PVCC as well as campus events, activities, schedules, resources, policies, forms and training dates. On the PVCC campus, there are currently over 20 active clubs and organizations that cover a broad range of interests.

The Student Government (StuGo), formerly known as Student Leadership Council, is the student governing body on campus, consisting of elected officers and club representatives who participate in campus decision making. StuGo provides an opportunity for students to develop and demonstrate leadership skills while working issues that impact the student body.

The goal of the PVCC Emerging Leaders Program, a program delivered collaboratively between student and academic affairs, is to provide an opportunity through coursework for participants to identify, develop, and practice leadership skills in order to make positive social change. Through the Emerging Leaders Program, students are invited to experience leadership by doing. Experiential learning is based on action and reflection. Students participate in various hands-on team building courses and activities. The program's curriculum is based on the Positive Social Change Model that originated out of UCLA.   It addresses leadership development from a values-based perspective at the group and individual levels with the capstone experience being engagement as an active citizen through service and volunteerism. Since 1998, the program has had 1,038 students complete. Over the past three years, there has been an average of 65 students participating each year.

The LeaderShape Institute is an interactive program designed to build leadership skills. Beginning in 2004, this MCCCD-wide intensive six-day experience teaches integrity-based leadership to college students each May. Each year, eight to ten students are accepted from PVCC. The college has sent 96 students to the LeaderShape Institute since 2004.

The Student Public Policy Forum (SPPF) is an academic program that provides an overview of local, state and national public policy making and citizen influence and involvement. A focus is placed on experiential learning and leadership development through engagement in the public policy process. SPPF is a part of the MCCCD's Center for Civic Participation (CCP), which seeks to enrich public life and public discourse on our MCCCD campuses and in our communities. Only 20 students are selected throughout the MCCCD to participate each year. PVCC has had 17 students complete SPPF since 2005, an average of two students per year over the past three years. For details see Chapter 4 on Criterion 1.

In 2011-12 PVCC launched Diversity Inc. (later renamed Diversity Incorporated) with 18 students. This program, a collaboration between Academic and Student Affairs, is an excellent example of how service learning engages students. Students have been trained in diversity issues so that they may be more civically engaged members of society in promoting inclusiveness and social justice. This classroom experience is the first of its kind to reach both community colleges and universities. It combines general education coursework with service learning and diversity facilitation embedded within the course competencies.

PUMA PRESS

Puma Press, the student newspaper, has become central to the reputation of the institution in that it tells the stories of the college. It reaches the community with PVCC's story through its hard copy edition and the world through its online edition. It records the history of the college from a student viewpoint.

Criterion III: Quality

Students gain real world experience that contributes to their success by publishing in the Puma Press using what they have learned in classes. The student newspaper supports the Journalism Certificate of Completion (CCL) as a real world laboratory for traditional and online publishing and social media. As the journalism industry has rapidly adapted to web publishing, its needs have changed, requiring reporters to be trained in multi-media platforms, including blogging, photography, videography, video editing, broadcast reporting, social media and writing for online publications. The Puma Press and the related Journalism CCL provide the laboratory and education to train students in all these platforms.

Puma Press moved into a new 900 square foot newsroom for the student newspaper staff in the remodeled KSC in August 2013. This student laboratory is equipped with an instructor's station, tables that can be arranged into conference room style, 10 industry standard Mac computers, an editor's office for private interviews and phone conversations, and extensive storage space. The space also features soft chairs in living room style and student lockers. New computers with 27 inch screens are being added to support graphics, Web, and broadcast work. Students may work on the Puma Press through the Journalism classes and CCL program or as participants in the Puma Press Club. Work on the Puma Press is preparatory to later gaining an internship in the journalism program.

INTERNATIONAL EDUCATION PROGRAM

The Center for International Studies (Center) was founded in 1994 under the auspices of an U.S. Department of Education Title VI-B grant, which was followed by an U.S. Department of Education of Education Title VI-A and a second US Dept. of Education Title VI-B. The synthesis of these three grants resulted in a center that emphasized instructional and student development programs with a primary focus on and specialization in Asia and Latin America.

The Center was originally established with a faculty member who received release time as the director and a part-time coordinator position that was funded via the various grant awards. The director retired in 2000 and the coordinator was appointed as a part-time director. The part-time position was made permanent in 2011.

The Center originally focused heavily on content-based faculty development, which would encourage international curriculum to be developed and infused within a faculty member's respective courses. In 2000, the new director added co-curricular student development programming with visiting scholars, artists, and lecturing professionals. In addition, the Center began hosting study abroad programs for students and developed an academic certificate with two options, Health and Sustainability or Arts and Letters as means to link a student's general education with a global studies emphasis. The complement of both faculty and student development serves as a means to achieve part of PVCC's mission by focusing the learning on global engagement, aligning with the college's diversity and inclusion expectations and addressing trends in education and economics.

The Center has responded and contributed to the college's civil discourse emphasis by instituting an annual Civil Discourse theme to the student programming in academic years 2012-13 and 2013-14. In the spring of 2014, this programming received the MCCCD Diversity Advisory Council award for the Civil Discourse annual initiative. Over the past three years, participation in the student development sessions has increased:

Academic Year	Student Development Sessions	Participants
2010-2011	51	2,731
2011-2012	58	2,732
2012-2013	53	3,019

ATHLETICS

The Athletics program at PVCC, established in the fall 1995, has grown significantly. The original three men's sports (cross country, golf, and tennis) and two women's sports (cross country and tennis) have expanded with the addition of three additional sports for men (soccer, track & field and baseball) and four for women (golf, soccer, softball, and track & field). In the same time period, the number of athletes on campus each year has increased from approximately 23 to well over 200. Both the men and women's intercollegiate teams have been extremely successful in achieving national recognition in both academics and athletics. Athletics has added men's baseball (fall 2008) to its teams and launched PAWS (Paradise Athletic Web System) in 2009. Since PAWS' go-live in 2008, the average team composite GPA is 3.0, student-athlete persistence is 82%, and there have been 15 Academic All Americans. Student-athlete and success data can be found in Criterion 4C.

Every student-athlete undergoes a thorough transition into PVCC. Orientation and expectations for academic performance and behavior are explained to students, including success strategies in the classroom, eligibility requirements, transfer requirements, graduation requirements, and campus resources. Mandatory advising is provided to all student athletes and schedules are planned around athletic activities. All academic programs emphasize academic support and student success. Academic support in the form of tutoring is offered and academic monitoring is conducted by way of PAWS. A faculty member serves as liaison/mentor for each team.

For athletics at PVCC, MCCCD and PVCC fund 134 tuition waivers (soccer-15, cross-country-10, golf-6/gender, tennis-6/gender, baseball-15, softball-15, track and field-15/gender), and PVCC provides book loans totally $35,000. Another $40,000 is provided for waivers by means of fundraising.

PEER MENTORING PROGRAM

A Peer Mentor is a trained paraprofessional (peer leader) who provides guidance, support, and role modeling to first-year college students (and/or cohort groups such as FYE and ACE) in a structured setting.

Students participating in the Peer Mentor Program enroll in CPD250: Peer Mentor Training. This course provides opportunities for students to develop and apply beginning skills and knowledge required to establish and maintain effective peer helping relationships in a college setting. The focus is on the role, function, and responsibilities of the peer mentor; verbal and nonverbal communication skills; problem solving; and strategies and resources for first-year student success. Coursework includes an on-campus service-learning component working with students within the classroom of an assigned College Success class (1-credit AAA115 or the 3-credit CPD150) through the duration of that course. The peer mentors also provide out-of-class peer guidance and referrals to appropriate campus resources as needed. In addition, peer mentors facilitate student engagement in classroom activities under the guidance of an instructor. Once students get involved in the leadership training, they will often engage in other leadership opportunities like Student Orientation Leaders, Ambassadors, or Student Life on campus.

The Peer Mentor Program continues to expand its services. Beginning in the Spring of 2009, mentors served in AAA115 and CPD150 courses (college success courses, for a total of 4 courses). However, by fall 2012, the program expanded to include developmental courses for a total of sixteen classes. For fall 2014, peer mentors will also work with students in development courses ENG081 and ENG091, CPD160 (ACE juniors), HOOP of Learning weekly meetings, and Disability Resources and Services (by walk-in and referral). Since 2001, 167 peer mentors have been trained serving approximately 2,457 first-year student mentees. In fall 2014, PVCC is expecting 20 peer mentors, the largest number to date. With 20 mentors each assigned to a class or cohort group of approximately 20 mentees, approximately 400 first-year students are expected to be served.

Criterion III: Quality

MALE EMPOWERMENT NETWORK

The Male Empowerment Network (M.E.N.) program is designed to improve enrollment, retention, and degree completion/transfer rates of male students from various backgrounds by providing a multi-faceted approach that promotes personal and professional development, encourages academic achievement, and provides support for them to enroll in college, stay in college, graduate, and achieve their goals.

Piloted in 2009 the M.E.N. program conducted research on male student retention, persistence, and completion. The M.E.N. program became a part-student-club and partially-funded-program in 2010 while a part of an MCCCD-wide initiative. In the spring semester of 2012, the M.E.N. program became a fully implemented program with a full-time coordinator.

The program is based on a strategic collaboration between the Student and Academic Affairs divisions. This collaboration enhances students' potential for successful learning opportunities. Faculty members are part of the program's steering committee that focuses on the collaboration, growth, and sustainability of the program.

The program has developed a scholarship. This scholarship is based on program participation and grade point average and supports male students in the program with their tuition and/or books. Over the past three years, 14 scholarships have been awarded to students with a GPA of 2.5 or higher. The program also works in conjunction with Academic Advising and the Student Financial Assistance Office agenda for college access, persistence/retention, and completion through student engagement, activity participation, and creating individual academic plans. There have been 69 active participants in M.E.N. over the last three years.

M.E.N. Program members

HONORS PROGRAM

The PVCC Honors Program (Honors) promotes excellence in learning, academic achievement, leadership, and community engagement. The mission of Honors includes fostering a climate of excellence both in the colleges and in the surrounding community, raising awareness of the high quality and variety of educational services provided by the MCCCD, promoting a sense of scholarship and community among program participants, encouraging students to achieve the maximum benefit from educational experiences, recognizing talent and motivation of outstanding community college students and faculty, and serving as a resource for innovation and testing for new methodologies and services that may be extended more widely.

Honors is important to college academic divisions and departments who look to Honors students to take classes with specialized competencies for academically gifted students, the formation of learning communities, and the creation of service-learning projects.

In addition, Honors has introduced innovative activities and academic experiences such as the Honors Retreat, Honors Explores classes, Pizza with Professors, and the Honors Applauds and Faculty Appreciation Days. Service Learning, conference attendance, and cultural opportunities have also become integral elements of the program that continue to expand each year.

PVCC has frequently hosted Honors Forum speakers on campus. PVCC has welcomed distinguished leaders such as astronaut George Nelson, peace proponent Arun Gandhi, philosopher Fritj of Capra, politician Kathleen Kennedy Townsend, mathematician Richard Voss, and Cousteau explorer Peter Burtchell. These academic experiences reflect the Honors' mission that, in part, pledges to challenge Honors students with innovative and enriching learning opportunities.

Budget for Honors is determined by the fall semester data for the academic year. In Fall 2011, PVCC had 412 students in the program. In the following fall, 2012, participation grew to a high of 469 students. In fall 2013, there was a slight decline to 447 students. The greatest percentages of students in the program represent those that qualify for the President's Honor Scholarship. This is a full scholarship offered to incoming high school graduates. The other students represented in the program are those qualifying for the Honors Achievement Award which is offered to current PVCC students who achieve the required GPA. In fall 2011, 72% were President's Honor Scholarship recipients. An increase in the percentage to 82% was seen in fall 2012 for President's Honor Scholarship recipients and in fall 2013, 78% of Honors students received the President's Honor Scholarship. PVCC Honor students have maintained 70 – 80% success and retention rates over the past three years. Additionally, PVCC has had 101 students in the last three years graduate from the Honors Program by meeting additional course and GPA requirements.

TEACHER DEVELOPMENT CENTER

The Teacher Development Center (TDC) was established in 2003 to support the PVCC Early Childhood Education (ECE) and Education programs, faculty, and students. The need to support current and future educators is strong. Personal advising and the development of relationships are critical to student success and demonstrate PVCC's commitment to students. Most early childhood education students are already employed in the field. As full-time working students, many with family commitments, attending college happens part time. It may take five to six years to earn the 36 credit Certificate of Completion and longer for the Associate of Applied Science. During these years the program creates strong, supportive relationships which students are less likely to persist without.

The strength of community relationships developed by the TDC is exemplified by the placement of PVCC students as interns, service learners, or volunteers in the Paradise Valley Unified School District (PVUSD). The TDC coordinator is the single point of contact for these opportunities. PVUSD works exclusively with her to place and supervise PVCC students within the district. Other external users of the TDC include local early childhood programs, the Arizona Department of Economic Security (DES) Child Development and Block Grant Professional Career Pathways Project (PCPP) quality improvement program, the Valley of the Sun United Way REWARDS program, PVUSD, Deer Valley Unified (DVUSD), and Peoria Unified School (PUSD) Districts, the three state universities and various private universities, and currently the First Things First North Phoenix Regional Council through a Community Based Professional Development grant with PVCC.

Finally, in further support of student engagement and success, the TDC processes over 400 Arizona DES PCPP grants per year for enrollment in over 1,500 credits in CFS, ECH, EED, and EDU courses. In 2012-13 the TDC verified 230 REWARDS applications. Both PCPP and REWARDs are slated for continued funding. The TDC makes annual Junior/Senior Day presentations in three school districts, at PVCC, and at the PVCC-sponsored Counselor's Breakfast as well as scheduling several transfer university sessions each year. The TDC currently places over fifty service learners in the local PVUSD schools each semester.

Criterion III: Quality

SERVICE LEARNING

Service learning continues to contribute to student engagement in positive social change. From the inaugural year, 1996, the number of students engaged in service learning grew from 275 students to a high point in 2002-03 of almost 1,400 students. Service Learning as a "stand alone" program was placed on hiatus in the fall of 2011as a result of a college and Americorp investigation of student time-keeping and overall administrative practices. For a complete explanation of the investigation, please see below. Subsequently, Service Learning has been offered at the course level through direct faculty coordination. While this was a model program during its peak, due to changing national service trends and the college's financial ability to support service learning, the program remains under review.

While in place, mutually beneficial community service was provided to six school districts, two homeless shelters, two hospitals, and four charity races. In 2006-07, the number of classes integrating service learning into coursework grew from 55 to 78 classes. Project Ayuda was initiated in 2006-07 through the funding of an Americorp grant. Through Americorp funding, Project Ayuda, upon completion of required service learning hours, provided educational awards like pay for tuition and/or outstanding federal college loans.

The S.L.I.C.E. (Serve. Learn. Inspire. Change. Educate) Program, also funded through Americorps, debuted with 18 students. In its second year, the program partnered with Glendale Community College (GCC), another MCCCD college, engaging 30 students (15 PVCC and 15 GCC). An increase in participation to 44 students (22 PVCC and 22 GCC) was seen in 2008-09. S.L.I.C.E. sought to raise awareness of global issues through education and intensive service experiences benefiting the host communities of New Orleans, LA (2006/2007) and San Diego, CA (2007-08 and 2008-09), while fostering kinship amongst PVCC and GCC students.

The students performed short-term projects for community agencies and learned about social issues such as homelessness, poverty, environmental impacts, and immigrants/refugees. Students explored the cultural, socioeconomic, age, and religious diversity and history of a community and became actively involved in the resolution of the social issue upon which they focused.

In 2008 and subsequently in 2009-10, the college initiated an internal and contracted audit of the Project Ayuda program. These internal investigations yielded recommendations to improve time keeping and administrative practices. In June of 2011, the parent organization of Americorps–the Corporation for National and Community Service initiated its own investigation of PVCC's Project Ayuda, which continued through 2013. Throughout the investigation period, PVCC complied with the special conditions and cooperated with all legal entities. Dr. Paul Dale, PVCC President, notified the Higher Learning Commission of the complaint and investigation on July 22, 2013. Ultimately, the investigation determined that the staff administering the program did not follow "value-added" requirements for volunteer service provided as well as failed to abide by procedural requirements for background checks and program admittance. As of the writing of the Self-study, PVCC was in the process of a financial settlement with the Department of Justice Civil Division. The college administration made the determination to close Project Ayuda in October 2011 and eliminate the position for the Director of Service Learning.

FINE AND PERFORMING ARTS

The Fine and Performing Arts program offers educational opportunities and training for fine arts majors, non-majors and members of the greater PVCC community through academic courses, performance opportunities, hands-on workshops, public presentations and performances, and interactions with visiting guest artists and professionals in the field.

The division of Fine & Performing Arts at PVCC provides special events as well as an artists' community for students at all levels who are planning avocations or vocations in the artistic fields of Creative Writing, Dance, Music, Theatre and Visual Arts. It also supports the interdependence of work in the arts with the broader worlds of ideas and action, leading to a vibrant and responsible culture.

A Midsummer Night's Dream Performance at PVCC, Directed by Professor Gary Zaro

Criterion IV

Evaluation

PVCC 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.

INTRODUCTION

Paradise Valley Community College (PVCC) demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

PVCC regularly reviews its programs, assures the quality of the course credits it accepts in transfer or as a result of experiential learning, maintains authority over and integrity of all of the coursework taught or accepted in its programs (including dual credit), maintains all specialized accreditation for its programs, and appropriately evaluates the quality of its graduates, degrees and programs.

PVCC demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning and the utilization of assessment results in its planning and programming. PVCC accomplishes this by maintaining clearly stated goals for student learning and effective processes for the assessment of curricular and co-curricular student learning outcomes. Its assessments are the result of sound methodology and the pervasive participation of faculty and instructional support staff.

PVCC has specific goals for and collects specific data to measure student retention, persistence and completion. PVCC utilizes appropriate processes for the collection of its retention, persistence, and completion data. Finally, PVCC uses this specific data to make improvements to its programs and processes.

EVIDENCE

QUALITY OF EDUCATIONAL PROGRAMS (4A)

PVCC demonstrates responsibility for the quality of its educational programs.

PROGRAM REVIEW

PVCC strives to be a learning-centered college with a commitment to student, employee and organizational learning. The program review process provides a unique opportunity to reflect on our work; engage in dialogue with colleagues relative to a program's strengths, challenges and opportunities; continuously improve our programs and services; ensure program alignment with strategic planning goals, priorities, and measures; and learn about the specific effect(s) of a program or service on our students, our community, and our college.

The program review process at PVCC has changed significantly since the previous accreditation. First, the program reviews went from a five-year review cycle to a three-year review cycle for both academic and out-of-class programs. Next, during the Summer of 2011, a taskforce team was sent to an assessment workshop to evaluate the function and purpose of program review, learn best practices from other institutions, and apply those lessons to improve and update the program review process at PVCC. As a result, a new program review framework was created and implemented during the 2012-13 academic year which incorporated the newly revised core criteria for HLC accreditation. The revised program review framework moves away from general productivity measures to a deeper analysis of program outcomes, student learning outcomes, and resource planning and development.

Criterion IV: Evaluation

The academic program review cycle includes occupational programs and sequences of academic courses as identified by each division. During the 2012-13 academic year, some academic course sequence program reviews that were completed included BIO201 & 202 (Anatomy and Physiology sequence), English as a Second Language (ESL), and the developmental course sequences for English, Math, and Reading. Recommendations derived from these reviews became action plans to be implemented over the subsequent three years. For example, the Anatomy and Physiology program review recommended continued support for students outside of class. Not only has a Pre-Physician Assistant Club become more active, but PVCC has established a chapter of HOSA, Future Healthcare Providers which broadens student involvement for all health-related programs. In addition, the LSC and Library make sure they have up-to-date anatomy models that students can use for review. The ESL program review recommended a change in course scheduling in order to meet student needs. As a result, evening course start times were adjusted to 5:30pm so that students could take sequential classes and finish by 8:15pm. The Developmental Reading program review recommended offering a combination of developmental reading classes (RDG095) as a strategy for students completing the sequence in one semester, so the course is being offered in the fall 2014 semester. In addition, the program review recommended contextualization of reading and intrusive advising. Both strategies require additional reading faculty and reduced class sizes. A second reading faculty is being hired for the 2014-15 academic year. The class size for Critical Reading (CRE101) was reduced from 32 to 28.

Recently completed occupational program reviews have included recommendations that became foundations for new three-year action plans. For example, the 2012-13 program review for the Teaching Healing Meditation (THM) and Stress Management revealed that the core courses and the prerequisites should be updated to reflect current knowledge and practices. In response, during 2013-14 academic year, faculty submitted changes to the courses as well as changes to the prerequisites, making them more appropriate. The 2012-13 Accounting program review recommended a student club be established. In support of this recommendation and to improve student engagement, the Business/IT Division combined the Business Club and the Computer Club to provide greater opportunities for students to participate in a range of out-of-class activities. In addition, the Accounting program review identified limited internship opportunities as a weakness. During the 2013-14 academic year, faculty worked closely with Career Services to identify accounting internship opportunities. In addition, a major focus of the spring 2014 Business/IT Advisory Council meeting was to identify internships.

In addition to the academic program review, other departments complete out-of-class program review every three years. The results of the program review process are used to inform a department's or division's planning efforts and, by extension, the college's strategic planning and budgeting processes. The 2012-13 results for both the Computer Commons program review and the Learning Support Center (LSC) program review indicated a need for more staff training in order to improve student success. The Computer Commons program review included vendor supplied training, webinars, and in-house training as additional strategies for improving staff training. In-house training occurs as deficiencies are identified, new software versions implemented, and technology updated. In addition, staff have access to Lynda.com for online training about software. During 2012-13, the college's Center for Teaching and Learning staff provided training on the new learning management system, Canvas, as well as the use of iPads. For the 2013-14 academic year, HP, Apple, and Dell were the identified vendors to provide additional training and Apple provided training in August 2013 and March 2014 on iPad use. The Computer Commons program review also recommended supporting community training in addition to the support already provided to AARP and VITA for tax returns. During the 2013-14 academic year, the Computer Commons hosted five LINUX "installfest" sessions and two "Social Networking" sessions for Bosom Buddies/Maricopa County Medical Society Alliance. The LSC program review recommended working with calculus and reading faculty to conduct specific training for tutors that would improve their support of students. The initial training proved so helpful that additional sessions have been conducted on an as-needed basis.

One result of the changes in the program review process is a better alignment with the college mission, vision, and values. The changes have improved the ability of unit leaders and administrators to critique their programs and determine strengths, new processes, challenges, needs and recommendations for the future. Also, the changes have improved the structuring and sequencing of the reviews, provided enhanced metrics that detail three to five years of trend data, distributed across multiple student demographics, in order to identify gaps within student groups and improve processes for closing the loop through program presentations.

In lieu of the annual PVCC Program Review process for 2013, PVCC implemented the Maricopa Priorities program, and support services self-assessment initiative, as discussed in the Introduction of this report, a streamlined program review process initiated by the MCCCD. Through this process PVCC evaluated and reviewed all fifty-nine support services, and seventy-three academic and occupational clusters. This review process represents the largest undertaking ever performed at PVCC and the MCCCD in the evaluation of programs in organizational history. The PVCC program review cycle will resume fall 2014.

CREDIT TRANSCRIPTION

The Office of Admissions and Records (A&R) employs highly trained staff members dedicated to the official evaluation of transfer academic credit. The staff members designated for this role collaborate regularly with peers across the MCCCD, when necessary, to ensure quality and accuracy. In addition, the A&R office maintains an active and collegial partnership with PVCC division chairs, within both academic and occupational programs, in order to ensure quality of transfer credit when there is a need for discipline-specific expertise. Procedures and documentation for students seeking credit by examination or credit for prior experience are clearly identified, communicated to students, and followed at every stage (from initially informing the student of required steps to final approval). The MCCCD, in 2008, switched to a new student information system, from Legacy to Oracle/PeopleSoft, which allows for more detailed documentation of students' transfer information.

For students seeking credit for prior and/or experiential learning within specific occupational programs, the individual program's program director is the primary administrator of appropriate assessments and evaluates evidence of competency by personally reviewing student portfolios. The PVCC Assessment/Testing Center (Testing) also collaborates effectively with departments for the administration of student examinations for college credit. To ensure that students proceed within an occupational program in a timely manner, and that they are given expert advisement, the program directors are actively involved in advising students within their area though they maintain frequent communication with A&R.   Partial credit may be given for transferred practical or experiential courses (such as in Dietetic Technology) based, in part, on a student's number of documented clock hours within an area. The content, testing materials, and processes are regularly evaluated for validity, accuracy and effectiveness, and remain current within the respective industries.

The Fire Science and EMT/Paramedic programs have a credit-by-examination process in cooperation with the PVCC Testing. To be considered for credit earned for prior experience or education, a Fire Science student is required to take an exam; this evaluation is done on an individual basis. According to a statement provided by the PVCC Paramedic Education program director about credit for prior experience,

> "…this program is a relatively fast way for a student to receive and apply college credits toward an associate's degree or a bachelor's degree. The college credit by examination is widely accepted by colleges and universities."

Criterion IV: Evaluation

Students seeking EMT/Paramedic credit for prior experience may also complete a research paper. According to the program director,

> "This assignment has expected college-level parameters. The subject is agreed upon by the faculty and student with a time line… The subject requires a student to apply science-based principles and theories with hypothesis and outcome."

Faculty evaluate the research paper using a standardized rubric based on competencies. Competencies can be evaluated through a standardized multiple-choice examination of 150 -250 items administered through Testing. Currently there are four examinations for the paramedic program available at the Testing Center: EMT272AA, EMT 235, EMT 236, and EMT 255AE. Other types of assignments that may be used to evaluate prior experience for credit are continuing education (CD) presentations, case study presentations, course and curriculum development, and teaching in the field of expertise.

INSTITUTIONAL AUTHORITY

Divisions and departments throughout the college maintain policies that ensure consistent adherence to rigorous standards of teaching and learning. For each course, the MCCCD Instructional Council within the discipline (discussed in Chapter 6) establishes the Prerequisites, Official Course Description, Official Competencies, and Course Outline. After review and approval at the college level and by the District Curriculum Committee, these are then submitted for formal approval by the MCCCD Governing Board. This process ensures the consistency of each course across colleges in the MCCCD. Faculty and students can access this information for every course and program through the MCCCD Center for Curriculum & Transfer Articulation website. Dual enrollment courses follow the same course competencies. In addition, textbooks for dual enrollment courses are selected according to college procedures, and syllabi and assignments follow college requirements and guidelines.

To ensure further academic rigor, PVCC implements faculty evaluation processes that include in-class observations, student input, and feedback meetings between the evaluator and the faculty member.   Full-time faculty in their five-year probationary period must establish goals and activities to enhance their teaching performance. Faculty evaluations were discussed earlier in Chapter 6, Criterion 3.

Each semester PVCC hosts Learning Week sessions open to adjunct and full-time faculty that focus on improving teaching strategies. Faculty have attended sessions such as "Academic Excellence: Instructional Behaviors, Strategies, and Techniques to Facilitate and Support Student Achievement"; "Reaching the Underprepared Student: Practical Approaches"; and "Transformation of Learning: Deepen Faculty Practice on Service Learning and Civic Engagement."

SPECIAL ACCREDITATIONS

PVCC maintains specialized accreditation for programs as appropriate. The accreditation process is specific to the program and its accrediting body. The following examples are programs that have met national accreditation standards.

The Early Childhood Education Program offers coursework and assistance for individuals working on the Child Development Associated (CDA) credential. Instruction is rooted in early childhood accreditation criteria and developmentally appropriate practice. Accreditation of the program occurs through The National Association for the Education of Young Children; the site visit occurred in fall 2012. This program originally sought accreditation in order to qualify for a full-time instructor who could grow the program. Additionally, the program sought accreditation to improve options and transferability of individual courses, meet national standards for ECE degree programs, improve the quality of college coursework and professional development for early childhood educators, and improve access for early childhood educators committed to educational attainment and longevity in the field. The accreditation process included an application for accreditation in spring 2012 and a site visit in fall 2012. PVCC's Early Childhood Education Program is the first MCCCD college to submit a self-study report, and have a peer review site visit for accreditation by the National Association for the Education of Young Children and has been fully accredited.

PVCC and Chandler Gilbert Community College (CGCC) Dietetic Technology Consortium program is an Associate in Applied Science (AAS) degree emphasizing medical nutrition therapy and food service management. This program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Academy of Nutrition and Dietetics, formerly the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association. The initial PVCC/CGCC Dietetic Technology Consortium program accreditation occurred in 2005, the Program Assessment Report was completed in 2010, and a reaffirmation self-study and site visit are scheduled for 2015. The accreditation is required for graduates to become eligible to take the national written examination administered by the Commission on Dietetic Registration (CDR) in order to eventually become a Dietetic Technician, Registered (DTR). This program enables PVCC to meet workforce needs in food service management, medical nutrition therapy, and community nutrition. The program has faced a number of challenges, including the continuous changes to program competencies and accreditation standards by ACEND, unprepared transfer students, limited practicum sites, student tracking, and data collection.

However, the program has enjoyed strong support from PVCC departments and administration, improved connections within the college, increased support through the consortium with CGCC, strong advisory committees, and dedicated and well qualified adjunct faculty and preceptors.

The Fire Science Program consists of an AAS degree and Certificates of Completion (CCLs) that are governed by two accrediting agencies: IFSAC (International Fire Service Accreditation Congress) and Arizona Center for Fire Service Excellence (AzCFSE). The AAS degree in Fire Science provides instruction in practical firefighting, hazardous materials and fire service management. The CCL in Firefighter Operations provides the minimum standard firefighting skills needed in the field. The CCL in Fire Science helps train fire service personnel to efficiently perform their duties and prepares students for a career in fire service or related fields.

PVCC Fire Science Students

Criterion IV: Evaluation

Changes have been made to the Fire Science curriculum and program in preparation for the new IFSAC accreditation of AzCFSE. First, in response to IFSAC accreditation of AzCFSE, the curriculum for FSC102-Firefighter Operations Academy has been revised to include a hazardous materials didactic and manipulative skills review. Effective September 2013, all candidates must possess an IFSAC accredited Hazardous Materials/WMD (weapons of mass destruction)/Terrorism Awareness level and Operations level certifications prior to being awarded an IFSAC accredited Firefighter I & II certification. Second, a Memorandum of Understanding (MOU) with Texas A & M Engineering Service (TEEX) has been renewed. PVCC uses the TEEX curriculum that is accredited, and certified by the Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA). Beginning with the fall 2013 semester, PVCC students enrolled in FSC105-Hazardous Materials/WMD/Terrorism 1st Responder Operations class also will complete the additional "Awareness" level of Hazardous Materials/WMD/Terrorism through TEEX. In addition, a new course, FSC114-Hazardous Materials/WMD/Terrorism Awareness, will be delivered concurrently with FSC105 beginning in spring 2014.

The PVCC Paramedic Education Program received national accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the single national EMS accreditation agency, in September 2013. The two-year accreditation process included an extensive Initial Self-Study Report (ISSR) followed by an on-site audit conducted by the Committee on Accreditation for the EMS Professions (CoAEMSP) which recommended PVCC to CAAHEP for accreditation (Program #6000440). The PVCC Paramedic Education Program maintains national accreditation by complying with educational delivery and program management standards established by CoAEMSP and CAAHEP. Annual reports are required as well as on-site audits every five years. Beginning January 1, 2013, all initial paramedic applicants seeking national certification at the Paramedic level must have successfully completed their education from an accredited program granted by CAAHEP. The PVCC Paramedic Education Program is a certified advanced-level training center approved by the Arizona Department of Health Services Bureau of Emergency Medical Services (Program #450399).

In the fall of 2008, the MCCCD was notified of some concern regarding upcoming reaffirmation of accreditation for the Maricopa Nursing program. The Maricopa Nursing program received accreditation from the National League of Nursing Accreditation Commission (NLNAC) as one program. The commission believed at the time that the program had morphed into a consortium under the umbrella of Maricopa Nursing. Therefore, it was determined that the colleges would be responsible for individual accreditation of nursing programs. The Maricopa Nursing program at PVCC received full approval to reaffirm accreditation from NLNAC as an individual program in 2010. Since that time, the accrediting body has changed its name to Accreditation Commission for Education in Nursing (ACEN).

ACEN Standards for Accreditation focus on areas central to higher education including mission, organizational structures, processes and functions, resource alignment with core values, collegiality, and continuous self-improvement.   These areas are addressed through mission alignment; validation of faculty academic and experiential qualifications; curriculum/plan of study; resources to deliver the program including budget, facilities, equipment, and supplies; and systematic plan of evaluation. Included in the systematic plan of evaluation are measures of student learning outcomes (retention, persistence, and completion) and program outcomes which include performance on licensure exam, program completion, graduate program satisfaction, employer satisfaction, and job placement. The most recent National Council Licensure Examination-RN pass rate, December 2013, for Maricopa Nursing at PVCC was 93% compared to the National average pass rate for the same time period of 89%.

ASSURANCES: GRADUATES, DEGREES AND PROGRAMS

Programs and disciplines use several methods to assure that students are prepared for advanced study or employment. For academic disciplines, faculty participate on instructional councils which review courses and their competencies to maintain their currency and relevancy. In addition, discipline specific statewide articulation task forces (ATF) meet to ensure that community college students can transfer courses to the Arizona public universities with maximum credit. Each ATF includes community college faculty and university faculty.

Each occupational program has an advisory committee consisting of representatives from business and industry that meet annually to provide feedback on currency and relevance of program requirements, new directions in the workplace, and experiences with interns or graduates. Based on input from an advisory committee, an occupational program director will make changes to the certificate and/or degree program. For example, the Journalism Advisory Committee for several years advised including more skills related to writing for digital media to reflect changes in the news media. The council advised in spring 2009 that the course "Writing for Online Media" become a required course rather than a restricted elective. That change was made effective in 2010. In spring 2010, the Journalism Advisory Committee recommended an increased focus on further digital media skills. As a result, the portfolio for the capstone course was revised so that one of the print assignments was replaced with an assignment in an alternative media, such as a journalistic blog or a broadcast report.

Other occupational program advisory committees provide similar feedback and suggestions for keeping the programs current and reflective of industry needs and new directions. The Business/Information Technology Advisory Council provides input on new workforce skills and areas of focus each year. In 2013, the Business/IT Advisory Committee identified health technology as a new area of potential job growth. PVCC hired a faculty with experience in the area who is currently developing CCLs in health management, in collaboration with industry representatives and Glendale Community College.

In order to improve the relevancy of its degrees, most of the Associate of Applied Science (AAS) degrees include the option of students completing an internship, a co-op class, or a career work experience class. Several AAS degree programs, including Nursing, Advanced Emergency Medical Technology, Dietetic Technology, and Early Childhood Education require students to complete clinical, practicum, or internship hours. These types of workforce experiences within the degree program help to prepare students for successful employment after graduation.

For example, the Early Childhood Education program requires 160 clock hours per student in their internships in preparation for advanced study or employment. Five students completed internships at Early Childhood centers in 2011, eleven students completed internships in 2012, and twenty students completed in 2013. In addition to the Early Childhood Education program, the Fire Science program prepares students for advanced study and employment through internships in fire departments and fire stations. The number of internship hours has increased as indicated: 4,725 hours completed in 2011; 4,488 hours completed in 2012; and 7,344 hours completed in 2013. Fifty-four students were employed in 2011, 46 employed in 2012, and 42 employed in 2013. Though a decline in employment occurred, the reduction is not a reflection of the quality of PVCC's graduates, instead it reflects the tight economy and lack of available jobs.

Criterion IV: Evaluation

Student success in PVCC degree and certificate programs is documented in a variety of ways. The Dietetic Technology degree program started tracking student employment upon graduation in the 2010-11 academic year. Graduates self-reported having gotten jobs ranging from clinical DTR in hospitals and other healthcare facilities to dietary managers in a variety of locations. In addition, some AAS graduates reported having completed a bachelor degree in nutrition. Students in some occupational programs like Nursing and Paramedicine take national certification exams and the results are shared with the college. Nursing students for three years in a row (2009, 2010, 2011) had a 100% pass rate on the NCLEX-RN exam and the 2012 class had a 97% pass rate. The paramedic students also have high pass rates on the National Registry of EMTs Psychomotor Exam with the 2012 class achieving 100%, the 2013 Hybrid class achieving 100%, and the 2013 fall class achieving a 98%. The division of Fine and Performing Arts has a rich history of student success with many of its students going on to pursue bachelor and master's degrees in the arts and working in a variety of fields. The report "Student Success Stories," posted in October 2013 on PVCC's official blog, Points of Pride, lists 24 PVCC graduates along with their continuing programs of study and workforce status. It also lists successful internships ranging from the Phoenix Art Museum to The Walt Disney Company.

Each year PVCC students transfer to one or more of Arizona's public universities. Student transfer at PVCC is measured and benchmarked through several indicators. The number of PVCC transfer students at an Arizona public university has increased from 3,522 in 2007-08 to 4,787 in 2012-13. During the same time frame, the number of new students transferring each academic year has increased from 939 to 1,349.

Beginning in 2009-10, a new Governing Board Outcome on student transfer to baccalaureate-granting institutions was developed. The new metric indicates entering students at PVCC will transfer to an Arizona public university within six-years. The PVCC six-year Arizona public university transfer rate has increased from 25% from the fall 2005 cohort to 35% for the fall 2007 cohort.

Transfer data is further benchmarked through participation in the National Community College Benchmark Project (NCCBP). The rate of first-time, full-time, degree-or-certificate seeking students who complete or transfer in 3-years has increased from 24% for the 2004 cohort, to 35% in 2013 for the fall 2009 cohort. Performance of PVCC transfer students at Arizona public universities has also increased. The first-year grade point average (GPA) of PVCC transfer students at Arizona public university has increased from 2.90 in 2005-06 to 3.00 in 2010-11. Data from the NCCBP project indicates first-year GPA ranking for PVCC transfer students has risen from the 47th percentile to the 70th percentile.

Overall, students who attend PVCC and then transfer to an Arizona public university perform adequately when compared to national benchmarking data. The transfer and subsequent performance analysis will be enhanced in future reports when student data is sent to the National Student Clearinghouse.

ACHIEVEMENT AND IMPROVEMENT THROUGH ASSESSMENT (4B)

PVCC demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

PVCC is a learning-centered college. As it relates to assessment of student learning, being a learning-centered college means two specific things. One, learning outcomes that create substantive change in learners are identified, made explicit, and drive course, program, and curriculum development as well as delivery of student, academic, and administrative support services. Two, learning outcomes are assessed for the purpose of demonstrating that learning occurred and to expand and improve learning. The regular use of assessment results by individuals, departments, divisions, and the college is a significant indicator of being a learning-centered college.

As discussed in Chapter 4, Criterion 1, learning is the core value of PVCC. It is what PVCC strives to achieve. It is PVCC's common purpose. What learning means for PVCC is increasing the capacity of our students, our employees and our organization to achieve the knowledge, skills, attitudes, and values to solve problems and create opportunities. This capacity to solve problems and create opportunities is precisely what PVCC means when it uses the term "critical thinking". Thus, for PVCC the assessment of learning outcomes is understood to be, in the broadest sense, the assessment of critical thinking.

The various components of PVCC's critical thinking outcome are expressed in its general education learning outcomes. The seven general education learning outcomes are defined as:

- Diversity and Global Awareness: The student will be able to interact effectively and appropriately in a diverse, multi-cultural, and global society.
- Information Literacy: The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given task.
- Oral Communication: The student will be able to communicate orally.
- Problem Solving: The student will be able to analyze information and solve problems.
- Technology: the student will be able to use technological resources appropriately and efficiently.
- Written Communication: The student will be able to communicate in writing his/her ideas.

The overarching outcome of these six outcomes is critical thinking:

Critical Thinking: Students will be able to critically analyze, synthesize, and evaluate information.

A more thorough explanation of the general education learning outcomes can be found under "General Education Assessment" on the Assessment of Learning web page.

Criterion IV: Evaluation

ASSESSMENTS

The structure of assessment at PVCC starts with critical thinking, the overarching General Education Learning Outcome. Supporting critical thinking are the 7 General Education Learning Outcomes. Course competencies and learning outcomes are the other part of the assessment structure. Assessment is conducted at multiple levels: individual class, course (multiple faculty/sections for the same course,) program, nationally normed critical thinking test across disciplines, and out-of-class.

The Vision of Assessment at PVCC is "All areas of the college will use assessment results to stimulate reflective thinking and conversation that contributes to the continuous improvement of learning." Faculty and staff members participate at every phase of the assessment process at PVCC and share their insights and recommendations on a regular basis. The assessment process is designed to be flexible so that faculty and staff can use the structures, levels, and tools to meet their needs to identify learning issues, evaluate them, make changes, and improve learning.

Changes that have been made to the academic assessment process are faculty-driven and are guided by the goal of improved student learning. The Academic Assessment Team (AAT) has a representative from each division who serves as a liaison between AAT and the division as well as the first level of support for assessment projects. The AAT has led a number of changes in PVCC's assessment practices, using input from faculty and reviewing results of assessment. For example, in 2010, AAT began revising the written communication and oral communication rubrics so that faculty could use the rubrics in classes other than composition and communication. AAT and faculty wanted the General Education Writing Outcomes to be reinforced across the curriculum rather than just in the core courses. The revisions enabled faculty to assess specific dimensions of each rubric rather than use dimensions that may not fit the assignment or class. The technology rubric went through a similar revision so that it could be used in a variety of courses. Results from the Information Literacy rubric informed a new library instruction series of workshops that were piloted with composition and psychology classes to assess student acquisition of specific skills. Improved learning could be related to specific activities and strategies that were then incorporated in other information literacy workshops across disciplines. Other changes to the assessment process focused on including adjunct faculty in the assessment process, and expanding the general education learning outcomes. Assessment workshops for adjuncts were developed in partnership with the respective divisions including Fine & Performing Arts, Business/IT, Math, and English. Most divisions continue to hold sessions for their adjuncts to talk about assessment, either as a division or by specific courses such as BIO181, CIS105, or ENG101/102, as well as to discuss assessment results and changes to improve student learning.

The online assessment tool (GEA) makes the reporting, analyzing and sharing of assessment projects and data results simple and efficient. As a result of the GEA and other assessment efforts, PVCC has created assessment practices which are communicated college-wide through a common language, shared expectations, and common goals. These practices are reinforced at division meetings, fall and spring Learning Week sessions, workshops for adjunct faculty and probationary faculty, and through newsletters, the Academic Assessment website, and presentations such as the Fall 2013 presentation to the MCCCD Governing Board.

One significant feature of PVCC's commitment to assessment has been the development and expansion of its Institutional Effectiveness Office (IE). As a result of the Focus on 2014 review of college-wide processes, departments, and initiatives in 2010, recommendations were made to PVCC's president that the IE office needed a larger staff, and that it should be specifically tasked to provide data and analysis for the various assessments conducted on campus and specifically for decisions about student persistence, success, and completion. A research assistant was added to the staff in 2011. IE implemented Sharepoint and other online resources, including a more robust website for sharing data. This enhanced the college's ability to use data to improve programs and services. IE has assisted with the development of the College Leadership Council, the Strategic Planning Steering Team,

and the establishment of in- and out-of-class program review processes so that institutional research, data collection, analysis and reporting and college-wide learning and improving are occurring continuously.

One of the most important functions of the IE office is the collection and analysis of data and the reporting of results on its website. This affords all college committees, faculty, staff, and administrative leadership easy access to data vital to decision-making. The IE office responds to data requests by individual faculty, staff and administrators to enhance college programs and services. The IE office supports faculty and staff in the program review and assessment processes. It leads the campus effort to engage in academic and out-of-class program reviews. IE has assisted in the development of both in- and out-of-class program review processes and reporting templates. After a pilot process was implemented for out-of-class program reviews, Career Services and Athletics engaged in the review process and produced reports in FY 2011. In FY 2013, nine academic divisions produced sixteen program reviews, and seven student and academic support service areas produced seven out-of-class program reviews. The IE office assisted the reviews by providing data, and then hosting a learning session in April of that year so that reviewers could share results with the PVCC community.

As a whole, PVCC uses processes and methodologies to assess student learning that reflect good practice through multiple assessments, including seven General Education rubrics, class or course assessment projects, out-of-class assessments, and a nationally normed critical thinking assessment test (CAT).

General Education Rubrics

During the fall semester 2005, the five General Education Learning Outcome teams, facilitated by two Academic Assessment Team (AAT) members, worked on designing a rubric and accompanying materials to assess student learning in the General Education areas: Written Communications, Oral Communications, Information Literacy, Problem Solving, and Technology. The rubrics were flexible enough to be cross-disciplinary yet specific enough to provide reliable and valid data to gauge student performance levels in each of the five General Education learning outcomes. In spring 2010, AAT members strengthened PVCC's assessment of General Education learning outcomes by supplementing PVCC's rubrics with a nationally normed critical thinking assessment test (CAT).

In fall 2011, AAT members agreed to develop a diversity/global awareness rubric in addition to the critical thinking rubric. The new Diversity and Global Awareness and Critical Thinking rubrics were presented during AAT's Spring 2012 Learning Session. During the 2012-13 academic year, at least ten faculty piloted the use of each rubric. How the rubrics were used and the results that were obtained were shared during the Fall 2013 Learning Week.

GEA won PVCC's Innovation of the Year Award in 2011-12

The General Education Assessment (GEA) application was designed to meet Higher Learning Commission and PVCC assessment criteria. GEA is an application developed and built in-house by a cross-functional team. The team included information technology (IT) personnel (developer/network admin/system admin, instructional web designer and developer), and faculty assessment team co-chairs. An IT director managed the project. The student data was mined from a college data warehouse of its student information system, campus ID card system and was written using open standards (MySQL/php) that will allow other campuses to take GEA and modify it to meet their own particular needs.

At any time during a semester, a faculty member logs into GEA, selects which class(es) from a list of the classes to assess. Faculty may now choose more than 1 rubric, and any number of dimensions from that rubric for scoring. They are presented with a full class roster list with a picture of each student, the number of general education courses each student has completed, and a link to score the student based on rubric(s) and dimension(s) selected. A faculty may save what information has been entered and come back at a later time to complete the assessment.

PARADISE VALLEY COMMUNITY COLLEGE

Criterion IV: Evaluation

To promote faculty understanding of the General Education rubrics and how each dimension is assessed, an Assessment of Learning workshop was offered at the beginning of each semester during faculty "Learning Week" beginning in spring 2006. The session continues its ongoing focus on sharing assessment results, strategies and projects that have improved learning, and new directions for assessment. Faculty are actively encouraged to attend the session each semester to learn what is new in assessment as well as to clarify misunderstandings of the assessment procedures, and share ideas. In fall 2013, the All Adjunct Faculty Orientation featured a presentation by the Academic Assessment Team co-chairs about the online assessment program (GEA) and to introduce the recently updated General Education rubrics.

The General Education assessment is conducted in and out of the classroom by faculty or staff to document and improve student learning. The online assessment tool (GEA) not only increases flexibility of use and accuracy of results, but also greatly enhances the college's ability to analyze results. The assessment can easily be customized. Faculty and staff may choose the applicable dimensions from any or all of the general education rubrics. For example, each dimension of the technology rubric relates to a different type of technology (mathematical, presentation, research, electronic communication, and word processing). It is unlikely that all of these would be pertinent to a single assessment but highly likely that specific dimensions could be included in assessments using other rubrics. Faculty can also customize their scoring scales. Rather than a simple three point scale (0, 1, and 2), faculty can enter data in halves or quarters (such as .25, .50). This easily enables scorers to use a 5- or 9-point scale which allows for "in-between" scores and provides more precise results.

Faculty can retrieve the compiled results for their courses immediately from the GEA. This enables them to easily track their individual results from year-to-year and determine whether the strategies they implemented have resulted in improved scores. The electronic database that is connected to the MCCCD Student Information System has improved the process for analyzing and reporting results. Prior to this, the director of research had entered data by hand to compile college-wide results. This limited the college's ability to meet special requests for disaggregated results. GEA administrators (division chairs and AAT co-chairs) can now respond quickly to requests to disaggregate data by any of the given fields: class, instructor, course, semester, and program.

Faculty submit a three-part form on which they identify their assessment project (Part I), elaborate on what the data suggest and design instructional materials that will help improve learning (Part II), and measure whether or not the interventions worked and explain how they know (Part III). Most faculty complete Parts I and II in one semester (Fall or Spring), and Part III is completed the following semester. Data are analyzed and faculty members redesign their teaching methods to address the needs of the students. Faculty use the form for any of the multiple levels of assessment: general education, class, course, program, or critical thinking test.

Individual faculty report changes they make to improve student learning and input the information on the GEA application. The following example illustrates the process. An English 101 instructor used the Information Literacy and Written Communication rubric to assess students' ability to evaluate and document sources. The data results showed that the students needed help with source credibility and MLA format. So, supplementary materials and strategies were developed to improve instruction which focused on those two areas. The interventions were implemented and the students were reassessed. The data showed that students improved in both areas.

Over the last three years, PVCC has seen an increase in General Education assessment participation. Total faculty participation has increased by 42% since 2010-11. The total number of sections assessed has increased by 47% since 2010-11. PVCC makes a concerted effort to include adjunct faculty in the assessment process. Information about assessment is included in the adjunct faculty orientation and at division-level orientations. Several divisions have held workshops for adjunct faculty regarding how to design, administer, and evaluate assessment results. Some divisions have identified common courses such as English 101, all levels of math, Spanish 101, and Communication 100 that use common assessments, often in the form of final exam questions.

Faculty Participation in Assessment

Term	2010–11	2011–12	2012–13
Total Faculty	96	110	156
Total Sections	175	197	288

PVCC has been working systematically over the past twelve years to broaden participation in its assessment efforts and educate faculty and instructional staff to the purposes of assessment conducted at the college. A particularly important vehicle for those efforts has been sessions conducted during Learning Week each semester.

For academic assessment, analysis of data occurs across divisions and disciplines by IE, at the division level by Chairs and faculty, and at the individual level by faculty. Academic assessment results, including Parts I, II, and III of the form can be found on the GEA application website under "Assessments".

Class/Course Assessments

Class assessments are conducted by individual faculty on their class(es) and may use one or more of the General Education rubrics tied to an assignment or a specific course competency. For example, a psychology faculty used the Technology and Oral Communication rubrics to prepare students for presenting research papers. He evaluated students using the rubrics. He discovered students needed more instruction on how to use PowerPoint to support their presentations and adjusted his next semester to include that information. A counseling faculty used the Written Communication rubric with students who were to write journal entries. Subsequent journal entries were much clearer than those written in previous classes. An English faculty used the Information Literacy and Technology rubrics with her developmental students as the guide for learning how to use online databases and access computers in the Computer Commons. She found students improved in skills and confidence. A business faculty identified a specific competency that had low test scores, changed instruction the following semester and the resulting scores greatly improved. A communication faculty noticed students had low understanding of a concept and changed his instruction with resulting higher levels of student mastery of the concept.

Course assessments are conducted by several faculty teaching the same course. In many cases, course assessments involve common questions on final exams. Math uses this form of assessment for most of its courses as well as using the GEA Problem-solving rubric. SPA101 faculty identified and used final exam questions tied to course competencies. Astronomy faculty embedded 5 common questions into their final exams and discovered students had difficulties with one skill. They changed their instruction the next semester and saw marked improvement in student scores.

Criterion IV: Evaluation

Some course assessments involve a rubric such as the Technology rubric for the BPC110 and CIS105 classes. Business faculty used a pre- post-test process to identify areas that needed additional instruction. COM100 faculty used the Diversity and Global Awareness rubric because it matched a competency related to culture and adjusting communication styles.

<u>Program Assessment</u>

Learning outcomes (competencies) are clearly stated and identified at the program level. Some examples of stated learning outcomes for programs can be found for Accounting, Dance, Early Childhood Education, Nursing, Athletics, and Career Services. Assessment of these outcomes and goals are accomplished through PVCC's Program Review processes explained previously.

At the program level defined as a coherent sequence of courses, the Math Division uses a variety of assessment strategies. Common finals are used in all non-terminal courses and faculty meet each semester to analyze results item-by-item in order to assess what improvements or changes in instruction, if any, should be made. Mastery exams are used for calculus to promote the learning and retention of basic skills that are needed throughout the three-semester course sequence. Many of the math courses use the Problem-solving rubric as another assessment measure.

<u>Out-of-Class Assessments</u>

For out-of-class assessment, the tools vary from using General Education rubrics to individually designed surveys and instruments. Staff use out-of-class assessments to analyze program strengths, weaknesses, and opportunities for improvement. Departments may identify a specific student learning outcome related to their department or division and design an assessment. Results are used to develop plans to enhance student learning. The Out-of-Class Assessment Team uses a rubric and score sheet when reviewing assessment results. After reports are submitted, feedback is provided to managers on a score sheet. Individual coaching is provided as necessary, and best practices are recognized annually. Assessment data are used regularly to systematically inform and implement changes, leading to improved student learning out of class.

Since 2005, expectations for out-of-class managers (in Academic Affairs, Administrative Services, IT and Student Affairs) to complete a student learning outcomes assessment report have increased. As new managers have been added, training and development has been provided to contribute to success with assessment efforts. Participation has fluctuated due to many factors: changing staffing levels, increased expectations of managers, changes in campus leadership at the vice president and dean levels, and decreasing resources. The Out-of-Class Assessment Team became inactive during the 2011-12 academic year, but plans to re-instate with new membership, re-instituting face-to-face feedback and consultations with managers when they submit assessment plans and reports, and implementing some on-going sharing of best practices in staff meetings should greatly enhance out of class assessment at PVCC.

Participation in Out-of-Class Assessment				
Term	2010–11	2011–12	2012–13	2013–14
Number of Departments	10	10	22	23
Total Assessment Reports	5	4	5	13

Examples of out-of-class assessment include the Office of Student Life and Leadership which utilized the General Education oral and written communication rubrics and adapted them to assess each student's final project and electronic portfolio in its Emerging Leaders program. In an effort to improve the delivery and efficiency of services provided, Disability Resource Services used data to design and implement a student orientation program. This program allowed staff to better serve students and assess their students' understandings of policies and procedures. The Athletics department has assessed athletes consistently every year since PVCC's last accreditation visit, and has made modifications to their programs and services based on assessment results. One of their most recent changes was to more effectively use study space and expand lab hours in the Learning Support Center to increase student engagement in and accessibility to resources designed to promote student success. The Counseling division collaborated with faculty and ACE and FYE staff to develop a plan to assess their peer mentor participants. They were able to use a survey and focus groups to increase their program participants' knowledge and awareness levels of college resources and connections to peers. Out-of-class assessment reports are available on the Assessment of Learning website under "Completed Out-of-Class Assessment Reports."

Critical Thinking Assessment Test (CAT)

Because critical thinking is PVCC's overarching learning outcome, in addition to using the Critical Thinking rubric developed for General Education assessment, PVCC has also implemented a nationally normed critical thinking test developed by Tennessee Tech University. In 2010, AAT decided to strengthen assessment of General Education learning outcomes by supplementing the rubrics with a nationally normed assessment. PVCC selected CAT because the skills areas it assessed were closely aligned with the dimensions PVCC uses to define critical thinking. In addition, Tennessee Tech had done a lot of work to ensure the validity of CAT, and to develop national norms for both 4-year and 2-year institutions. Finally, CAT involves faculty in the scoring so that discussion occurs around areas of weaknesses and ways to improve student critical thinking skills.

Criterion IV: Evaluation

PVCC has administered the CAT test three times since 2010 with different intentions and goals. In 2011, CAT was administered as a pre-test to first-time, full-time college students taking CPD150, College Success, and as a post-test to a cohort of students who had taken 8 or more General Education courses at PVCC. PVCC's average CAT score for the post-test cohort of 15.36 compared quite favorably with the average CAT score for community colleges of 13.48 and the average CAT score for lower division students at 4-year institutions of 13.66. General Education completers generally scored consistently and significantly higher on all questions than entering students.

In spring 2013, CAT was administered for the second time. AAT believed it was important to identify a more specific cohort of students which would result in more reliable and specific data, to work with a specific group of faculty, and to concentrate on particular critical thinking skill sets. AAT identified five high impact courses (Critical Reading, Public Speaking, English 102, Physics and Calculus). Faculty administered the CAT as a pre-test early in the semester. Faculty then developed supplemental critical thinking materials that they used with students as a lesson, and then administered the CAT as a post-test. The team of faculty discussed their projects, reviewed results, and discussed strategies teaching critical thinking skills. Overall AAT learned that the treatments faculty implemented were effective. Faculty created additional critical thinking activities, supplemental readings, additional lecture content, case studies, group activities, discussions, and used critical thinking language more deliberately. One theme in particular emerged-faculty noticed a need to take a more deliberate approach to teaching critical thinking and using more consistent language. The group felt this idea needed to be further developed.

In fall 2013, AAT administered CAT for the third time. In order to conduct a longitudinal study of PVCC's General Education Program, CAT was administered to a cohort of incoming Freshman student athletes, who could be identified two years later and who would likely have completed four semesters as full-time students. Approximately 100 student athletes took the pretest. In spring 2015, CAT will be administered as a post-test to the same student cohort.

Closing the Loop

Division chairs annually submit reports summarizing the assessment projects completed by faculty in their division. Chairs can now submit their reports online with GEA, where they can be viewed and archived. Previously, reports were submitted on paper and there was not a consistent process for retaining and accessing them. The purpose of the reports is to share and document how faculty have used assessment results to improve student learning. This provides an opportunity for college-wide discussions, synthesis of ideas, and identification of strengths and challenges. Divisions also have "Assessment" as a topic for their division meetings. Division AAT representatives share successes with the rest of AAT. Several assessment projects are identified each year to be featured at a Learning Week session or in the Assessment newsletter.

Tenured (appointive) faculty complete a Faculty Evaluation Plan (FEP) every three years. One section of the FEP is discussion of an assessment project that includes a learning problem, the changes made, and the results. This can be the same project as their annual assessment project or it can be in addition. Prior to fall 2014, probationary faculty completed an FEP every year that included an assessment project, often the same one as submitted for their annual assessment.

Examples using the results of assessment to improve student learning can be found throughout the division chair reports and individual faculty reports. Changes can occur as the result of a course assessment by several faculty or as a result of a class assessment by one faculty. For example, instructors who teach MAT 09X worked together on a common assessment project which was designed to measure students' problem-solving skills. Overall, the data showed that the students had difficulty with application problems. The instructors incorporated more application problems and cooperative learning.

They engaged students in conversations about why application problems are difficult to comprehend. As a result, students scored better on developing a plan to solve problems. They were also able to select appropriate concepts, procedures, and strategies to solve the problems.

An instructor from the science division used the Written Communication rubric to assess his Organic Chemistry (Chm 235LL) students. The students wrote 11 lab reports, and were typically weak in writing the introduction and thesis statements. More class time was devoted to writing the introduction and purpose statement, and students were encouraged to go into more depth and detail in their lab reports. Since the same set of students enroll in Chm 236LL, the strategies could be assessed easily. Lab reports written in fall 2013 were compared with the lab reports written in spring 2014 for the same set of students using the same rubric. All students showed improvement in their scores mainly because they wrote one lab report every week and were given feedback on every lab report. Changes being made to chemistry instruction have been shared with those faculty who did not participate in the project.

RETENTION, PERSISTENCE, AND COMPLETION (4C)

PVCC demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

The College Leadership Council (CLC) was established in 2007 to provide institutional and system level oversight, alignment and monitoring of the college annual planning objective priorities. The CLC creatively engaged faculty and staff to insure the highest possible quality outcomes for college objectives. In 2007, CLC began discussions on establishing measures for, and setting goals related to student success, retention, and completion. The discussions informed strategic goals and planning priorities as well as led to the establishment of specific retention, persistence and completion goals. CLC subsequently monitored and tracked performance measures for each of the priorities and "closed the loop" with analysis of progress and accomplishments.

In 2012, CLC organized into teams around the top six planning priorities identified by the college president. A member of the President's Leadership Team (PLT) serves as executive sponsor for each team. Each team was provided a white paper with background information on its planning priority and then, utilizing data supplied by IE, facilitated a review of operational plans and accomplishments, gaps in attainment of the priority, and strategies to improve results.

PVCC COMPLETION AGENDA

In fall 2010 the MCCCD Governing Board adopted policy in support of the Call to Action on College Completion. Increasing community college student completion has become a major national focus and a key priority for the Association of Community College Trustees (ACCT) and the American Association of Community Colleges (AACC). These national associations have issued a call to action to encourage all community college districts to join them and other national organizations to express a shared commitment to college completion and student success. Recognizing the importance of the "completion agenda" as part of its mission of access and student success, the MCCCD's Chancellor challenged each institution to meet one "Big" goal:

Completion Goal: That MCCCD commits to produce 50% more students with high quality degrees and certificates by 2020.

Criterion IV: Evaluation

To meet the call to action of the MCCCD Governing Board and the Chancellor's challenge of one "Big" goal, PVCC formally adopted the resolution of the MCCCD Governing Board during the spring 2011. Through the work of the CLC, PVCC's Completion Agenda (first drafted in April 2011) sets aspirational goals that require PVCC to be intentional about the delivery of programs and courses in support of student success and completion. While student success is not a guarantee, PVCC positively influences the teaching and learning environment to substantially increase students' probability to succeed and complete academic, career and personal goals. PVCC's completion goals are:

- Increase on an annual basis by 6% the number of students completing: AGEC certificates, associate degrees, and occupational certificates by 2020;
- Increase on an annual basis the percent of students who successfully complete AGEC designated courses by 2%; and
- Increase on an annual basis the number of students successfully transferring to a 4-year college or university by 6%.

PVCC has regularly monitored and reported completion by tracking success, persistence, and completion metrics that are reported through the CLC and PLT. Additionally, student data on success, retention, and completion are reported on the PVCC IE website college scorecard and PVCC Completion Agenda Report on Progress.

PVCC progress towards the Completion Agenda across the three goals has fluctuated over the last several years; however, PVCC is on track to meet the Completion Agenda one "Big" goal by 2020.

PVCC One "Big" Goal
Estimated Number of Students Needed to Accomplish Goal by 2020

964, 1,003, 1,045, 1,087, 1,132, 1,179, 1,227, 1,278, 1,330

Paradise Valley

■ 2011-12 ■ 2012-13 □ 2013-14 □ 2014-15 □ 2015-16 □ 2016-17 □ 2017-18 □ 2018-19 ■ 2019-20
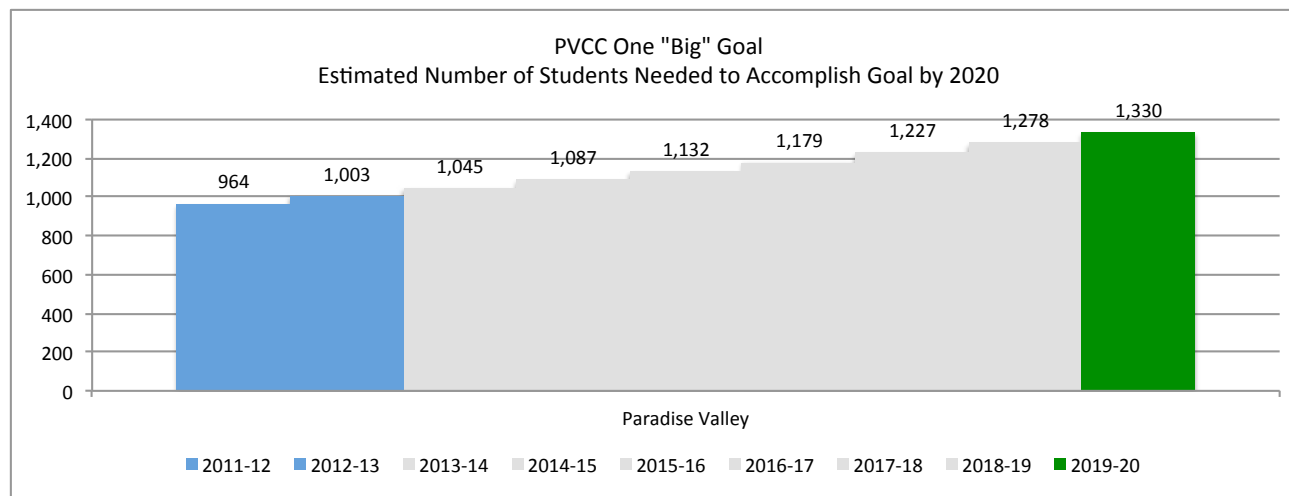
The overall number of students earning an award has increased 8.9% since the benchmark year (2008-09). The number of students earning an award has increased from 934 to 1,016 in 2012-13.

Students Earning Awards (unduplicated)

■ Students Earning Awards (unduplicated)

Year	Count
FY2007-08	765
FY2008-09	934
FY2009-10	920
FY2010-11	1,037
FY2011-12	1,171
FY2012-13	1,016
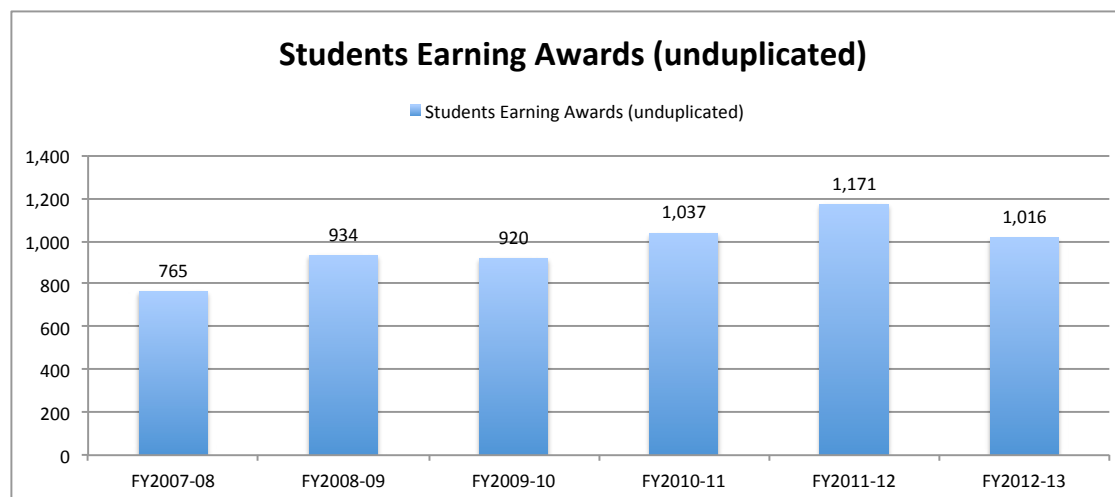
The percentage of students who successfully completed an AGEC course has remained consistent over the past 3 years with an overall 76% successful course completion rate.

PVCC Successful Course Completion in AGEC Courses

Term	Rate
Fall 2009	75%
Fall 2010	76%
Fall 2011	76%
Fall 2012	76%
Fall 2013	76%
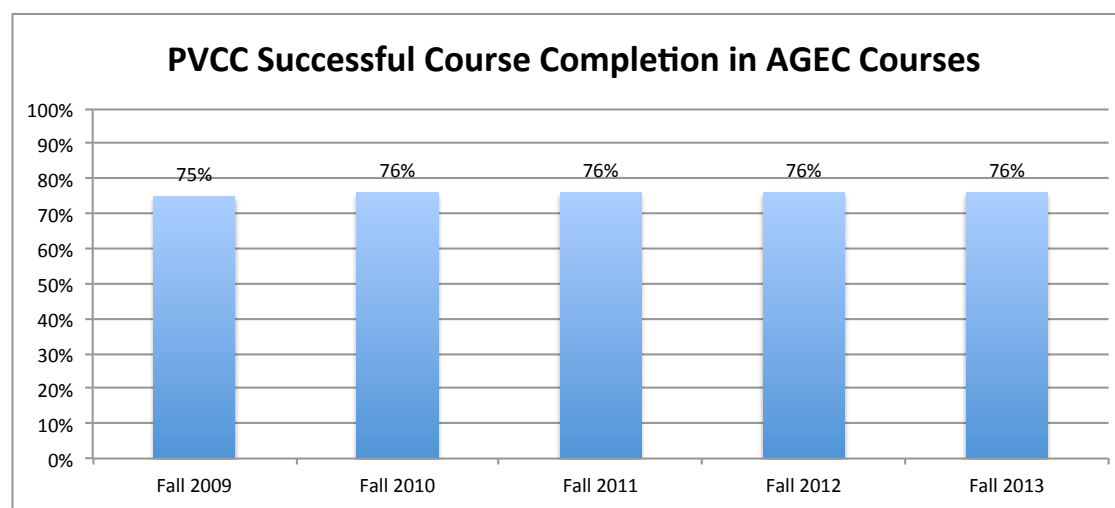
Criterion IV: Evaluation

PVCC tracks transfer students who successfully enroll in one of the three state university systems. Over the past five years the number of PVCC students who transfer to a state university has increased from 3,522 to 4,787. The number of new transfers to a state university has increased 43% from 939 to 1,349.

PVCC Transfer to an Arizona State University (ASU, NAU, UofA) by Academic Year

■ New Transfer ■ Total Transfers

	FY2007-2008	FY 2008-2009	FY 2009-2010	FY 2010-2011	FY2011-2012	FY2012-2013
New Transfer	939	1044	1076	1185	1322	1349
Total Transfers	3522	3870	3999	4431	4813	4787

Source: PVCC IE Office. Data accessed from ASSIST (Arizona State Information System on Student Transfer

PVCC utilizes several data sets-such as Community College Survey of Student Engagement (CCSSE), Noel Levitz, National Community College Benchmark Project (NCCBP) data, Governing Board Outcomes dataset, Integrated Postsecondary Education Data System (IPEDS) and college specific cohort data accessed through the MCCCD Institutional Research Information System (IRIS) to determine overall student success, retention, persistence, and completion.

Course completion is defined as the number of grades A,B,C,D,F,P divided by the total number of grades A,B,C,D,F,P,W,Y,Z. Successful course completion is defined as the number and percent of students who receive a grade of A,B,C, or P divided by the total number of grades A,B,C,D,F,P,W,Y,Z. Persistence refers to the number of students enrolled in a fall term who persist to the next term or next fall term.

The PVCC-MCCCD Governing Board Outcomes are the most recent dataset which have been adapted from the recently revised Voluntary Framework for Accountability (VFA) to track incoming student populations and document their progress and outcomes during their first two years, and outcomes after six years. These measures address core categories of institutional effectiveness through four outcomes in the areas of 1) University Transfer and General Education, 2) Workforce and Economic Development, 3) Developmental Education, and 4) Community Development and Civic and Global Engagement.

The PVCC Governing Board Outcomes provide key metrics on student success, persistence, and completion. The following key metrics have been identified through a collaborative process with the PVCC IE Office and the District IE Office:

- College-level Course Success Rates.
- Fall-to-Fall Retention Rates.
- Six-Year Graduation Rates.
- Percent of students making satisfactory progress within 2 years.
- Percent of students who earned an AGEC or Transfer Degree within 3 and 6 years.
- Number of Occupational degrees and certificates awarded annually.
- Graduation Rate of Occupational Student Cohort.
- Success Rates in Developmental Education Courses.
- Success in subsequent math course after completion of developmental sequence.
- Success in subsequent English course after completion of developmental sequence.

The entering-new student cohort is defined across the MCCCD as both full-time learners (12+ attempted credits in first fall semester) and part-time learners (<12 attempted credits in first-fall) who have earned a high school diploma or equivalent, who entered college for the first time during the fall term, and who were enrolled in credit or developmental education courses in that term. All learners included in this cohort should be tracked for six years, with the six-year outcomes measures reported at the end of the sixth year.

This cohort is comprised of entering students beginning each fall semester and is tracked over 6 years, and 2 years. Eleven key-metrics have been identified in the areas of college-level course success rates, fall-to-fall retention, transfer intent, developmental course sequence completion and six-year graduation rates. College-level course completion rates of students in our most recent entering cohort were 74%, up 2 points from our baseline year of 2009.

Additionally, our fall-to-fall persistence rates have increased from 60% to 63% over the past 4 years. Subsequently, the most recent six-year graduation rate for this cohort has increased from 22% to 36% since our baseline cohort year of 2004. While PVCC's entering students have made significant progress in relation to our measures, there is much work within the group to close student achievement gaps and it remains a top priority.

Criterion IV: Evaluation

GBM 1.A.1. Successful Course Completion of Entering First-time Freshman in College-Level Courses

FY2013 Governing Board Key Metric: College-Level Success Rates (PVCC Compared to MCCCD)

Cohort	PVCC	MCCCD
Fall 2009 Cohort	72%	68%
Fall 2010 Cohort	75%	68%
Fall 2011 Cohort	74%	68%
Fall 2012 Cohort	74%	70%

FY2013 Governing Board Key Metric: Fall-to-Fall Retention Rates (PVCC Compared to MCCCD)

Cohort	PVCC	MCCCD
Fall 2008 Cohort	60%	54%
Fall 2009 Cohort	63%	56%
Fall 2010 Cohort	64%	54%
Fall 2011 Cohort	63%	51%

FY2013 Governing Board Key Metric: Six-Year Graduation Rate

■ PVCC ■ MCCCD

	Fall 2004 Cohort as of Fall 2010	Fall 2005 Cohort as of Fall 2011	Fall 2006 Cohort as of Fall 2012	Fall 2007 Cohort as of Fall 2013
PVCC	0.22	0.27	0.23	0.36
MCCCD	0.19	0.21	0.2	0.28

Prior to the formal adoption of the PVCC Completion Agenda, the college engaged in strengthening the new student experience through the development and implementation of a suite of scaled student success activities. iStartSmart, initiated in 2008, targets all new degree-seeking students and new students testing into developmental level courses with the following "mandatory" activities: course placement assessment, new student orientation, academic advising, and a student success course. iStartSmart serves as the foundation of our Completion Agenda. Below is a table showing the impact of the program.

The overall percent of entering iStart Smart students who participated in the "mandatory" first-year college success course persisted at higher rates to the next term compared to students who did not participate.

Entering Student Completion Rate by Attempted Hours

Enrolled in Success Course:
- Fall 2008: 80%
- Fall 2009: 84%
- Fall 2010: 85%
- Fall 2011: 88%
- Fall 2012: 84%
- Fall 2013: 84%

Not Enrolled in Success Course:
- Fall 2008: 77%
- Fall 2009: 82%
- Fall 2010: 84%
- Fall 2011: 84%
- Fall 2012: 85%
- Fall 2013: 81%

■ Fall 2008   ■ Fall 2009   ■ Fall 2010   ■ Fall 2011   ■ Fall 2012   ■ Fall 2013
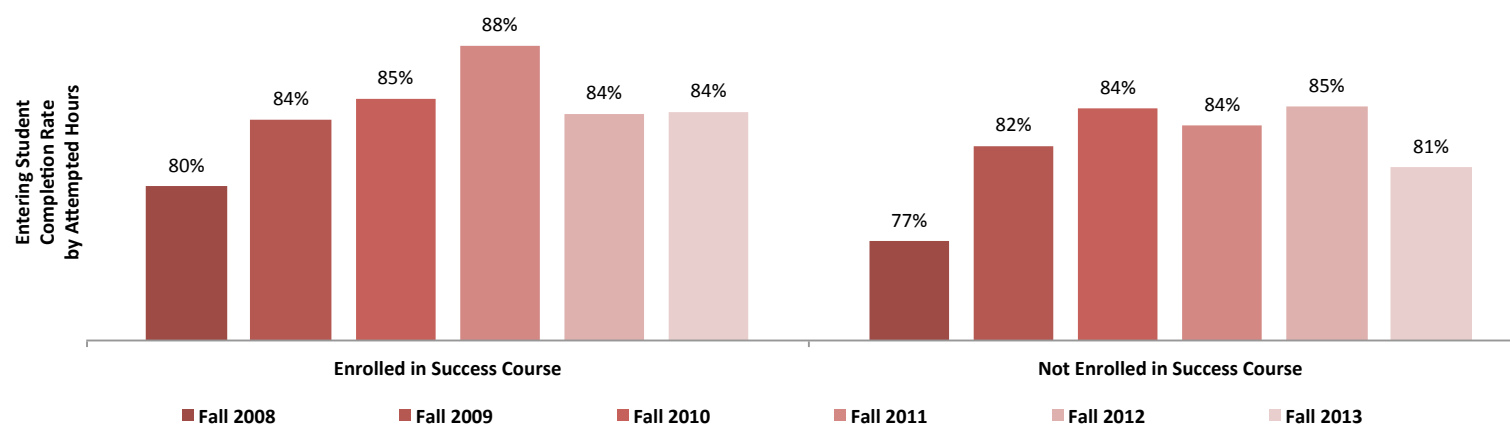
Criterion IV: Evaluation

Overall course completion rates were higher for students who participated in the college success course compared to students who did not participate.
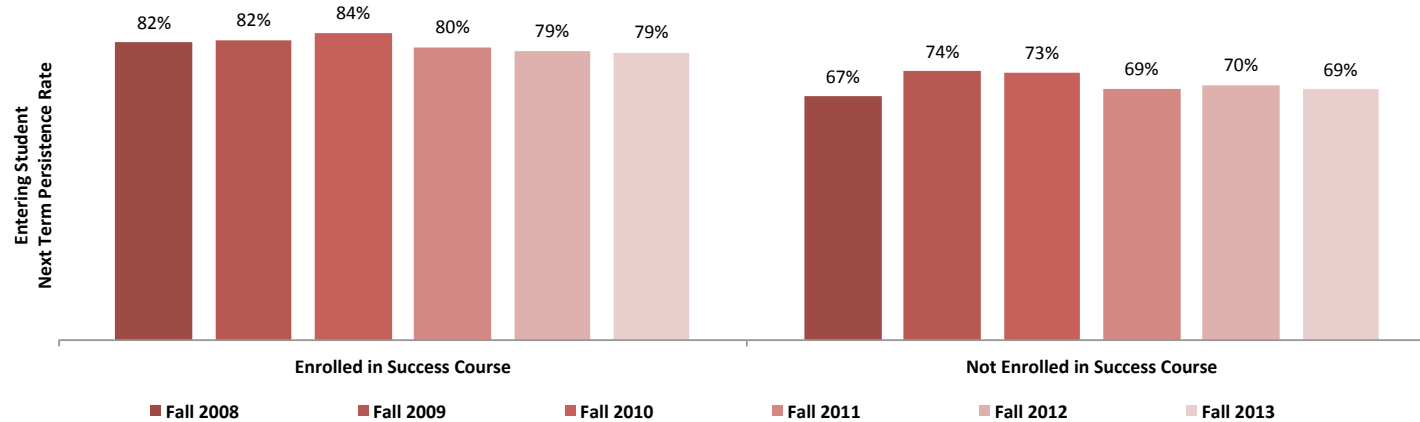
PVCC is also committed to high levels of persistence and completion in our high school bridge programs (Early College, ACE, HOOP of Learning). These rigorous and engaging programs have yielded noticeable persistence and success.

Early College – Success and Completion Trends

Year	Program	Students Enrolled	Credits Completed	Percentage Credits Successfully Completed	Average GPA
2011/2012	Early College	128	1,706	95.7%	3.45
2012/2013	Early College	141	1,325	99.0%	3.54
2013/2014	Early College	170	1,883	92.9%	3.35

ACE – Success and Completion Trends

Year	Program	Students Enrolled	Credits Completed	Percentage Credits Successfully Completed	Average GPA
2011/2012	ACE	150	871	89.0%	3.47
2012/2013	ACE	156	955	86.0%	3.49
2013/2014	ACE	171	1,123	88.9%	3.56

HOOP – Success and Completion Trends

Year	Program	Students Enrolled	Credits Completed	Percentage Credits Successfully Completed	Average GPA
2011/2012	HOOP	29	178	85.0%	3.56
2012/2013	HOOP	21	115	97.0%	3.26
2013/2014	HOOP	30	216	77.3%	2.61

Criterion IV: Evaluation

Early Outreach Program – Persistence

ACE, EC, HOOP – Year One to Year Two Persistence:						
	2012 Cohort Year 1 Enrollment	2012 Cohort Year 2 Enrollment	Persistence	2013 Cohort Year 1 Enrollment	2013 Cohort Year 2 Enrollment	Persistence
ACE	64	51	**80%**	57	52	**91%**
Early College	41	37	**90%**	71	63	**89%**
Hoop	19	14	**74%**	16	11	**69%**
Overall	**124**	**102**	**82%**	**144**	**126**	**88%**

PVCC Athletics consistently demonstrates the quality of its program by examining student persistence, retention and completion. The program and services are developed and implemented to help prepare students to transfer to a 4-year college or university. Based on best practices, the Athletics program has made many changes over the last five years that were focused on the success and retention of student athletes. For example, an athletic orientation program was created, faculty advisors were identified to serve as mentors for each team, and an online academic support tracking system, PAWS (Paradise Athletic Web System) , was developed and implemented to demonstrate PVCC's commitment to retention, persistence, and completion. Annually, Athletics completes an assessment of student learning outcomes. The most recent program review, completed in 2011, found noticeable evidence of improved student success and completion. The first baseball class in 2009 had 18 of 24 completers who transferred to a 4-year university and played baseball. Five of the 2010-11 teams were NJCAA All-Academic Teams with a GPA ranging from 3.173 for women's soccer to 3.498 for women's cross-country. Nine athletes from the 2011-12 teams made NJCAA Academic All American with individual GPAs ranging from 3.610 to 3.845, During the same year, 8 teams were NJCAA All-Academic Teams with team GPA ranging from 3.02 (Men's indoor and outdoor track and field) to 3.45 (Women's Cross Country). From the 2011-12 teams, 50 students transferred to 4-year colleges and universities. PVCC athletes generally out-perform the PVCC general student population relative to retention, persistence and completion rates, and coaching changes are made based on retention, persistence and completion data.

PVCC

Another area that focused on changes to improve student retention and completion was the Honors Program. The retention rate of Presidents' Honors Scholarship students from fall to spring semester in 2010 was 73%, and in 2011 was 76%. However, in 2012, the retention rate was 61%. For students who received the Presidents' Scholarship in fall 2010, 45% completed the four semesters of the President's Scholarship and 20% became Honors Program graduates, which had additional requirements including 15 credits of honors coursework and a 3.5 GPA. Of students who received the Presidents' Scholarship in fall 2011, 43% graduated from the Honors Program with a 3.5 GPA or greater. After review of the lower retention rate in fall 2012 and review of graduation rates, the Honors Directors made changes with the goal of increasing retention and completion. Based on the belief that building community helps increase student success and retention, the Honors Program made the following changes:

- Established a fledgling PVCC Honors Alumni Group to help PVCC students make the transition from community college to a university and understand the skills needed for continued successful education.
- Designed extra-curricular and co-curricular activities to promote academic success by building community, promoting active learning and critical thinking, increasing campus and community engagement, and enriching the college experience.
- Established service projects to promote a sense of cohesiveness among Honors students and develop civic responsibility,
- Created a step-by-step guide for instructors who oversee Honors projects,
- Implemented a required orientation for students choosing to do an Honors project, and
- Implemented mid-semester grade check for first semester students.

Retention rate for fall 2013 was 83% and 30 students have completed the additional requirements to graduate from the Honors Program.
Several occupational programs are accredited nationally and use student success and completion data to make changes to their programs. For example, the Nursing AAS program and Nursing Assistant CCL program have strong retention, completion, and certification rates. The Nursing Assistant program has a completion rate of 90% and a 95% success rate on the first attempt for those who took the certification test. Nursing students in 2010 and 2011 had a 100% pass rate on the RN-NCLEX exam for certification as a RN.

As more nursing programs have moved into Phoenix, clinical sites have become restricted which negatively impacts student completion and success. In response, PVCC designed and constructed the Health Sciences building which includes seven pod patient care areas, two simulation labs, a skills island, debriefing room, and state of the art technology for simulation, videotaping student performance and a system for tracking students use and practice in the lab. Opened in fall 2012, the Health Sciences building supports Nursing students as well as EMT and Paramedic students and provides a venue for inter-professional education opportunities that mirror the workforce situations students will experience upon graduation. The EMT and Paramedic programs have increased the use of simulations and focused more time on skills development and practice. The paramedic students have a 100% pass rate on the national skills exam for the last two years.

Criterion IV: Evaluation

<u>Closing the Educational Attainment Gap and Improving Developmental Education Success</u>

Utilizing PVCC's Strategic Plan, two CLC teams monitor the progress made towards reaching retention and persistence goals related to closing the educational attainment gap and successful course completion and progress in developmental education. The foundation for this work is guided by Closing Student Attainment Gaps and Developmental Math white papers.

Using data from its spring 2012 program review, the English division learned the reading program engaged 262 students and 73.3% of them successfully completed their developmental course while 86.3% of them finished the course. Additionally, the English/Writing program engaged 294 students and 66% of them passed their developmental course, while 78.2% of them finished the course. The data suggest that over the past five years, success rates in developmental English courses have improved dramatically from 54.1% in 2006 to 71.5% in 2011. Completion rates for full-time students are nearly 100%, whereas for part-time students, the completion rate ranges from 62-77%. Success rates for part-time students fall between 46-66%, but for full-time students the range is between 81-92%. Since 2008, PVCC success and completion rates were both higher than at other MCCCD colleges.

The increases in student success rates are the result of changes in the Developmental Reading and Writing programs. Faculty have been successful at providing a comprehensive review of essential skills needed for success in subsequent college-level coursework. Students who have completed developmental reading and writing are often more prepared to be successful than students who have simply tested into ENG 101 or Critical Reading or who are Reading Exempt by having tested out of the developmental reading sequence. Collaborating with the Peer Mentoring program, peer mentors meet regularly with classes to offer student success strategies, icebreakers to instill a sense of class community, and one-on-one student support and encouragement to facilitate student success. In fall 2013, faculty who participated in a summer developmental education institute compared student success and retention in ENG091 (developmental English) classes that were taken to the Learning Support Center rather than just given a list of support services. Classes that visited the Learning Support Center had 9% more B and C grades and 9% fewer withdrawals than classes that just received lists of support services.

Retention, persistence and completion efforts have been particularly difficult in PVCC's ESL program. ESL enrollment declined as a result of Arizona Proposition 300 and changes in financial aid guidelines. Proposition 300, implemented into law in 2007, requires all students to provide proof of legal residency in order to pay in-state tuition and receive financial aid. Some ESL students could not afford tuition for more than one class because they did not meet the requirements for legal residency and in-state tuition. The change in financial aid policies that require students to have a GED or be able to provide a high school diploma from their country of origin in order to receive financial aid also impacted enrollment. In response, the ESL program implemented a new student orientation for ESL students, began printing the class schedule for ESL students, streamlined course offerings, created specialized ESL advising by ESL faculty, and developed non-credit conversation/reading groups and grammar workshops in collaboration with the Learning Support Center. Subsequent enrollment has increased in ESL classes.

Over the past ten years, many strategies have been discussed and explored to address the low success and retention rates in developmental math. Potential solutions have been reviewed and piloted by the math faculty, the Underprepared Student Initiative (USI) committee, the Learning Support Center staff, and others.

Some of these strategies are listed below.

- Provided professional development for residential and adjunct faculty with topics such as "Math in Real Life", "Flipped Classroom", "Using Technology in the Classroom," "Mindset," "Math is Not My Obstacle Anymore".
- Offering two sections each semester of "Algebra with Math Anxiety Reduction".
- Posted and filled residential math faculty positions specializing in developmental education.
- Scheduling sequential courses with the same faculty so students can take the same instructor for consecutive courses.
- Provided peer mentors in classes and established dedicated tutoring space for developmental students in the LSC and in Q Math Center.
- Offered Tutored Mathematics course (MAT 108) taught by residential math faculty rather than adjunct faculty and had a greater focus on math content.
- Course level meetings at the beginning of each semester to review common final exam results from the previous semester and discuss instructional changes.
- Provided sections using Open Educational Resources (OER) to save students money and ensure they would have the materials on the first day of class.
- Began offering late start classes and shorter term sections to see if accelerated learning options would have a positive impact on student success.
- Several faculty now teach with iPads or other tablets enabling them to engage more with students and provide video notes and feedback.

In fall 2012, the CLC was reorganized by the president to focus on six of the strategic priorities to be addressed by subgroups led by a Vice President or Dean. One of the six priorities addressed the challenges in developmental education. "1.5 Increase the percentage of students who successfully complete mathematics developmental course sequences through the first college-level course." The subgroup studied data and implemented the following to varying degrees:

- Placement test resources to prepare students to retest and place in a higher level of math.
- Success coaches in the Learning Support Center.
- Extension of grace period from the publisher for students with Financial Aid delays in order to access their textbook at the beginning of the semester.
- Held separate Q & A session with men and women in developmental math class to gain insight into differences in success data by gender (i.e. men have approx. 10% lower success percentage).

Surveys were distributed to gather feedback on many of the strategies listed above.

Criterion IV: Evaluation

The feedback from students and faculty was overwhelmingly positive for some (e.g. use of tablets, same instructor for multiple classes, flipped classroom, tutoring assistance, math with anxiety reduction, open educational resources). Faculty also spoke highly about the professional development workshops and conferences.

Unfortunately, it is difficult to quantitatively measure the impact of these strategies when comparing to previous years. The MCCCD Math Instructional Council (MIC) selected a new placement test, which PVCC began using in fall 2012. The percentage of students who successfully completed developmental math courses at PVCC decreased approximately 15% when compared to fall 2011 (from 61% to 46%). In fall 2013, the success rate increased slightly to 48%. The MIC voted to adjust the cutoff scores on the placement test to more accurately place students. Fall 2014 will be used as the new baseline year for measuring student success and retention in developmental math classes. When comparing OER, online and hybrid class data with more traditional class sections, the success and retention data are very similar.

PVCC's assessment processes and methodologies have been outlined in previous sections. Processes developed at PVCC are based on good practice and are supported through sharing of information through the CLC, division meetings, PLT, President's Advance, and other stakeholder groups responsible for continuous improvement.

PVCC participates in several national surveys and the National Community College Benchmark Project (NCCBP) to determine overall effectiveness, satisfaction, and engagement. Each year the college participates in one of three national surveys: Noel Levitz Student Satisfaction, Community College Survey of Student Engagement (CCSSE), and the Survey for Entering Student Engagement (SENSE). Each fall or spring semester, PVCC administers one of the three national surveys that are put into a 3-year cycle. Information from the survey results are shared across the college in one or more communication vehicles as well as posted to the college website, which is accessible both for internal and external stakeholders.

STUDENT ENGAGEMENT AND SATISFACTION

PVCC uses data from CCSSE to set measures and targets for college planning priorities. For example, research shows that students will be more successful if they are actively engaged in and out of class, so five CCSSE measures for student engagement are tracked. Although PVCC is below its goal of the CCSSE National Benchmark of 50%, its scores range from 44% to 49.4%. PVCC continues to promote the characteristics of student engagement such as active and collaborative learning, and student-faculty interaction through adjunct faculty orientations, learning week workshops, and seminars or special speakers.

Graph 2   **PVCC - 2011 CCSSE Benchmark Summary Compared to Previous PVCC CCSSE Benchmark Scores**
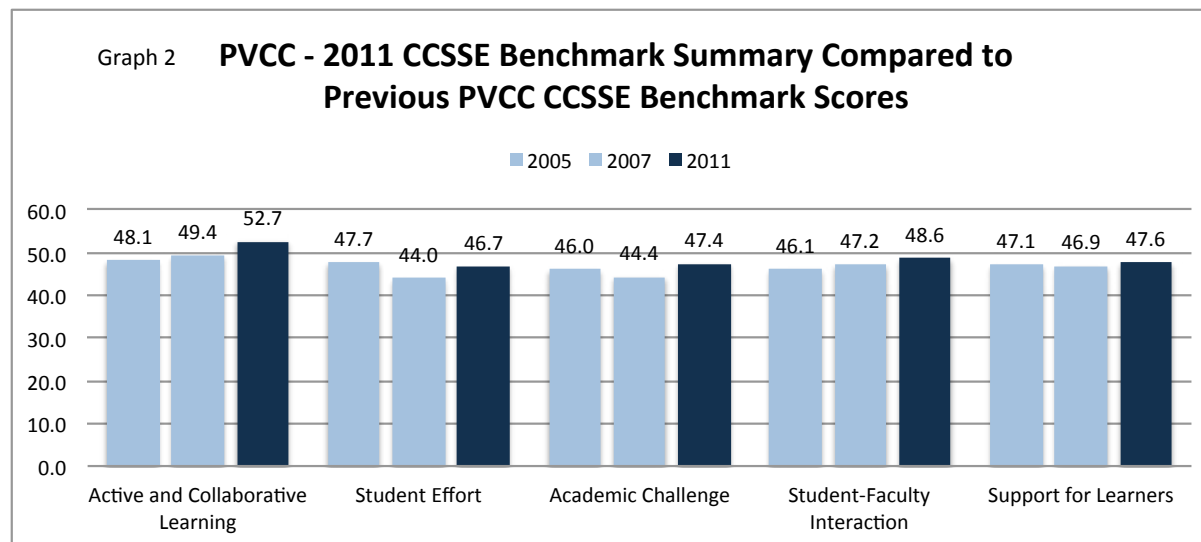
PVCC has participated in two prior administrations of the CCSSE survey. PVCC originally conducted CCSSE in 2005, and as result a series of action plans were developed across multiple functions of the campus to improve and increase student engagement. CCSSE was administered in the context of PVCC's strategic focus on increasing student success through engagement, addressing the issues of becoming a more learning-centered college, identifying the needs of the increasing numbers of ethnic minority students, and meeting PVCC's assessment goal of gathering student perceptions of the learning environment.

The IE office gathers, compiles, and reports student data relative to student satisfaction, retention, persistence and completion using Noel-Levitz Surveys. When compared to the 2010 Noel-Levitz results, the 2013 survey showed that PVCC has significantly improved student satisfaction in a number of its service areas. Registration Effectiveness received the highest importance mean score. Campus Support Services showed the greatest increase in satisfaction between survey administrations (+0.17) followed by Admissions and Financial Aid (+0.11). PVCC has improved or maintained satisfaction levels in eleven of twelve other scales for satisfaction. Two scales made significant improvements, Concern for the Individual and Academic Advising/Counseling.

Criterion IV: Evaluation

Scale	PVCC 2013	PVCC 2010	Difference	Sig
Academic Services	5.60	5.54	0.06	
Responsiveness to Diverse Populations	5.39	5.40	-0.01	
Instructional Effectiveness	5.31	5.28	0.03	
Student Centeredness	5.29	5.26	0.03	
Registration Effectiveness	5.27	5.27	0.00	
Campus Climate	5.20	5.17	0.03	
Service Excellence	5.16	5.12	0.04	
Concern for the Individual	5.12	4.97	0.15	*
Academic Advising / Counseling	5.05	4.86	0.19	**
Safety and Security	4.97	4.93	0.04	
Campus Support Services	4.87	4.82	0.05	
Admissions and Financial Aid	4.79	4.73	0.06	

Many satisfaction scores have significantly increased in the target areas of advising and other support services. After low satisfaction scores in 2010, Advising made several changes with the goal of connecting students to Advising more regularly and reducing wait times for students. Advising established group advising sessions which significantly reduced wait times. In addition, they added "Advising on the Go", an express advising service around campus four times a year, near the start of registration. They also have added "Graduation on the Go" which is an express graduation check and application day for students graduating in fall and spring. The improved Noel Levitz Survey scores reflect these changes.

Item (highest)	PVCC 2013	PVCC 2010	Difference	Sig
My academic advisor is concerned about my success as an individual.	4.98	4.55	0.34	***
This campus provides effective support services for displaced homemakers.	4.73	4.44	0.29	***
Admissions counselors accurately portray the campus in their recruiting practices.	5.00	4.73	0.27	**
Counseling staff care about students as individuals.	5.20	4.94	0.26	**
Admissions counselors respond to prospective students' unique needs and requests.	4.99	4.70	0.22	**
My academic advisor is approachable.	5.19	4.98	0.21	*
My academic advisor is knowledgable about my program requirements.	5.13	4.92	0.21	*

Welcome Center Student Ambassador Engaging a Future Student

Criterion V

Planning

Paradise Valley Community College's resources, structure, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. Paradise Valley Community College plans for the future.

INTRODUCTION

Paradise Valley Community College's (PVCC) resource base can support its current educational programs and its plans for maintaining, strengthening and expanding the effectiveness of those educational programs in the future. As a means of assuring the continued effectiveness of its educational programs, PVCC maintains the fiscal and human resources, and the physical and technological infrastructure necessary to support its operations wherever and however its programs are delivered. PVCC ensures that elective resource allocations do not adversely affect the institution's core mission, goals and values, and ensures that its core mission, goals, and values are realistic given its resources. PVCC also utilizes a well-developed process for budgeting and monitoring expenses that is operated at all levels by appropriately qualified staff.

PVCC's governance and administrative structures promote effective leadership and support collaborative processes that enable PVCC to fulfill its mission. The governance and administrative structures operate according to policies and procedures that engage PVCC's internal constituents (Governing Board, administration, faculty, staff, and students) in both the development and implementation of governance, and academic policy and procedure. The MCCCD Governing Board (Board) is knowledgeable about PVCC and provides appropriate oversight of PVCC's academic and financial practices and meets the legal and fiduciary responsibilities of the institution.

PVCC engages in systematic and integrated planning by persistently aligning its resource allocation with its mission and values, by continuously linking assessments of student learning and operational evaluations to planning and budgeting, by being thorough and inclusive in its planning processes, and by strategically anticipating changes in funding sources and expenditures. PVCC works systematically to improve its performance by documenting evidence of performance in its operations and by applying what it learns from its operational experiences to improve its institutional effectiveness, capabilities and sustainability in its component parts and as a whole.

EVIDENCE

RESOURCES (5A)

PVCC's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

PVCC's financial resources have proven sufficient for the college to meet its mission. Even with the economic downturn that began near the end of the previous decade, the college has sustained a stable and consistent base of funding largely due to the strength of the Maricopa County Community College District funding model (locally controlled property taxes and tuition/fees) and a $951 million capital bond initiative. Human resources, though lean based on benchmarking with other institutions, have been equally sufficient to meet PVCC's mission, a fact punctuated by the recognition PVCC has received for the efficiency in its operations. The college continues to maintain the quality of the educational experience as student-to-faculty ratios remain low and classes are offered in state-of-the-art facilities.

PVCC's technological infrastructure is informed by the college's learning-centered philosophy. The Technology Strategy Plan enhances the college's operational systems to meet future needs of students and staff. The physical assets of the campus are constantly reviewed and have undergone extensive modernization during the past ten years in response to the institution's evolving needs. Furthermore, resource planning for the future is a continuous and integrated activity tied intricately to the institution's strategic planning efforts.

Criterion V: Planning

FISCAL RESOURCES

The college's annual operating budget is approximately $38.9 million. PVCC funds its general and auxiliary operations, restricted projects, and plant expenditures through a variety of sources. Figure 2, page 160, depicts the revenue sources for FY14. In addition, the MCCCD has strong fiscal systems, controls and excellent planning and budgeting policies that support the entire system. As evidence, the MCCCD has consistently received the trifecta of AAA ratings from the three major bond rating agencies: Moody's Investors Service, and Standard & Poor's and Fitch Ratings. The MCCCD is one of only a few community college districts in the United States whose general obligation bonds have achieved the highest possible ratings from all three agencies. The next section outlines PVCC's funding sources (general fund-revenue, auxiliary, restricted and capital).

PVCC Adopted Budget, 10-Year History (In Millions)
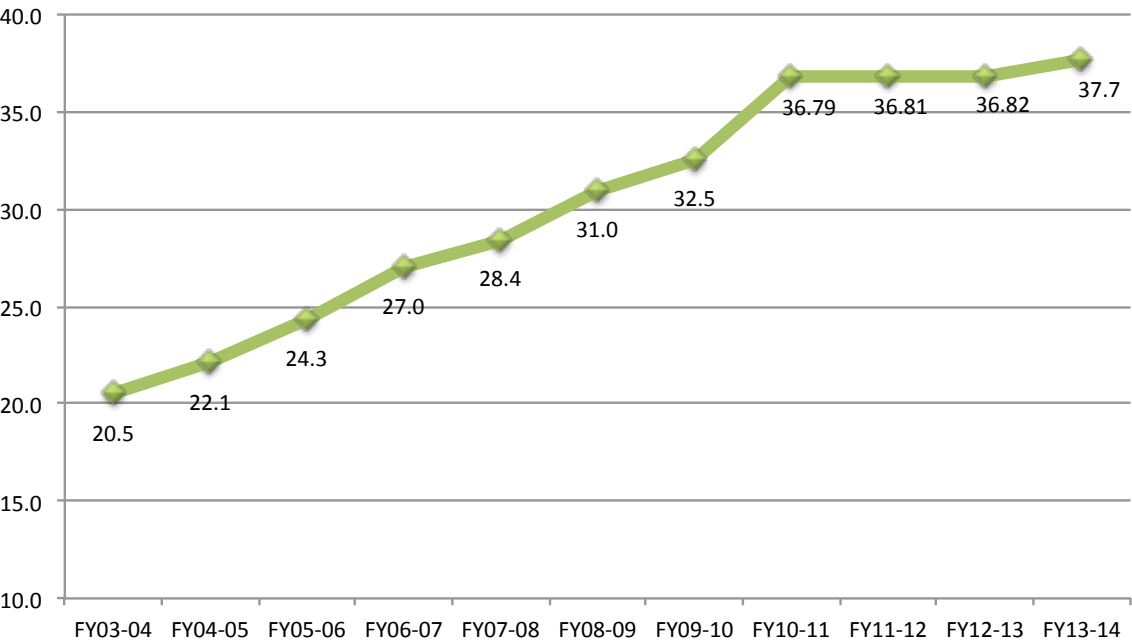
MCCCD – Revenue Sources

The MCCCD receives the majority of its operating funds from three primary sources: property taxes, student tuition and fees, and the state of Arizona. Other revenue sources include fund balances and miscellaneous transfers. The adopted FY 2013-14 budget or $1.66 billion represents an increase of $94.7 million (6.03%) compared to FY 2012-13.

Comparison FY2012-13 vs. FY2013-14 Adopted Budget

	FY2013-14	%	FY2012-13	%	Increase/Decrease
General Operational Fund (Fund 1)	$ 715,029,047	43%	$ 683,497,573	44%	$ 31,531,474
Auxilliary Fund (Fund 2)	$ 161,053,747	10%	$ 110,252,288	7%	$ 50,801,459
Restricted fund (Fund 3)	$ 319,070,759	19%	$ 274,216,443	17%	$ 44,854,316
Plant Fund (Fund 7)	$ 469,282,359	28%	$ 501,745,476	32%	$ (32,463,117)
TOTAL	$ 1,664,435,912	100%	$ 1,569,711,780	100%	$ 94,724,132

General Fund Revenues for FY2013-14

	FY2013-14	%	% vs. Fund 1		vs all Funds
Tax Levies	$ 421,287,207	59%	59%		25%
Tuition and Fees	$ 235,904,333	33%	33%		14%
State Aid	$ 7,913,100	1%	1%		0.5%
Other Income	$ 49,924,407	7%	7%		3%
Total	$ 715,029,047	100%	100%		43%

Criterion V: Planning

Property Taxes

Property Taxes represent a major source of support for the general operations and capital needs of the MCCCD. These tax revenues are generated through growth in property values and additional new properties in Maricopa County. For fiscal year 2013-14, property taxes amounted to $412,623,059, or 57.7% of the General Fund revenue budget of $715,029,047.

Each year the Board votes on a potential increase in property taxes. The maximum increase permitted by statute and Constitutional provisions is two percent per year. With the exception of FY2009-10, FY2010-11 and FY 2013-14, the MCCCD Governing Board has approved an annual two percent increase on property tax revenues.

Tuition and Fees

Tuition and fees combined are the second largest revenue source in the General Fund for the MCCCD. For fiscal year 2013-14, tuition and fees amounted to $235.9 million, or 33% of the general revenue budget of $715,029,047. Revenues are projected based on enrollment growth and any potential increases in tuition and/or student fees per credit hour.

MCCCD Historic Tuition and Fees, FY2003-04 to FY2013-14						
Per Credit Hour				Annual		
Fiscal Year	General Tuition	Student Activity Fees	Combined Total	Cost Per Fulltime Student	Dollars	Percent
FY03-04	$ 38.50	$ 12.50	$ 51	1530	$150.00	10.9%
FY04-05	$ 53.50	$ 1.50	$ 55	1650	$120.00	7.8%
FY05-06	$ 58.50	$ 1.50	$ 60	1800	$150.00	9.1%
FY06-07	$ 63.50	$ 1.50	$ 65	1950	$150.00	8.3%
FY07-08	$ 63.50	$ 1.50	$ 65	1950	$0.00	0.0%
FY08-09	$ 69.00	$ 2.00	$ 71	2130	$180.00	9.2%
FY09-10	$ 69.00	$ 2.00	$ 71	2130	$0.00	0.0%
FY10-11	$ 69.00	$ 2.00	$ 71	2130	$0.00	0.0%
FY11-12	$ 74.00	$ 2.00	$ 76	2280	$150.00	7.0%
FY12-13	$ 74.00	$ 2.00	$ 76	2280	$0.00	0.0%
FY13-14	$ 79.00	$ 2.00	$ 81	2430	$150.00	6.6%
Starting FY2004-05, $11 of the Student Activities Fee was combined with General Tuition.						

The most recent approved tuition and fee increase of $3.00 per credit hour on April 22, 2014 set the tuition rate at $84 per credit hour for FY2015. Even with this increase, the MCCCD remains at less than 80% of the National average for 2-year public institutions. The MCCCD tuition rate remains competitive compared to the national average for community colleges and local universities.

MCCCD Local, National and WICHE Comparisons								
	MARICOPA DISTRICT		NATL. AVE. PUBLIC 2-YEAR INSTITUIONS		WICHE AVE. PUBLIC 2-YEAR INSTITUTION		AZ STATE UNIVERSITY	
Fiscal Year	Annual Cost	Percent Change	Annual Cost	Percent Change	Annual Cost	Percent Change	Annual Cost	Percent Change
FY03-04	$ 1,530	10.87%	$ 1,702	14.77%	$ 1,846	13.37%	$ 3,593	39.10%
FY04-05	$ 1,650	7.84%	$ 1,847	8.52%	$ 2,005	8.97%	$ 3,973	10.58%
FY05-06	$ 1,800	9.09%	$ 2,182	18.14%	$ 2,177	8.58%	$ 4,311	8.51%
FY06-07	$ 1,950	8.30%	$ 2,266	3.80%	$ 2,300	5.60%	$ 4,686	8.70%
FY07-08	$ 1,950	0.00%	$ 2,361	4.20%	$ 2,395	4.10%	$ 4,969	6.00%
FY08-09	$ 2,130	9.20%	$ 2,372	0.50%	$ 2,488	3.90%	$ 5,659	13.90%
FY09-10	$ 2,130	0.00%	$ 2,558	7.80%	$ 2,648	6.40%	$ 6,840	20.90%
FY10-11	$ 2,130	0.00%	$ 2,727	6.60%	$ 2,847	7.50%	$ 8,844	29.30%
FY11-12	$ 2,280	7.00%	$ 2,959	8.50%	$ 3,119	9.60%	$ 9,716	9.90%
FY12-13	$ 2,280	0.00%	$ 3,131	5.80%	$ 3,319	6.40%	$ 9,720	0.00%
FY13-14	$ 2,430	6.60%	$ 3,313	5.80%	$ 3,532	6.40%	$ 10,002	2.90%

Sources for past years include: National Average from "Trends in College Pricing", College Board; WICHE (Western Interstate Commission for Higher Education) and ASU from "Tuition and Fees in Public Higher Education in the West"; MCCCD FY2013-14 Adopted Budget and MCCCD FY2009-10 Adopted budget handbooks.

State Appropriation

State aid represented a significant revenue source for the MCCCD and was appropriated based on a statutory formula. Given the economic recession and the state's budget shortfall, the MCCCD's resources have been impacted and diminished significantly with respect to state appropriations. Since the last accreditation visit in 2004, state aid has seen a significant decrease. In FY 2003-04 state aid appropriations were at $46.6 million for operating and $8.3 million for capital. In FY 2013-14 state aid was funded at $7.9 million. Currently, state aid drops to $7.4 million. Historically, the operating state aid formula provided about $1,000 for each additional Full Time Equivalent Student (FTSE). The formula for FY2014-15 provides $251 per FTSE enrollment change.

Capital Allocations

Prior to FY2009-10, the MCCCD received an annual capital allocation from the state. This allocation was shared among the colleges, skill centers and district offices to fund capital items such as equipment for classrooms, labs, offices, and information technology support. However, since FY2009-10, the MCCCD state aid appropriation for capital has been suspended, and it is unknown when or if these funds will be reinstated.

Criterion V: Planning

Maricopa County Community College District Foundation and PVCC Development Office

Established in 1977, the Maricopa Community Colleges Foundation (MCCF) is a 501(c) (3) nonprofit organization designated by the MCCCD to receive and manage gifts on behalf of its ten colleges. The foundation distributed 2,101 scholarships for a total of $1.6 million in FY2013. The MCCF's "Educating our Community, Ensuring our Future Campaign for the Maricopa Community Colleges" is a four-year effort (2011-2015) to raise $50 million to support student success. PVCC's three signature campaign projects, totaling $1.8 million, are the Bachelor Degree Completion Partnership Endowments, the Black Mountain Science Education Enhancement Endowment, and the Student Engagement Scholarships Endowment.

The PVCC Development and Community Relations Office (Development) functions as the official representative of the MCCF; its director plans, develops, and implements the college's emerging comprehensive development operation. Resulting from a recommendation of the 2004 HLC accreditation, Development is the college's first philanthropy effort at PVCC since its founding in 1987. In eight years Development has doubled the 20-year cumulative giving to the college with total giving to PVCC from 2006-2014 at $821,000 from 936 donors ($493,000 exclusive of grants). PVCC's Foundation holdings are valued at $725,301 in endowments and $150,634 in restricted expendable funds. Twenty new scholarship and support funds have been created since 2006, bringing the total to 36 active funds. Now in its fifth year, the PVCC Annual Employee and Retiree Giving Campaign has grown 200% to five-year cumulative annual campaign giving totaling $83,000. The new volunteer Philanthropy Council will help launch a new external annual giving campaign in fall 2014.

Unit-based annual fund raising activities include an Athletics Golf Tournament, the Fine and Performing Arts Scholarship Benefit Concert, and the Desperado Film Festival. The college has received grants from private and corporate foundations, most notably the Helios Foundation grant for $327,000 to develop and research the effectiveness of a foundational course in emergent language and literacy and a $25,000 grant from the UTAS/Goodrich Foundation for STEM education initiatives

MCCCD Financial Structure

MCCCD uses the fund accounting financial structure to manage its resources and is guided by accounting principles as defined by the Government Accounting Standards Board (GASB). The MCCCD's total adopted budget for FY2013-14 was $1.66 billion.

Unrestricted General Fund (Fund 1)

The General Fund (Fund 1), the largest fund, is the main operating fund for MCCCD revenues. The funds are unrestricted in use and are used to cover most of the system's basic operating costs, including salaries, benefits, utilities, and supplies. In FY2013-14, the adopted budget totaled $715 million; PVCC was allocated $36.9 million, or 5.1 %, of the total MCCCD budget.

Auxiliary Fund (Fund 2)

For MCCCD, Fund 2 totals $161,053,747 for FY2013-14. PVCC was allocated $3,869,971, or 4.16 % of the total MCCCD budget. This fund includes contract training and other substantially self-supporting activities-such as the skill centers, non-credit instruction, course fees, and food services. College activities (student government, athletics, etc.) were a part of Auxiliary Fund prior to fiscal year 2009-10. The college activities dollars were folded into the Fund 1 accounts to better comply with GASB principles.

Current Restricted Fund (Fund 3)

In FY14, the MCCCD restricted fund was $319 million. The estimated amount for PVCC totaled $11.1 million. These funds are restricted in use and often come from student financial aid, grants (e.g., Title V, Title III, Carl Perkins), contracts, and Proposition 301 (Arizona sales tax that supports workforce development programs).

Plant Fund (Fund 7)

In FY2013-14, the plant fund for the MCCCD totaled $469.3 million. The funds are used for new construction, major remodeling, major maintenance, land purchases and capital equipment. The budget assumes the continued suspension of 100% of capital state aid.

In 2004, MCCCD's $951.4 million General Obligation Bond program was approved by 76 % of the Maricopa County voters. Monies were used for new classroom construction, renovation, technology, security, and land purchases to meet the growth needs of all ten colleges. To date, dozens of construction, remodeling and building projects have been completed or are underway with more planned over the next few years. To finance this activity, the MCCCD has issued three series of General Obligation Bonds: Series A for $190.3 million issued in 2005; Series B issued in 2007 for $240 million; and Series C issued in 2009 for $220 million.

In total, PVCC received more than $76.9 million from the 2004 General Obligation Bond program for new construction or the renovation of existing buildings, labs and equipment, parking, land, and technology to meet the future needs of students. Additionally, PVCC maintains a fund 7 – capital reserve fund that will carry the college's capital needs ("life after the bond") through FY2016-17. The reserve balance is $6 million. As the college nears completion of the 2004 Bond program, PVCC will address future capital needs for emergency and preventative maintenance for facilities through this fund.

Enrollment Growth Funds

The Enrollment Growth Funding program was developed by the MCCCD to compensate the colleges for each additional Full-Time Student Equivalent (FTSE) achieved over the prior year's actual audited FTSE. The current formula for Enrollment Growth Funds (EGF) is based on the net of the two most recent audited fiscal years' FTSE multiplied by $2,130 per FTSE. The EGF augments the budget and helps fund instructional costs, adjunct faculty, and temporary staff (one-year-only). Over the last three fiscal years, PVCC has not been eligible for EGF.

MCCCD Carry-Forward Program

This program allows the colleges to carry forward into the next fiscal year up to 3.5% of their respective unexpended Fund 1 base budgets. PVCC participates in this District program, which allows the college to meet the next year's instructional needs, fund short-term initiatives and cover budget shortfalls. The carry-forward funds play an integral role in the support of the overall operation of the college, and any new funding needs that arise from enrollment growth. On average, PVCC optimizes the budget capacity and carries forward $1.2 million each fiscal year. In addition to the 3.5%, the MCCCD has increased the percentage to 5% with the opportunity to move an additional 1.5% to PVCC's capital account. These additional funds help augment the now defunct state aid and address capital needs such as deferred maintenance, computing, and capital purchases.

Criterion V: Planning

Budget Cuts

Due to the dramatic downturn in economic conditions and declining enrollment, PVCC has had multiple budget cuts since 2008-09, totaling $3.2 million or approximately 10% of the adopted budget. The FY2011-12 state budget included funding cuts to the MCCCD of 85%, reducing the state allocation from $45.3 million to $6.9 million. In response to the state cuts, each MCCCD college was directed to cut its permanent operating budget proportionally in FY2012-13, which reduced PVCC's base budget by $973,078.

Paradise Valley Community College Annual FTSE (Full-time Student Equivalents) Annual FTSE by Fiscal Year (Audited)					
Source: PVCC Office of Institutional Effectiveness. Data accessed from the Audited FTSE Reports at the end of each Fiscal Year.					
	2010-2011	**2011-2012**	**2012-2013**	**2013-2014**	**Total ****
PVCC Annual FTSE	**5,715**	**5,503**	**5,260**	**5,076**	
FTSE Increase/Decrease	209.5	-212.0	-243.0	-184.1	-639.1
Percent of FTSE Change	3.8%	-3.7%	-4.4%	-3.5%	
Funding Per FTSE	2130	2130	2130	2130	2130
Funding Increase/Decrease	$446,235.00	($451,560.00)	($517,590.00)	($392,133.00)	($1,361,283.00)
PVCC Base Budget Reduction	($446,529.00)	($101,623.00)	($973,078.00)	$0.00	($1,521,230.00)
Total Reduction	($446,529.00)	($553,183.00)	($1,490,668.00)	($392,133.00)	($3,192,271.00)
* 2013-14 Projected FTSE					
** Total includes FY2010 base budget reduction of -$309,758					

In part, PVCC has managed these reductions by reorganizing and/or eliminating several departments and offering reassignment within the college or the MCCCD to affected employees. Additionally, PVCC has made changes to its base budget to adjust for increases in temporary wages and the elimination of historically unfilled faculty positions. Despite these limitations, a review of PVCC's operational costs from 2004-2014 reveals the college has maintained the lowest administrative cost profile in the MCCCD and one of the lower FTSE cost profiles as well.

HUMAN RESOURCES

PVCC utilizes its human resources effectively. Over the last 10 years, the number of full-time employees at PVCC has increased by 48.1 positions, from 234.9 to 283 employees. The number of full-time faculty positions increased by 26 during this timeframe. Following is PVCC's budgeted positions in FY2003-04 and FY2013-14:

PVCC Budget Positions, FY2003-2004 and FY2013-2014				
Employee Category	FY2003-04	FY2013-14	10-Year Historic Increase/Decrease (Amount / %)	
Residential Faculty	89	115	26	29.2%
Executive (C.E.C.)	1	1	0	0.0%
Management (M.A.T.)	30.0	55.5	25.50	85.0%
Support Staff (P.S.A.)	72.2	71.7	-0.6	-0.8%
Custodians/Grounds (M & O)	13.5	19.0	5.5	40.7%
Craftsmen	1	2	1	100.0%
College Safety	5.0	6.5	1.5	30.0%
Total	211.7	270.7	58.9	27.8%

Faculty Staffing

The faculty staffing plan is managed by the vice president of Academic Affairs and a committee composed of the dean of Academic Affairs and department chairpersons. The plan is updated and prioritized annually, and is based on available resources, retirements, enrollment growth, and the need to support new programs demanded by the community.

Historically, the Residential Faculty Policies (RFP) stipulated a 90:10 staffing ratio of full-time to part-time faculty for day (6:00am – 3:30pm) courses at all of the MCCCD colleges. This policy, however, was never implemented. After recent negotiations with the Maricopa Community Colleges Faculty Association (MCCFA), the faculty staffing policy is being modified. The proposed staffing changes to the newest RFP states:

At the individual colleges (except Rio Salado), a minimum of 60% of the total instructional load shall be taught by Residential Faculty. The residential/adjunct ratio (as defined in RFP section 1.2.) for the individual colleges (except Rio Salado) will be calculated each fall semester. During the eight to ten (8–10) year implementation phase commencing in Fall 2013, colleges shall increase the number of filled residential faculty lines every year until the percentage of instructional load taught by residential faculty reaches and is maintained at 60% or higher. Implementation plan guiding principles identified by the District meet and confer team will govern the implementation phase.

The 60:40 ratio implementation plan calls for the hiring of more than 300 additional residential faculty across the MCCCD and the filling of existing vacant faculty lines.

Residential faculty numbers have varied slightly, from 89 in 2004 to 115 in 2014. To address unanticipated growth in programs or sudden shifts in funding, residential faculty numbers are often supplemented with one-semester or one-year only positions and/or adjunct faculty. Adjunct faculty teach most of the non-prime time instruction, and adjunct numbers have grown to 450 in 2013.

Criterion V: Planning

Non-faculty Staffing

Similar to the separate faculty staffing planning process, new non-faculty base budget funding is available for assignment to new staff lines through a review process completed by respective deans and vice presidents concluding with a recommendation submitted to the college president.

Recommendations to continue or reallocate existing staff lines are submitted by a college vice president to the college president. The sole exception to this process is department administrative staff positions in support of instructional departments (as levels of support staffing are stipulated in the Residential Faculty Policies manual). Vacant positions from existing budgeted lines that need to be filled first go through a review process to determine if the position should be filled based on the college's strategic plan, critical function and the impact of not filling the position. For example, the federal government requires that the college provide students with a Disabilities Resources and Services department and manager.

The MCCCD's hiring process requires minimum qualifications for all board-approved employees and adjunct faculty positions. Background and reference checks are performed prior to hiring a new employee per the MCCCD hiring guidelines. Details about faculty credentials are provided in Chapter 6, Criterion 3. All hiring committees are comprised of a diverse representation of employee groups, and all committee members must go through specific hiring committee training that includes inclusion and diversity-training components. The MCCCD online hiring committee training modules were implemented in FY2014. PVCC's hiring committee diversity training is detailed in Chapter 5, Criterion 2. PVCC has instituted a new policy requiring that a Professional Staff Association (PSA) member be present on hiring committees for positions with duties significantly intersecting with PSA personnel. Like all members of college hiring committees, the PSA personnel must go through both the MCCCD and PVCC's hiring training.

For a time, facilities staffing (janitorial and maintenance) followed an exception similar to RFP formulas for instructional support staff but based on construction activities. Per the MCCCD Governing Board, additional monies were made available per square foot of new and remodeled space for custodial, grounds keeping, and maintenance staff. Unfortunately, this funding was discontinued in 2009. PVCC adheres to the current MCCCD maintenance workforce ratio of 40% full time to 60% part time.

Both faculty and line staff positions are continually evaluated as positions become vacant. All personnel requests must be justified, tied to a strategic direction and goal, and reviewed by the President's Leadership Team (PLT) with the ultimate approval residing with the President.

As a learning-centered college, PVCC embraces employee and organizational learning at a systemic level as a means of maintaining quality human resources. Once employed, faculty and non-faculty have a variety of professional development opportunities available at the college, the MCCCD and externally. PVCC's Center for Employee and Organizational Learning and the Center for Teaching and Learning provide local support to our employees. More details about professional development and employee learning opportunities are provided in Chapter 6, Criterion 3.

PHYSICAL RESOURCES

Widely admired for its attractiveness and traditional collegiate feel, PVCC's 89.4-acre campus includes 20 academic, administrative, and auxiliary buildings. Additionally, the 80-acre Black Mountain site located at 60th Street and the Carefree Highway serves northern Maricopa County. As this report is being submitted the Black Mountain site is commencing with its Phase II construction. These two instructional sites are essential components of PVCC's strategic goals to enhance learning, institutional effectiveness, and quality of life. To this end, PVCC is committed to the continuous development and expansion of its sites through construction of new facilities and renovation of existing ones.

In 2004, a Campus Master Plan Report for Paradise Valley was prepared by the architectural firm of Smith Group. The report included significant input from college leadership, faculty, internal planning committees, and community members. This coordinated effort helped shape the college's future to an estimated 1.5 million square feet of new and renovated spaces. This two-phase Master Plan Report includes strategies for land use, landscaping, building structure, building location, and computing and communication infrastructure.

The design and operation of PVCC's physical infrastructure is explained in the campus's Facilities Master Plan, which guides space allocation and other resources such as renovations, parking enhancements, Phase II of the site at Black Mountain, and traffic studies that support traffic control in and out of campus. The Facilities Master Plan is overseen by the Facilities Master Planning Committee. This committee

- provides long-term strategic planning related to college facility needs and development.
- develops and recommends guiding principles for long-term facilities development, maintenance, and planning.
- facilitates the review and update of the college facilities' master plans.
- conducts a facilities SWOT analysis to be used during the annual strategic planning process.
- uses data, including a facilities capacity use report, to develop recommendations.
- recommends guidelines, criteria, and processes for reallocating bond funds and the changing functions of existing facilities.
- reviews facility development proposals funded by private contributions and donations per the MCCCD/MCCF regulations.

Life Sciences Building

As part of its service to the public good, PVCC has committed itself to sustainability in its operation and in the construction of new facilities. The development of green buildings and operations, recycling, and the education of its internal constituents regarding sustainable lifestyles all form a significant portion of PVCC's efforts to serve the public good by reducing its environmental footprint.

Constructed in 2009, the Life Sciences Building is designed to provide state-of-the-art science and learning spaces and an enhanced campus learning environment for PVCC, and the facility perfectly reflects PVCC's desire to create opportunities for inter-department and campus collaboration while limiting the non-renewable energy usage and material consumption of the facility.

PVCC has received state and regional recognition for the Life Sciences Building. In 2010, the building was awarded the American Institutes of Architects Arizona Award. In 2011, the building was awarded the Valley Forward Environmental Excellence Award and the Arizona Architects Medal. Most recently, the American Institutes of Architects awarded its Western Region Citation Award to PVCC for its Life Sciences Building in 2012.

PARADISE VALLEY
COMMUNITY COLLEGE

Criterion V: Planning

The Facilities Master Planning Committee submits all recommendations to the PLT, which in turn reviews and makes recommendations to the college president. Examples of projects recently completed under the guidance of the Facilities Master Plan were the remodeling of Kranitz Student Center, the Q Building acquisition, the Ceramics Studio, and the construction of the new Life Sciences Building. In addition, PVCC has enhanced its technology infrastructure, improved physical facilities, and partnered with communities such as the YMCA and Foothills Community Foundation to extend our academic offerings at the Black Mountain site. More details of these changes are detailed on the "Shaping our Future" web page.

As previously reported in 2004, the MCCCD successfully passed a $750 million General Obligation bond program from which PVCC was allocated $77 million. Below is a summary of the major PVCC capital projects:

2004 BOND - MAJOR PROJECTS	Actuals	Year Completed
Kranitz Student Center Expansion And Remodel	$ 10,121,379	2014
Life Sciences Building	$ 16,096,166	2010
New Health Sciences Building	$ 1,300,582	2011
PVCC @ Black Mountain, Expansion & Phase II	$ 12,828,186	2015
Q Building - Acquisition of North Central Regional Library Building	$ 4,000,000	2007
Q Building Planning & Remodeling & Acquisition of North Central Regional Library Building	$ 18,179,962	2011
Remodel D Building For Ceramics Program	$ 684,020	2014
Campus Technology	$ 3,936,210	
Occupational Technology	$ 2,340,978	
Central Plant Upgrade & Chilled Water Line Expansion & Upgrade	$4,773,847	2007
Loop Road Completion; New Parking Lots	$ 2,228,976	2007
TOTAL	**$ 76,490,306**	

The physical environment of the campus is maintained by the Facilities Services Department. The Facilities Services Department works to insure that each of PVCC's instructional locations are conducive to teaching and learning by providing safe, clean, well-maintained, functional and aesthetically pleasing facilities for students, faculty, staff and a diverse surrounding community, while being fiscally responsible. Facilities Services employs a workforce of highly skilled personnel and certified technicians responsible for the maintenance, repair, renovation, and construction of all college buildings and grounds. The Facilities Services Department has a staff of 18 full-time and 21 part-time employees and an annual budget of $1,650,370. PVCC has 145 classrooms at the Union Hills campus, a number sufficient for the enrollment served. The Black Mountain site currently has six classrooms.

The Public Safety Department at PVCC efficiently and effectively provides a safe and accessible learning environment, assistance and security for people on campus, protection of the MCCCD and personal property, traffic control, visitor assistance, operation of a lost and found function, loss prevention/reporting, identification of safety hazards, and training/orientation of employees and students. The role of Public Safety in maintaining the safety of the physical infrastructure includes

- a comprehensive video surveillance system.
- phones in every classroom and emergency phones throughout the campus.
- a voice and fire alarm system with public address system;
- electronic door lock system.
- added thumb locks to ensure that classrooms can be locked from the inside as needed.

The Public Safety Department has a staff of seven full-time employees and up to twelve part-time employees and has an annual operating budget of $631,000. Recently, the MCCCD has centralized and standardized some of the public safety functions, such as communication and crisis management, originally coordinated on each individual campus.

Computing Resources Planning

PVCC's technology infrastructure is maintained by the Infrastructure Resources and Technology Services department (IRTS) with input from the Technology Coordinating Team (TCT), which develops and monitors the campus plan for current and future technology infrastructure needs. The TCT is informed by the PVCC Strategic Planning Steering Team and provides recommendations regarding strategic initiatives (4-year Technology Strategy Plan) that assist departments and divisions in the development of plans related to technology; identifies campus-wide technology issues and promotes solutions; develops, reviews, updates and continuously improves the technology planning process at PVCC; reviews technology budget requests; makes plans for the obsolescence of equipment; and makes prioritized recommendations to Budget Development Steering Team (BDST).

As a long-term funding strategy, a portion of the 2004 bond funds were allocated for technology expenditures. The total amount is spread over the life of the bond in annual allocations. These funds support both replacement and new technology initiatives. Part of the capital technology allocation is set aside for new building construction which includes the Life Sciences Center, PVCC at Black Mountain, and Q Building.

The main portion of expenditures includes PVCC's obsolescence replacement strategy covering computers, printers, classroom media projectors and network servers. A smaller percentage is designated for annual new technology implementations. In 2005, a one-time allocation was approved to replace PVCC's network infrastructure, as the majority of the equipment was more than ten years old.

PVCC's obsolescence plan deems a computer, printer or media projector obsolete after five years. Computers that are considered obsolete for their current purpose still may function appropriately for another area. As an example, a few obsolete computers have been re-deployed as wireless network-only computers available to the general student population for use in web-based research.

Network servers are considered obsolete after three years, and network switch equipment after seven. Some obsolete servers that still function at a lower level have been redeployed as application development environments. This methodology allows space-saving measures for production servers and preserves the integrity of the business environment.

New technology purchase criteria are based on the vision and mission of the college and standards necessary to support its business and instructional needs. As an example, funds were approved to purchase and install equipment for a campus-wide wireless network. This supports the learning-centered mission of the college by allowing students, faculty and staff the opportunity to study, research, and interact together in the business of learning at any place, or time, on campus.

TCT provides the initial review and recommendation for capital technology purchase requests using the Technology Strategic Plan's obsolescence criteria. The college's strategic initiatives are guiding principles.

Criterion V: Planning

The college's Strategic Planning Steering Team (SPST) and BDST review and make the final recommendation to the President about capital technology expenditures.

Higher education standards for the ratio of desktop support staff to desktop computing equipment are commonly recommended at an average of 250:1. Currently, the college supports approximately 2,200 computers functioning in a variety of instructional or student access areas and in office/service areas used by faculty and staff. There are a total of six permanent PSA FTE desktop support personnel on campus for a ratio of 352:1. PVCC's total ratio of desktop computing equipment to installation, repair, and maintenance staff is approximately 367:1. Declining enrollment over the past few years has resulted in budget cuts, reorganization of the IT division, and elimination of three IT positions (two technicians and one manager). When the enrollment situation improves, the college's goal is to make progress toward the recommended 250:1 ratio for the general-purpose computing environment.

The college Technology Helpdesk serves faculty, staff and students by providing assistance with various desktop computing and application access issues. The area is staffed with two PSA permanent FTE and one full-time MAT permanent FTE.

The college infrastructure consists of a combined 50 Terabytes of storage, 99 servers both physical and virtual, 41 network switches, 105 network wireless access points, and a back-up tape library. There are 568 VoIP handsets deployed. The college technology infrastructure is supported by two MAT FTE who are also responsible for network health and monitoring as well as providing technical information and information security for the campus.

Integrated Budget and Planning Process

PVCC's educational purposes are adequately funded, and the college does not allocate resources to non-educational purposes to the detriment of its academic objectives. PVCC budgets its programs and services in accordance with provisions in the college's Strategic Plan, and funds are allocated to existing programs in response to objectives developed by units throughout the institution.

At both the system and college levels, processes and protocols assure that resources are allocated to support the core mission as directed by the college's Strategic Plan and aligned with MCCCD Governing Board Outcomes. On an annual basis, PVCC's Strategic Plan is aligned and crossed checked with the MCCCD Governing Board Goals and Outcomes with required annual reporting of accomplishments. This summary is provided in the Annual Governing Board Report. Through the college's annual planning and budgeting process (as will be explained in full detail later in this chapter), all units are required to submit an action plan and subsequent budget requests that align with one or more of the college's Strategic Planning Priorities. Budget requests are vetted though a collaborative and open process with all recommendations (including allocations for fiscal, technology and capital resources) coming through the college's budgeting process and approved by the college president. Both the planning tools and the annual budget management tools are fully transparent and accessible. All fund sources (operational, auxiliary, and capital) as well as booster funds are accounted and managed through the College Financial System.

Integrated Budget and Planning Process Flowchart
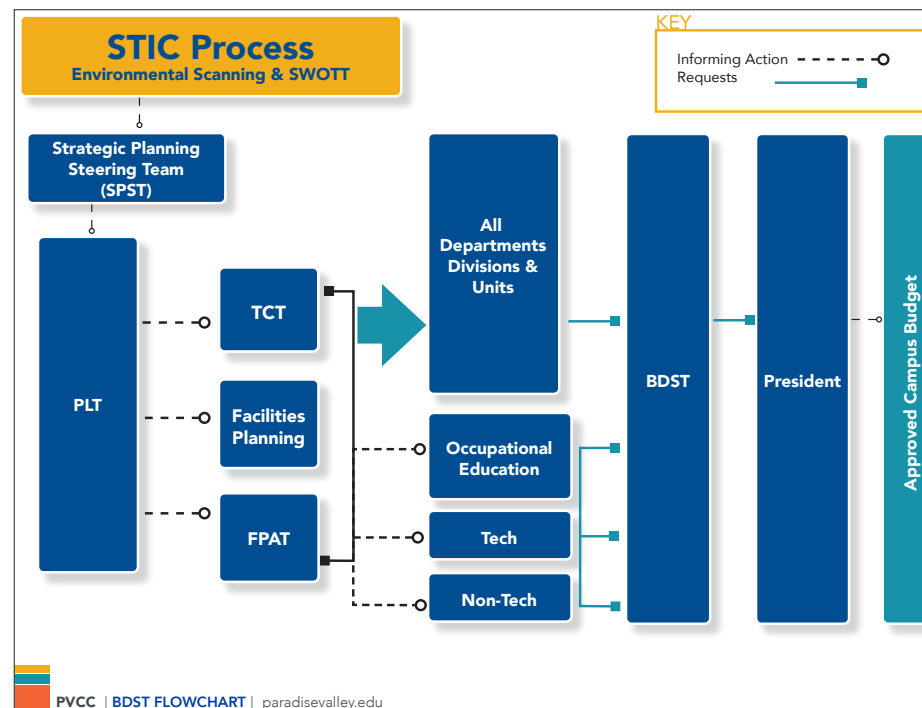
PVCC's Budget Office is responsible for annual college-wide budget development and management, budget transfer management, comprehensive financial plans and forecasts, budget schedules and reporting, capital funds and capital requisitions, financial training, and continuous assessment of college financial needs in order to provide financial strategic recommendations and reports to college administrators to meet the college goals and mission. To increase the transparency and efficiency of its budgeting operations, PVCC has developed a College Budget Web Site to archive college documentation and maintain college-wide procedures and guidelines. The Financial Planning Advisory Team (FPAT) makes recommendations to PLT for college financial policies and procedures to ensure proper disbursements.

FPAT is charged with developing five-year college revenue and expense projection models based on variable enrollment patterns (enrollment growth, flat enrollment, and enrollment decline). FPAT also provides recommendations to erase budget structural deficits, guidance for the utilization of any college reserve funds, development of short term (2–4 years) strategies to address bridge funding (addressing gaps in actual operations and base budget with OYO and/or revenue funds), and full transparency of college finances. Thus, FPAT plays a key role in assuring that revenues are protected for core mission functions of teaching and learning.

Criterion V: Planning

BDST reviews college-wide budget requests and verifies that the requests are in alignment with the strategic plan, operational plans, and budget focus of the college. The team prioritizes and makes recommendations to the president regarding budget requests for Funds 1, 2, and 7, including minor remodeling and grounds projects. Recommendations from BDST made to the president are also presented to the SPST and College Leadership Council (CLC) as an information item.

As previously addressed in the self-study, during the summer of 2010, PVCC engaged in Focus on 2014. Focus on 2014 was a thorough and comprehensive review of the major systems and processes in order to align the organizational capacity with the intended strategic goals and outcomes. A cornerstone of this process was the strengthening of our overall institutional effectiveness, research and planning processes. A specific outcome of this included an improved annual SWOTT analysis process yielding streamlined college priorities. This resulted in the reduction of priorities from twelve to six, thus improving organizational focus and providing resource capacity boundaries.

Each year, the college's budget process is initiated by the President's budget message, which outlines the planning process for the college. Ultimately, planning at PVCC is tied to the MCCCD Mission, Values, Strategic Directions and Governing Board Outcomes. The PVCC Strategic Plan is linked to long-term master plans, department and unit planning, and operational action planning. The college Strategic Plan informs the budgeting and resource allocation processes. The Strategic Plan is reviewed annually, and is refined and improved based on a review of internal and external factors that may impact the overall ability of the college to meet student, community, and stakeholder expectation.

Through PVCC's integrated planning and budgeting process, discussed later in this chapter, the annual cycle provides alignment, adjustment and corrections in scope and direction of the planning priorities.

Qualified Employees

PVCC's hiring and new employee practices for faculty and staff members, discussed at length in Chapter 5, ensure that staff members hired are appropriately qualified for the jobs to which they are assigned and have opportunities to advance their skills. During the hiring process, essential job qualifications for every position are identified, and the required qualifications that ensure applicants can successfully carry out those functions are specified. Only applicants who meet all required qualifications are considered for hire. After hire, PVCC requires each faculty and staff member to maintain the qualifications and skills needed to continue performing those jobs. Annual performance reviews ensure that employees remain current with needed skills and provide avenues for improvement should deficiencies arise. Opportunities provided for continuing professional development and skill development are accompanied with incentives (salary step increases) that encourage staff members to improve their knowledge and skills.

Each employee group is provided an allotment of renewable annual funding that requires an application process, as noted in Chapter 5, in public stewardship and employee training. During FY2013-14, PVCC employees attended over 90 different face-to-face and online workshops involving more than 2,500 course completions. Other training activities include, for example, the continuous training provided in fiscal operations to ensure ethical and responsible conduct of the business affairs of the MCCCD, college-wide meetings where employees can provide input about and receive information related to our mission, and Fall and Spring Learning Weeks where employees share expertise and knowledge directly related to PVCC's strategic goals and objectives. Beyond these training activities directly related to an employee's job functions, PVCC also provides each employee opportunities to improve his or her education by taking college courses at no cost, whether for a few courses for continuing education or in pursuit of a degree or certificate.

Budgetary Control

Budgetary control is essential to ensure PVCC meets its fiduciary responsibilities and strategic goals. An operating budget does not stand alone. It is closely related to other college strategic planning efforts as evidenced by the 2013-2016 Strategic Plan. Variances in budgets are investigated, and appropriate actions are taken. Each of PVCC's vice presidents works closely with PVCC's Budget Office to monitor budgets at the division level, including tracking of expenditures. Monthly financial reports are available online to review transactions and compare year-to-date balances to budgeted amounts.

MCCCD has a robust infrastructure to assist in the budget monitoring process and access to financial data. As a result, operational budget management is treated as essential to the long-term financial stability of the college. Monitoring of expenditures is done at multiple levels but principally through the College Financial System (CFS) and Budget Development System (BDS), unit leader managerial expectations and controls, and the oversight process for Procard (MCCCD's credit card system).

The College Financial Systems (CFS) supports and provides transparent access to all the MCCCD accounts. In addition to transparency, managers can monitor spending to ensure alignment with strategic planning goals. Institutional controls are in place that govern expense against budget operational lines, human resource protocols that govern line allocation, and stopgap measures to prevent unit expenditure beyond budgeted amounts. Additionally, PVCC's Budget Office runs burn reports on a regular basis by unit and at the college level. Finally, each budget manager is provided an updated charge-center status monthly report.

The CFS system also features a web based inquiry mechanism referred to as CFS Web Financials.   Web Financials is a user-friendly view of CFS information offered in real time. It includes an overview of the departmental budget, detailed information about expenditures, purchasing transactions, and encumbered funds, plus fund balances. Through continuous monitoring of the operational budget, managers may find that budgeted funds need to be realigned or repurposed throughout the fiscal year.

PVCC uses a Procard system accessible to users and reviewers. Training is required of both users and reviewers to ensure ethical use of the Procard system. To avoid any potential misuse of funds, the system does not allow a person to be both a user and reviewer, thus insuring segregation of duties. There are monthly limits and all receipts must be electronically reported.

At the system level, the budget parameters for the upcoming fiscal year are loaded into the Budget Development System (BDS). The BDS tool is an internally developed software application. Its main purpose is to provide functionality for developing annual fiscal budgets. The BDS processes are tightly linked to the Human Resource Management System (HRMS) and CFS providing analytical context for planning assumptions, and budget decisions approved at the college level.

Memorandum of Understanding for Auditing of Budget

Annual auditing for the MCCCD is handled by the State of Arizona's Office of the Auditor General. The auditors are not permitted to issue individual audit reports for the MCCCD. In 1996, the North Central Association and the MCCCD created a Memorandum of Understanding (MOU) to satisfy the need for an institutional external financial audit by a certified public accountant or a public agency at least every two years. The memorandum addresses criteria related to resources, uses and assurances. It provides records that demonstrate efficient management of individual expenditure budgets consistent with maintaining fiscal viability and demonstrates the integrity of the college and the MCCCD.

Criterion V: Planning

GOVERNANCE AND ADMINISTRATIVE STRUCTURES (5B)

PVCC's governances and administrative structures promote effective leadership and support collaborative processes that enable PVCC to fulfill its mission.

PVCC's overarching organizational structure ensures effective and collaborative leadership enabling mission accomplishment. Four interconnected divisions–academic affairs, student affairs, administrative services, and information technology–report directly to the college president. Under each of the respective divisions, led by a vice president or dean, are cadres of functional unit-level leaders who implement the planning objectives of the college. Additionally within academic affairs, an elected division chair, fully engaged in academic leadership, leads each of the instructional units.

The President's Leadership Team (PLT) - in addition to the vice presidents and deans - is made up of the directors of: institutional effectiveness, research and planning; marketing and communications; and community relations and development. PLT engages both at the strategic and operational levels as documented in sample meeting minutes.

A critical interlocking aspect of the organizational structure is the College Leadership Council (CLC) where members of the PLT lead stakeholder groups addressing one of the current college strategic planning priorities. Each of these stakeholder groups is populated with faculty and staff from across all four divisions. Thus, PVCC maintains and supports both vertical (hierarchical) and horizontal (cross division interdependence) leadership structures.

GOVERNING BOARD OVERSIGHT

The function of the MCCCD Governing Board (Board) is to set policy and procedures and oversee administrative regulation as detailed in its Online Policy Manual. The board conducts itself in a manner that complies with all relevant laws and regulations and fulfills all of its legal and fiduciary responsibilities as required by state statutes, the Arizona Constitution, and all state administrative rules. These include responsibilities such as approval of budget, tuition and fees, degrees, certificates and diplomas, graduation requirements, curriculum catalog policies, travel regulations, and procedures upon recommendation from the Chancellor. A recent example of the Board's active oversight was its adoption of the recommendations made by the Blue Ribbon Panel.

The Board is specifically kept informed about operations at PVCC by way of a President's Report delivered at the Board's bi-monthly meetings. The report includes invitations to college events and periodic presentations. For example, PVCC has presented on General Education Assessment, Diversity Incorporated, Emerging Leaders Program, PAWS and PVCC's athletic championship teams over the last few years. Additionally, President Dale, in conjunction with district administrative teams including Vice Chancellors, keeps the Board informed of new or changing directives, goals, objectives, and concerns of the college and the MCCCD as a whole by way of the End of Year Accomplishments Report. Board agendas and meeting minutes are available to the public.

FACULTY GOVERNANCE AND ACADEMIC POLICY CONTRIBUTIONS

The principal means of contribution by faculty to governance, academic policy and procedure formation and implementation at the District level is accomplished by way of the Faculty Executive Council (FEC) and the Meet and Confer Process.

The faculty's role in governance and academic policy and procedure formation and implementation is articulated in the Residential Faculty Policy manual (RFP Section 2). At the campus level, the faculty senate representation consists of a President, President-Elect and one representative from each of the college's eleven divisions. The Faculty Senate President, who additionally serves on several college committees, meets with the college president and separately with the Vice President of Academic Affairs bi-weekly. The Faculty Senate President and President-Elect represent the college at the MCCCD faculty association level.   The MCCCD faculty association is the bargaining agent for faculty policies and governance. The RFP, which is voted on by members of the faculty association and approved by the Board, designates reassigned time for the Faculty Senate President and President-Elect. Faculty at large serves on at least two college and/or MCCCD committees each year. Committees recommend changes to governance and academic policy. Committees can also develop and implement academic initiatives such as raising awareness of STEM education at the college level.

The faculty may influence academic strategy in a number of other ways. For instance, college faculty is the primary source of recommendations for course and degree programs. Faculty do this by way of the various Instructional Councils (discussed previously in Chapter 5, Criterion 2) that coordinate and approve programs, degrees, certificates and single-course offerings.

PLT, Faculty Senate, and other internal and external advisory boards actively contribute to the governance process. For example, the Business/IT Division meets yearly with its advisory board to gather feedback about industry jobs, training and changes. The yearly advisory board minutes are then used to help set division academic goals, such as new training or classes that might be required in business and technology occupational preparation.

STAFF GOVERNANCE AND ACADEMIC POLICY CONTRIBUTION

Staff contribution to governance policy and procedure formation and implementation is accomplished through constituency groups that are in place throughout the MCCCD such as Professional Staff Association (PSA), Maintenance and Operations (M&O), and Management Administration and Technology (MAT). Each policy group meets monthly with group membership. The president of each of these policy groups then meets at least monthly with the college president. The policy group presidents or designees are also members of high-level college committees monitoring strategic planning and budget.

STUDENT GOVERNANCE AND ACADEMIC POLICY CONTRIBUTION

Students, through the Student Government (StuGo), are engaged in the formation and development of PVCC governance policy and procedures. StuGo is the student governing body on campus, consisting of elected officers and club representatives who participate in campus decision-making. StuGo meets with PLT once a year to present survey results and share information and concerns. StuGo is invited to participate on planning committees such as the Facilities Committee that oversees projects like the Kranitz Student Center and new community room remodel, and Open Educational Resources. Additionally, the student body president meets individually with the college president on a monthly basis. StuGo provides an opportunity for students to develop leadership skills and work on issues that impact the student body.

Criterion V: Planning

COMMUNITY CONTRIBUTIONS TO GOVERNANCE AND ACADEMIC POLICY

The President's Community Advisory Council (PCAC), which is made up of community leaders, contributes to the development of strong advisory, communication and advocacy relationships between PVCC and individual business and community leaders. The council's purpose is to create a mutually beneficial partnership between PVCC and its business and community leaders who can provide resources and influence to advance the mission of the college. The council increases awareness of the role and value of the college, its programs and its needs for community support. The council also provides a forum for community leaders to become personally involved and connected with the college—creating a network of friends and constituents. Additionally, the PCAC provides input and comment on the college's Strategic Plan and facilities master planning process. Over the last three years, the PCAC has sponsored three community conversations for local area residents and leaders. The topics were "Healthy Communities, the Future of Economic Development in the Northeast Valley" and "The Role of Higher Education in Addressing Social Issues".

System-level constituency organizations represent specific ethnic, gender, cultural and lifestyle groups that contribute to governance, academic policy and procedure formation in the MCCCD and at PVCC. These include MCCCD-AACHE, MACHE MCBAA, Women's Leadership Group (WLG), Equality Maricopa-GLHRA, Asian Pacific Islanders Association (APIA), Voice of America, and Native American Association (UTEC). Employees of PVCC are often members of these Board recognized groups. Each has its own charter and often these groups are called upon by college administrators, board members and employees to provide input in areas that concern their specific interests. In relationship to governance and policy-making, each group provides guidance and input to administrators, faculty leadership and other policy-making groups such as PLT to ensure that all constituents are equitably represented according to Affirmative Action guidelines and the MCCCD diversity and inclusion goals.

PLANNING (5C)

PVCC engages in systematic and integrated planning.

MISSION AND PLANNING

Ultimately, planning at PVCC is tied to the MCCCD Mission, Values, Strategic Directions and Governing Board Outcomes. PVCC's planning processes begin and end with the college's vision, mission and goals. All planning processes for PVCC are managed by the Institutional Effectiveness Office (IE), which reports directly to the college president, and are primarily implemented via input from the Strategic Planning Steering Team (SPST), Facilities Master Planning Committee, and the Financial Planning Advisory Team whose members consist of PLT, MAT, RFP, PSA, and M&O representatives. The Strategic Planning Steering Team is a skill-based team charged with developing and recommending the college's strategic goals and planning priorities that are used to guide resource allocation and budgeting.

Strategic Planning Conceptual Map

Paradise Valley Community College

Vision, Mission, Strategic Directions & One Maricopa

PVCC Strategic Planning Process: 3 Year Cycle
- PVCC Vision, Mission, & Values
- PVCC Strategic Goals

Long-Term Plans: 5-10 Years
- Master Planning
- Financial Planning
- Technology Master Plan
- Facilities Master Plan

Continuous Improvement
- Indicators of a Learning Center College
- Student Learning Outcomes and Assessment
- Performance Indicators
- Program Review
- Evaluation of Divisional Operational Plan Objectives
- HLC Self-Study
- CCSSE - NOEL LEVITZ (Student Satisfaction)
- NCCBP - Benchmark Project
- Maricopa Priorities
- Governing Board Outcomes

Operational Planning & Budgeting: Annual Cycle

STRATEGIC PLANNING PROCESS
- SWOTT (T) Analysis: Steering Team Input Committees
- Review/Recommend College-wide Planning Priorities & Performance Measures
- Review Annual Report of Accomplishments
- Annual Audit: Feedback/Adjustment Loop Data to Performance Measures

COLLEGE PROCESS
- Operational Planning - Dept/Unit Objectives Tied to PVCC Goals
- Action Planning: Annual SPOL Process - Units/Departments Submit Operational Plans/Budgets Tied to College and/or Department Objectives (Include Performance Measures)
- Annual Report of Accomplishments Connected to Operational Plans & Governing Board Outcomes

Environmental Forces
- Trends
- Demographics
- Community Needs
- Competition
- Workforce Needs
- University Transfer

*This is a graphical representation illustrating the linkages, connections and integration between PVCC and MCCCD planning efforts, environmental forces and continuous improvement.

Strategic planning has always been a hallmark of PVCC. Strategic planning links the needs of the community and resource availability to delivery of PVCC's core value of learning. Strategic planning at PVCC is a collaborative and inclusive process that includes broad levels of involvement and engagement from all stakeholders within the organization. The PVCC Strategic Plan is linked to long-term master plans, department/unit plans, and operational action planning. The college Strategic Plan informs the budgeting and resource allocation processes. The Strategic Plan is reviewed annually and is refined and improved based on a review of internal and external factors that may impact the overall ability of the college to meet student, community, and stakeholder expectations.

The most recent plan was adopted in 2013 to guide the college in all aspects of student learning, assessment, employee development, and organizational integrity through 2016. The 2013-2016 PVCC Strategic Plan includes four goals:

1. Empower All Students to Succeed,
2. Engage and Invest in Community,
3. Empower Employees to Excel, and
4. Expand and Maximize Resources.

Criterion V: Planning

BUDGET AND PLANNING

PVCC's College Budget Process follows a shared governance model involving representatives from all employee groups (Faculty, MAT, PSA, Safety, M&O, Crafts) and from each of four organizational units of the college (Academic Affairs, Administrative Services, Student Affairs, and Information Technology). Through the use of Strategic Planning OnLine (SPOL) each fall semester, each of the college's department and units develops an action plan tied to one or more of the college Strategic Goals and Planning Priorities and, if necessary, request budget for the next fiscal year. The Budget Development Steering Team (BDST) vets and prioritizes requests from across the institution and forwards recommendations to the college president for approval.

PVCC has diligently and effectively made progress in aligning its college resources to its mission and priorities. When departments send out budget requests using SPOL, they are required to connect the budget request specifically to the college strategic goals, planning priorities, and Governing Board Outcomes. Subsequently, department managers and division chairs are also required to submit measures for monitoring success of their requests.

ASSESSMENT AND PLANNING

PVCC evaluates all areas of the college to ensure that its programs and services align with the college's mission, vision, and values. The Strategic Plan provides the overall institutional direction and priorities for this analysis.

Program assessment occurs through academic program reviews (degree, certificates, and course sequences) and by non-instructional departments such as Career Services, Athletics and Media Services. Both academic and non-instructional assessment processes require the collection of quantitative and qualitative data provided by IE along with the academic and departmental division data. Program reviews are scheduled on three-year intervals. PVCC recently revised its program review templates to reflect the new HLC criteria for accreditation. The results of the program review process are used to inform department or division planning efforts and, by extension, the college's strategic planning and budgeting processes. For example, Career Services recently conducted a program review that resulted in acquiring resources that support career assessment, career preparation, internships, and career enhancements such as using iGoal and Peak Leadership Institute. An athletic program review led to the development of the Paradise Athletic Web System (PAWS), which revamped the older Faculty Academic Mentoring Program. The PAWS program is designed to help improve time management for student-athletes, track academic progress and tutoring.

To better support an integrated planning process, the IE office has undergone extensive reorganization as a result of Focus on 2014. It now serves as a comprehensive cross-functional and integrated unit. This new model was based on a rigorous review of best practices that aligned institutional research, strategic planning, compliance, accreditation, assessment, and accountability under one umbrella to lead, rather than support, the college in these critical initiatives. IE staff approach projects collaboratively to meet the complex needs of its stakeholders. This approach enables the team to be engaged and maintain high morale in comparison to the previous structure. Internal and external communication is ongoing and transparent using a variety of channels. For instance, PVCC's new SharePoint site was recently developed to provide online access to information related to institutional effectiveness, assessment, and other areas of focus. Additionally, PVCC adopted a new online strategic planning and budgeting tool (SPOL).

Comprehensive Institutional Planning Processes

Focusing on the mission and goals, the various college committees are organized into strategic categories of enrollment management, academic quality, technology, employee and organizational learning, resources, and new directions. These committee cluster groups are referred to as the Steering Team Input Committees (STIC). Each committee participates in an annual SWOTT activity and contributes to PVCC's planning processes through submission of proposals and analyses of operations to their corresponding STIC representatives who then compile and synthesize the input and report to the Strategic Planning Steering Team. SPST analyzes, prioritizes, and compiles a summary report of recommendations that are vetted by SPST and integrated into strategic planning priorities and key strategies. The recommendations are delivered to PLT. PLT in turn provides recommendations to the college president, who is ultimately accountable for PVCC's planning.

In addition to the various college committees that feed into STIC, the College Leadership Council (CLC), comprised of faculty and staff from broad areas of the college with vested interests and program leadership in one or more of the college planning priorities, also provides planning input and recommendations throughout the planning cycle. Created in 2005 and reimagined in 2012, CLC assesses data and reviews departmental and unit action plans specifically related to the college's strategic goals and planning priorities. It monitors and tracks performance measures and indicators for each of PVCC's annual planning priorities and, on an annual basis, closes the loop by providing analysis of progress and accomplishments. The CLC also champions projects and initiatives that demonstrate progress toward PVCC's performance targets.

FORCES INFLUENCING PLANNING

PVCC continually monitors internal and external forces that may impact the college. These factors include areas of enrollment management, demographic trends, new program and partnership opportunities, accreditation and federal compliance requirements, technological changes, and other environmental forces impacting higher education.

PVCC collects and analyzes information for continuous improvement through regular review and participation of multiple sources of information. This information includes the following sources:

- PVCC Governing Board Outcomes key metrics.
- Academic Program Review.
- Out-of-Class Program Review.
- IPED Reports.
- Student Engagement and Satisfaction results.
- Assessment of Student Learning Outcomes.

- Census Information.
- Evaluation of Department and Unit Action Plans.
- Participation in the National Community College Benchmark Project (NCCBP).
- Maricopa Priorities.
- Steering Team Input Committees SWOTT analyses.

Criterion V: Planning

Strategic Enrollment Management

Between 2004 and 2011, PVCC experienced a 43.9% increase in FTSE growth from 3,970 to 5,715. In order to manage the surge in enrollment, a college enrollment management team was created to optimize enrollment and retention through better utilization of resources and facilities. Enrollment Management Plans were developed. Enrollment at PVCC peaked in fall of 2010. Since that time, annualized FTSE has decreased 11% percent to 5,108. Concerns over declining enrollment led to the establishment of an enrollment management taskforce and utilization of CLC in 2012 to develop strategies to explore and capture new and emerging markets. This led to the development of a revised Strategic Enrollment Management plan in 2013 linked to Governing Board Outcomes in the areas of student success, retention, persistence, and completion. The goals of the plan include

- Targeting returning adults ages 24 years and older with some college and no degree.
- Expanding multiple course start opportunities after the initial traditional semester start.
- Increasing success, completion, and retention of students receiving PELL grants.
- Adjusting college systems (Marketing, Advising, Recruitment, Financial Aid) to support and promote multiple semester start opportunities.

The college president and the executive leadership team are in the process of working with the Enrollment Management Taskforce to develop and formalize the operational planning processes including a more highly coordinated and collaborative approach with the MCCCD and system-level strategies under the One Maricopa initiative.

Emerging Factors

To anticipate specific emerging factors in technology, PVCC commissions the Technology Coordinating Team (TCT) to proactively identify technology challenges and to provide recommendations for them. The TCT also works with individual departments/divisions in the development of plans related to technology and determines a four-year technology plan. The TCT further evaluates the cost effectiveness of improvements to PVCC's technology infrastructure. TCT's mission is

> to provide access and support for students, staff, and faculty learning computer software and hardware and for those using computers to support their PVCC academic or PVCC school-related activities.

As a result of its 2005-2006 TCT annual report, PVCC revised a portion of the student orientation to include more information regarding campus technology services and resources. Recently, the Help Desk was moved into the Computer Commons to provide technology support more efficiently. An additional example of technology enhancement is PVCC's deployment of a wireless network. In order to assess the effectiveness of the wireless network in support of out-of-class student learning activities, a feedback mechanism was used to gather data as the network was activated. In response to feedback gathered during this time, PVCC further expanded and enhanced its wireless network. TCT plans were updated and its budget increased to purchase equipment and improve wireless network coverage and enhance network security.

Demographic Shifts

The IE office collects and analyzes data in a variety of fields targeted by the college for continuous improvement and reports this data to the SPST, PLT, and CLC. Specifically, IE looks at trends and demographics from U.S. Census tables, local high school participation, national surveys of colleges including the Community College Survey of Student Engagement (CCSSE), the Noel Levitz Student Satisfaction Survey, and the Survey of Entering Student Engagement (SENSE), and participation in the National Community College Benchmark Project (NCCBP). Results from these surveys and scanning of data are presented during either a fall or spring Learning Week session, and to individual departments and units so that action plans can be further informed and improved.

According to recent U.S. Census figures from 2000 to 2010, the surrounding college community area has become more diverse. The number of people living within PVCC's service area who indicated being of a Hispanic origin has increased from 32,920 to 49,293. Additionally, PVCC's student body has become more diverse with the percent of students self-identifying as of Hispanic origin increasing from 3.6% in 2005 to 15% of the student body in 2014. Recognizing that PVCC and the community are becoming more diverse, efforts in planning in the areas of marketing and recruitment has been developed. For example, PVCC Recruitment Office offers presentations in Spanish for parents of prospective students in the neighboring Palomino community, a neighborhood with a high concentration of Spanish speakers.

Globalization

As reported in Chapter 4, Criterion 1, PVCC's mission and values statements explicitly declare its commitment to recognizing diversity and inclusion, and civic and global awareness for its constituencies and in its practices. PVCC provides diverse learning opportunities including University Transfer and General Education, Developmental Education, Global Engagement and Civic Responsibility. Participants of the Deferred Action for Childhood Arrival (DACA) are eligible to receive employment authorization documents form the U.S. Citizenship and Immigration Services (USCIS). Arizona Revised Statues Section 1-502 specifies that persons who can present this document to a college within the MCCCD can satisfy the requirements to be considered for resident tuition. In partnership with members of the PCAC, PVCC staff has worked within the Palomino community to provide workshops regarding the DACA application process and the college's admission and registration processes. Since DACA's inception, PVCC has had 40 students directly benefit from this compliance.

SYSTEMS IMPROVEMENT (5D)

PVCC works systematically to improve its performance.

Through a variety of reporting processes, PVCC documents the evidence it gathers to assess and report institutional effectiveness throughout all levels of its operations. Each fall semester, PVCC engages in a review of accomplishments and a review of the strengths and weaknesses of the previous year's Governing Board Outcomes data dashboard findings. Data are extracted from the department and unit end-of-year reports of accomplishments and synthesized into the PVCC Annual Report of Accomplishments. A critical section of this report addresses the alignment of the findings with future year proposed plans. This report is shared with the Office of the Chancellor, MCCCD Governing Board, and the PVCC campus community. For both internal and external constituencies, the results of this report are used to demonstrate how successful PVCC is at achieving its stated mission and goals.

Criterion V: Planning

Throughout the year, primarily through CLC, data regarding the Board measures and PVCC's strategic planning priorities are reviewed and discussed with stakeholders-college faculty, administrators, division chairs, community members, and students. As unit level action plans are being developed for the next fiscal year, these overall findings drive what strategies can be implemented to increase student success. Additionally, at the institutional level, several dashboards are maintained that further document organizational efficacy.

The final cyclical link to improvement comes through the STIC process. Each spring semester various planning input teams assess the effectiveness of their respective committees and conduct an environmental scanning analysis of current trends, threats, weaknesses, opportunities, and trends. The teams report the results to SPST. Data from these teams are then synthesized and distributed back to units and divisions so they may update and inform their action plans. These action plans are linked directly to the college budget allocation process. As a result of this process and review of data, improvements and modifications have been applied to several programs and initiatives, among them the addition of M.E.N., allocation of additional resources to the iStart Smart program, and the expansion of the PVCC Early College Program.

The following reports also make up PVCC's documented evidence of annual performance: unit and division annual reports, assessment reports, and College Leadership Council meeting summaries.

Institutional Learning – Closing the Loop

Core to the foundation of PVCC as a learning-centered college is the acknowledgment that learning occurs on three levels: student, employee, and organization. Additionally, three of the seven PVCC learning-centered college indicators address organizational learning.

- College's systems (human resources, policies, procedures, structures, technologies, strategic planning, budgeting and institutional effectiveness processes) and environments designed and evaluated in terms of their support of learning.
- Employee and Organizational Learning programs and the college's employees demonstrate a commitment to continuous learning.
- Research about learning and learners are routinely considered and systemically incorporated into the college's learning processes, programs and services.

Core characteristics of organizational learning are freedom to act and experiment and a desire to constantly improve. Thus, since the beginning of its efforts to become a more learning-centered college seventeen years ago, PVCC has maintained a commitment to organizational learning.

There are a number of college activities that provide direct evidence that PVCC is continually learning as an organization. PVCC holds an annual President's Advance, where critical topics are explored in depth, contextualized within the PVCC strategic planning priorities, and applied to learning-centered practices. A table on the next page shows selected topics and outcomes:

Theme	Outcomes
Interculturalizing the Learning College February 21, 2014	*Participants Reported:* • This session led to an increased awareness of intercultural communication. • Very relevant information was shared to improve communication with diverse populations.
Closing the Execution Gap March 22, 2013	*Participants Reported:* • PVCC has implemented many, if not all, of the nationally recognized student success best practices; however a more focused approach needs to be developed. • There are numerous opportunities to scale-up student success initiatives; not enough students are being affected.
Student Success/Learning and the Completion Agenda for All Learners March 31 or April 1, 2011	*Participants Reported:* • It was important to have the Completion Agenda discussion. • Very relevant data was included to inform the conversation. • PVCC employees want to be involved and do care about student success. • A Completion Agenda implementation plan is needed.
Financial Planning Advisory Team (FPAT) Recommendations February, 19, 2010	*Participants Reported:* • This session led to an increased awareness of financial planning and budget strategies to respond to the new funding realities.
From Good to Great in 2008 – Mighty Fine in 2009 February 11, or 13, 2009	*Participants Reported:* • Having a deeper understanding of the college priorities and how strategic planning, our vision and learning-centered philosophy are connected. - The college should expand or provide additional support for successful occupational programs already being offered. - The college should continue to develop alternative schedules and delivery formats.

Secondly, as previously reported, the college offers Learning Week sessions during the first week of accountability each semester that are open to all employees. Approximately thirty sessions are offered, many of which address current college best practices, deigned to further scale what is working, as well as reporting on specific progress made on targeted college initiatives.

Thirdly, a follow up requirement of conference travel and faculty sabbaticals is the sharing of findings, and intended applications to PVCC. These report-out sessions occur both during Learning Weeks and throughout the year during brown bag sessions. Through one or more of the PVCC organizational learning systems, the following systemic improvements have been made:

- Consolidation and alignment of technology infrastructure.
- Development and implementation of comprehensive and integrated institutional research, planning and effectiveness.
- Curricular integration with facilities planning (i.e. Health Sciences and Q Buildings).
- Establishment of the Welcome Center.
- Implementation of "mandatory" student success efforts (i.e. iStartSmart); and, establishment of a Diversity and Inclusion Framework and Goals.

Findings

Criterion I: Mission

FINDINGS

1. The vision, mission, values, strategic directions, and outcomes of PVCC align with the National Community College Priorities and Maricopa County Community College District outcomes. Guiding documents are disseminated using various methods and, therefore, highly visible.

2. The college's process for review of the mission and related documents through Focus on 2014 was open, transparent and consistent with the college's values.

3. Through the vision of positive social change, the college demonstrates its commitment to public good by offering significant programming for Student Development, Early Outreach, and the community.

4. As a result of the identification of College Diversity Goals and the implementation of a number of initiatives (International Education, Diversity Incorporated, MOSAIC, Diversity and Inclusion Report Form, MEN, ACE, HOOP of Learning, and a Diversity and Global Awareness Rubric for general education assessment) the college has made significant improvements in its ongoing efforts to honor and support the diversity of the communities it services.

5. In alignment with our stated mission, the college has seen a marked increase in underrepresented student populations.

6. PVCC engages its external constituencies to respond to their needs and interests as its mission and capacities allow through advisory committees and the President's Community Advisory Council.

7. The college mission has been and likely will continue to be affected by initiatives of One Maricopa as well as through the closure of the Continuing Education Department.

CHALLENGES

1. Maintaining fidelity of the college mission in the milieu of One Maricopa and the wake of recommendations from Maricopa Priorities: As explained in Chapter 4, One Maricopa and Maricopa Priorities are MCCCD-initiated policies that are creating significant changes to PVCC's operations. Already, student admission and record services have been standardized across the MCCCD. Other services and policies are likely to follow. Additionally, as of the issuing of this report, recommendations from Maricopa Priorities have yet to be issued. Additionally, as reported in the introduction to this report, Maricopa Priorities is intended to be repeated "as changing student and community needs and overall resources dictate". How these repeated global assessments will impact the college and what their relation to the college's program assessments is are unknown.

2. While broad community demographics and broad student demographics are aligned, there remain some pockets of underserved populations within the college's service area: PVCC recognizes that some constituents in its service area, particularly those from the Palomino community, are facing significant hurdles in their attempts to acquire a college education. Many of these hurdles-for example those result from state legislation addressing illegal immigrants living in Arizona – are beyond the college's control. Other hurdles, however, have the potential to be mitigated by improving services like those offered by the Recruitment Office and ESL Program as described in Chapter 4, Criterion 1.

3. Further expansion and program development at the Black Mountain site will require focused planning efforts which integrate community needs, the values of the Black Mountain Partnership and the college's mission. As detailed in Criterion 1, PVCC at Black Mountain is an innovative partnership between the college, the Valley of the Sun YMCA/Desert Foothills Y, and the Foothills Community Foundation. Though these organizations share a number of complementary or common goals, creating a facility that accommodates the different needs of these organizations is likely to be a significant challenge.

RECOMMENDATIONS

1. Align emergent strategic planning cycle (2015–2019) with One Maricopa initiatives, Maricopa Priority recommendations, and accreditation requirements.

2. Expand recruitment efforts to attract and retain students of Latino, African American, Hispanic, and Native American backgrounds with special attention to males.

3. Continue close engagement of community partners of the Black Mountain service area to develop a Facilities and Academic Master Plans for the PVCC at Black Mountain site.

Criterion II: Integrity

FINDINGS

1. PVCC operates with integrity through a broad range of internal control policies, annual acknowledgements and disclosures, required training in and standardization of hiring practices, and Public Stewardship and Ethics training.

2. The college has successfully balanced its commitment to serve its students while maintaining compliance with changing state and federal laws such as the Affordable Care Act, DACA, and MEMS.

3. The college provides full disclosure of its federal compliances and accreditation relationships on the college webpages.

4. PVCC has significantly engaged in social media such as Facebook, blogs, Twitter, Pinterest in order to better present itself to constituents.

Findings of the Report

5. The MCCCD Governing Board follows its stated governance policies which creates a governing board operating in the best interest of PVCC and the community and allows for day-to-day operations of the district and the college to be directed by the Chancellor and college President.

6. PVCC maintains and continues to augment policies and tools that safeguard academic honesty and integrity.

CHALLENGES

1. Given the dynamic and ever-changing mediums through which students communicate for both learning and academic service needs, faculty and staff will require constant training to remain current and relevant to future students. As is evidenced by the work being done in the Marketing Department and in the Welcome Center, current students require more than face-to-face services and learning opportunities. Chapters 5 and 6 described the increasing demand for the alternative delivery of instruction and support services as well as the professional development opportunities available to staff and faculty. It is likely that, in order to keep staff and faculty skills aligned with student needs and expectations, PVCC will need to make a significant commitment to ongoing retraining. This will likely have ramifications on issues ranging from employment qualifications to resource allocation.

2. Changing state and federal laws/policies (especially those regarding immigration), external agency expectations (ACA, MEMS, etc.), and Maricopa Priorities create increased demands and workload on already limited human resources. As a result of decreasing resources, PVCC has been forced to do more with less. The college cannot expect that increases in financial resources will accompany new initiatives and the workloads they might create. This further stresses the importance of PVCC's planning processes described in Chapter 8.

3. With the increased complexity of system level policy governance, PVCC can be challenged to keep members of the MCCCD Governing Board involved at relevant and consistent levels.

RECOMMENDATIONS

1. Increase college- and system-level engagement with local and federal legislators to continue to educate and inform elected individuals about the importance of community colleges, the MCCCD, and PVCC.

2. Increase efforts to communicate and educate employees, thus equipping them with the broad knowledge, cross-training, tools, and technologies to handle demands of changing laws, policies, and requirements.

3. Initiate expanded communication and outreach efforts to the MCCCD Governing Board members, especially the new board member representing the PVCC service area.

Criterion III: Quality

FINDINGS

1. PVCC programs have maintained currency through active participation of faculty in instructional councils, specialized accreditation, and advisory committees.

2. In response to workforce needs, PVCC has implemented degree and certificate programs in Dietary Technician, Paramedicine, Nursing, and Fire Science. All have received approval for specialized accreditation.

3. Quality control practices first developed in face-to-face courses have been applied to other instructional delivery modes and locations, thus assuring quality of instruction across all of the college's modes of delivery and instructional locations.

4. PVCC supports and promotes expanded partnerships through pathway programs with Grand Canyon University, University of Arizona, Northern Arizona, Arizona State University, Midwestern University, etc.

5. PVCC's General Education program enables students to explore broad areas of knowledge and prepares them to enact positive social change.

6. Significant curricular and co-curricular activities engage students, faculty, and staff in human and cultural diversity as part of PVCC's 2007 Diversity Plan. Some examples are the Desperado LGBT Film Festival, MOSAIC, Diversity Incorporated, and Lunar New Year.

7. PVCC has strengthened its commitment to quality learning, retention and completion by increasing the numbers of its faculty and by its commitment to the 60:40 ratio.

8. Support staffing levels are inadequate, which has resulted in an overreliance on temporary and part-time staff.

9. PVCC has made a significant commitment to student success initiatives-for example, Ask An Advisor, iGoal, Get a GRIP, and M.E.N.–and has positively impacted retention.

10. The development of the Welcome Center and the implementation of iStartSmart provide a foundation for success for entering students.

11. PVCC has made significant improvements in capital, technology, and infrastructure to provide a state-of-the art learning environment for its constituents.

12. Supporting the values of a learning-centered college, PVCC offers a comprehensive suite of opportunities for co-curricular activities to engage students. Some examples include athletics, student clubs, and internships.

Findings of the Report

CHALLENGES

1. An increased demand for alternative forms of delivery necessitates increases in staff, training, and resources to support and maintain the same high levels of consistency and services experienced in face-to-face classes. PVCC has experienced a fall-to-spring semester increase of 10% in online course offerings and a 5% increase in hybrid course offerings. This is continuing evidence of the increasing demand for online and hybrid instruction expected by PVCC's students. As detailed in Chapter 6, Criterion 3, PVCC requires rigorous training in online and hybrid pedagogy before instructors are assigned online or hybrid courses. As more instructors seek qualification in online or hybrid instruction, PVCC will need to expend already stretched resources to support this training.

2. The uncertain impact of fulfilling the MCCCD 60:40 faculty ratio on PVCC's budget. As detailed in Chapter 6, Criterion 3, the 60:40 full-time to part-time faculty ratio is an MCCCD-wide commitment to retention, persistence, and completion. Research has shown the positive correlation between faculty status (full-time) and increased retention, persistence and completion of students. For PVCC, the full implementation of the 60:40 ratio would mean the addition of 32 new faculty lines. Though the MCCCD and PVCC are committed to this goal, the means of funding the new lines has not been fully identified.

3. Garnering resources to address staffing shortages in support of student success, retention, and persistence. As evidenced in Chapter 6, Criterion 3, a number of support services at PVCC are staffed at less than optimal levels. For instance, Advising operates at a ratio of one advisor for every 1,500 students while the national average is 1:450. As with other programs addressing or seeking to improve quality of learning at PVCC, financial constraints pose an ongoing difficulty for the college.

4. Increasing student participation in co-curricular activities. PVCC is aware of the correlation between student academic success, student personal satisfaction and student co-curricular engagement. PVCC has made significant investments in its student clubs, athletic teams, social events, and communications in an effort to provide an enriched student experience on PVCC's campus. Though PVCC has seen increases in the numbers of participants in its co-curricular activities, the numbers fall short of PVCC's own goals.

RECOMMENDATIONS

1. Utilize CCSSE data as a benchmark of student participation in co-curricular activities and as a means of guiding program planning and communication to students.

2. Develop and implement a support services staffing plan with specific hiring goals tied to national staffing benchmarks, especially in the areas of student affairs and academic support.

3. Implement more robust academic advising tools for students for in-state college and university pathway programs and include tracking and completion monitoring functions.

Criterion IV: Evaluation

FINDINGS

1. Ongoing academic program review is now more closely tied to HLC criteria and best practices.

2. Specific occupational programs-which include Early Childhood Education, Paramedicine, Dietary Technician, Nursing, and Fire Science-have attained specialized accreditation.

3. PVCC has made significant progress in implementing a comprehensive assessment process that addresses assessment at different levels and demonstrates that student learning has occurred.

4. Assessment reporting and the GEA have increased participation and made the documentation of improvements in student learning easier to record and share.

5. The college has developed a number of tools, including general education rubrics and individual faculty assessments, to assess student learning and make improvements to instruction.

6. The college is utilizing a nationally normed test for critical thinking, CAT, to strengthen its assessment of general education outcomes.

7. The college has demonstrated improvement in student satisfaction and engagement as evidenced by a history of student satisfaction and engagement data gathered through nationally normed Noel Levitz and CCSSE tests.

8. The college has identified specific retention, persistence, and completion goals and targets and has provided a leadership structure to monitor and evaluate the college's progress.

9. The college consistently collects data aligned with the National Community College goals and the MCCCD Governing Board outcomes to guide systemic improvement.

10. The number of PVCC transfer students and graduates has increased.

11. Its goal developed soon after the National Completion Agenda began, PVCC is on target to increase graduates and transfers by 50 % in 2020.

12. Significant improvements have been made in the collection of student success and retention data.

Findings of the Report

CHALLENGES

1. Providing improved tracking of the success of graduate and transfer students, especially in terms of employment. Though PVCC does well in tracking the progress of its students within the college or the MCCCD and though there are measures available at the district-wide level to track student success at Arizona's state universities, PVCC is unable to report on this increasingly important measure of effectiveness–employment. Currently the majority of data related to employment is self-reported by students.

2. Difficulty in analyzing student success data due to changing assessment tools and policies even though multiple new strategies have been tried. As detailed in Chapter 7, Criterion 4, PVCC's placement testing has undergone significant changes both in the tools being used for the assessment and the manner in which the assessments are interpreted. Given these variations in gathering data, it has been impossible to derive reliable data for PVCC's efforts to improve learning and instruction based on those assessments. PVCC fully expects that, as the testing tools and the means of interpreting them become finalized and consistently implemented, it will be able to accurately and reliably use the data to improve learning and instruction.

3. Although assessment participation has improved among both full-time and adjunct faculty, there is an ongoing challenge maintaining and expanding high levels of assessment participation. PVCC believes that it will continue to see improvement in levels of participation in its various assessment programs. It is committed to promoting the efficacy of data-driven decision making and improving the ease of use of its assessment tools.

4. Inconsistent participation in out-of-class assessment. Likely a result of staff reductions and other resource constraints, PVCC has seen a decrease in participation in its out-of-class assessment program. Like many other challenges faced by the college, PVCC anticipates a significant challenge in doing more without more accompanying resources.

RECOMMENDATIONS

1. Strengthen, as a core expectation, our out-of-class assessment of student learning outcomes and utilize SPOL for documentation of out-of-class assessment activities, data, and improvements to ensure usefulness and relevancy to college priorities.

2. Further institutionalize the use of findings from national tools (CCSSE, Noel Levitz, SENSE) to make informed program improvements (i.e. integration into unit annual action plans and related budget requests, and program level review).

3. Develop and implement a systemic strategy to share and use findings from course- and program-level assessment of student learning outcomes across divisions.

4. Continue development and implementation of general education learning outcomes.

5. Continue focused involvement of adjunct faculty in academic assessment of core courses as well as expand involvement in academic assessment of adjunct faculty across all divisions.

Criterion V: Planning

FINDINGS

1. The college has identified and commands the resources needed to support the operations of the college in spite of reductions in its base budget.

2. PVCC has been able to maintain quality levels of service while undergoing departmental consolidations and reallocation of human resources.

3. Dramatic improvements to the college infrastructure have significantly increased and modernized teaching and learning, student support, and social spaces. These additions of square footage with new and renovated spaces were made through capital bond funds.

4. Planning structures and processes are collaborative and transparent both at the operational and strategic planning levels.

5. PVCC has a long history of open and transparent annual planning processes that enjoy a universal level of participation. This has resulted in efficient allocations of very limited resources that drive college operations.

6. PVCC's budget and planning tools are aligned vertically and horizontally to the college strategic priorities and the MCCCD Governing Board outcomes.

CHALLENGES

1. Departmental consolidations and reallocation of human resources into combined roles. A recurring theme of the challenges revealed in this self-study are those connected to the decreases in funding the college has undergone over the last five years. Part of PVCC's efforts to mitigate the impact of budget reductions on learning and teaching has been various consolidations and reassignments of personnel. This re-tasking strategy, however, comes with the challenge of retraining personnel for their new roles, which requires resources and time.

2. Capital funding (inclusive of technology and major maintenance) is reliant on Fund 7 reserve funds. Should a future General Obligation Bond election be postponed, alternative funding will have to be identified.

3. Through 2022 there will be increased competition for students from a stable Maricopa County population base. PVCC sees increasing competition for students in the future from both for-profit, private, and four-year institutions. Because Maricopa County's population is not anticipated to experience the growth which has typified the county in the past, PVCC will need to develop a distinctive brand and effective marketing campaigns in order to draw students.

RECOMMENDATIONS

1. In alignment with Criterion 3 recommendations regarding staffing benchmarks, the college should also review and implement national best practices regarding support staff organizational structures.

2. Fully implement and continually update the current Strategic Enrollment Management (SEM) Plan to address new student markets and present new and innovative course delivery and scheduling alternatives.

3. Fully implement the integrated planning and budgeting tool (SPOL) to utilize reporting functions and improve systemic improvement.

4. Continue to update and use financial, facilities, and academic master plans along with success and retention data and program reviews to guide the college's initiatives and budget.

Based on the extensive documentation of data and evidence in the 2014 Institutional Self-study Report, Paradise Valley Community College formally requests reaffirmation of our accreditation, and designation as a distance delivery degree-granting institution by the Higher Learning Commission of the North Central Association of Colleges and Schools.
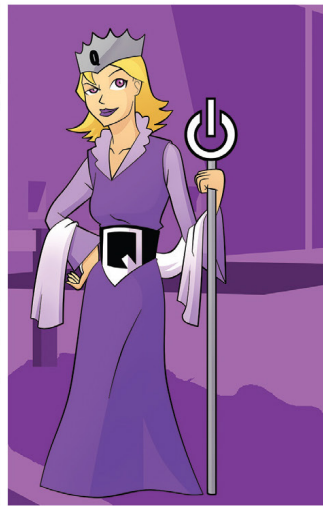
PARADISE VALLEY COMMUNITY COLLEGE

PVCC HLC Criterion Super Heroes . . .
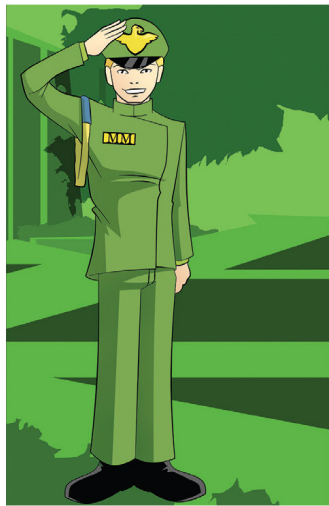
| MISSION | INTEGRITY | QUALITY | EVALUATION | PLANNING |

. . . Protectors of the POWER OF LEARNING

Acronyms, Abbreviations & Definitions

PVCC

A

AA	Associate in Arts (degree)
AA	Academic Affairs
AAA	(used in course designations)
AACHE	Arizona Association of Chicanos for Higher Education
AAEE	Associate in Arts Elementary Education (degree)
A & R	Admissions and Records
AAP	Affirmative Action Plan
AARP	American Association of Retired Persons
AAS	Associate in Applied Sciences (degree)
AAT	Academic Assessment Team
AASCU	American Association of State Colleges and Universities
ABUS	Associate in Arts in Business (degree)
ACA	Affordable Care Act
ACE	Achieving a College Education
ACEN	Accreditation Commission for Education in Nursing
ACEND	Accreditation Council for Education in Nutrition and Dietetics
ACUPCC	American College and University President's Climate Commitment
ADA	Americans with Disabilities Act
Adjunct Faculty	Part-time, non-tenure track faculty
AGEC	Arizona General Education Curriculum
AGS	Associate in General Studies (degree)
AIMS	Arizona Instrument to Measure Standards
ALA	American Library Association
APB	Automated Planning and Budgeting
APIA	Asian Pacific Islanders Association
Appointive Faculty	Full-time, tenured faculty
AR	Administrative Regulation
ARS	Arizona Revised Statute
AS	Associate in Science (degree)
ASB	Philosophy, Cultural Geography, Anthropology (used in course designations)
ASU	Arizona State University
ATF	Articulation Task Force
AVI	Audio/Visual Instruction and Design
AWARE	Adults Who Are Returning to Education
AWP	Association of Writers and Writing Programs
AzCFSE	Arizona Center for Fire Service Excellence
AzTAPP	Arizona Transfer and Articulation Pathways Program

B

BDST	Budget Development Steering Team
BDS	Budget Development System
BIO	Biology (used in course designations)
BMP	Black Mountain Partner (PVCC at Black Mountain public/private partnership with FCF and YMCA)

C

CAAHEP	Commission on Accreditation of Allied Health Education Programs
CADE	Commission for Accreditation for Dietetics Education
CANVAS	Online learning management system
CAT	Critical Thinking Assessment Test
CCL	Certificate of Completion
CCP	Center for Civic Participation
CCSSE	Community College Survey of Student Engagement
CCTA	Center for Curriculum and Transfer Articulation
CDA	Child Development Association
CDL	Center for Distance Learning
CDR	Commission on Dietetic Registration
CE	Continuing Education
CEC	Chancellor's Executive Council
CEOD	Center for Employee and Organizational Development
CEP	Concurrent Enrollment Program
CEU	Continuing Education Unit
CFS	College Financial System
CGCC	Chandler Gilbert Community College
CLC	College Leadership Council

CoAEMSP	Committee on Accreditation for the EMS Profession
COM	Communications (used in course designations)
CMS	Content Management System
CNCS	Corporation for National and Community Service
CPA	Center for Performing Arts
CPD	Counseling and Personal Development (used in course designations)
CPDD	Counseling and Personal Development Division
Crafts	Employee policy group for the following positions, carpenter, electrician, HVAC Maintenance Technician, plumber, equipment mechanic, and painter
CRE	Critical Reading (used in course designations)
CSPP	Collegial Support Partner Program
CT	Critical Thinking
CTL	Center for Teaching and Learning

D

DACA	Deferred Action for Childhood Arrivals
DAH	Dance (used in course designations)
DCC	District Curriculum Committee
DE	Dual Enrollment
DHS	Department of Homeland Security
DOE	Department of Education
DRS	Disability Resources and Services
DTR	Dietetic, Technician, Registered

E

ECE	Early Childhood Education
ECN	Economics (used in course designations)
EDU	Education (used in course designations)
EEO	Equal Employment Opportunity
EGF	Enrollment Growth Funds
EMS	Emergency Medical Services
EMT	Emergency Medical Technician (also used in course designations)

ENG	English (used in course designations)
EOLT	Employee and Organizational Learning Team
ESL	English as a Second Language
E-verify	Internet-based system that allows businesses to determine the eligibility of their employees to work in the United States

F

FAC	Financial Advisory Committee
FCF	A local nonprofit that addresses community needs through community service projects, cultural programs, and the support of education. Black Mountain Partner.
FEC	Faculty Executive Council
FEMA	Federal Emergency Management Agency
FEP	Faculty Evaluation Plan
FERPA	Family Educational Rights and Privacy Act
FMLA	Family Medical Leave Act
FPA	Fine and Performing Arts
FPAT	Financial Planning Advisory Team
FSC	Fire Science (used in course designations)
FTE	Full-Time Equivalent
FTSE	Full-Time Student Equivalent
FY	Fiscal Year
FYE	First Year Experience

G

GASB	Government Accounting Standards Board
GBS	General Business (used in course designations)
GCC	Glendale Community College
GCU	Grand Canyon University
GEA	General Education Assessment

Acronyms, Abbreviations & Definitions

PVCC

GED	General Education Diploma
GO	General Obligation
GPA	Grade Point Average
GRIP	Goals, Relationships, Information and Participation

H

HB	House Bill
HIS	History (used in course designations)
HLC	Higher Learning Commission
HOSA	Future Health Professionals
HR	Human Resources
HRMS	Human Resource Management System
HUM	Humanities (used in course designations)

I

IBS	International Business (used in course designations)
IBN	Interest-Based Negotiation
IC	Instructional Council
ID	Identification
IDP	Individual Development Plan
IE	Institutional Effectiveness
IFSAC	International Fire Service Accreditation Congress
IRB	Institutional Review Board
IRTS	Infrastructure Resources and Technology Services
IT	Information Technology
I-766	United States Customs and Boarder Protection Employment Authorization Document

J

JCLHN	John C. Lincoln Health Network

K

KSC	Kranitz Student Center

L

LDR	Leadership (used in course designations)
LEED	Leadership in Energy and Environmental Design
LGBT	Lesbian, Gay, Bisexual, and Transgender
LGBTQA	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Ally
LMS	Learning Management System
LS	Life Sciences (building)
LSC	Learning Support Center

M

M & O	Maintenance and Operations
MACHE	Maricopa Association of Chicanos in Higher Education
MAPP	Maricopa-ASU Pathways Program
Maricopa Priorities	A MCCCD-wide program review undertaken in 2013.
MAT	Management, Administration, Technology
MAT	Mathematics (used in course designations)
MCBAA	Maricopa Council on Black American Affairs
MCCCD	Maricopa County Community College District
MCCF	Maricopa Community Colleges Foundation
MCCFA	Maricopa Community Colleges Faculty Association
MCLI	Maricopa Center for Learning and Instruction
MCPS	Maricopa Career Planning System
MEMS	Maricopa Emergency Management System
MEN	Male Empowerment Network
MLA	Modern Language Association

MOSAIC	Maximizing Our Strengths As an Inclusive Community	
MOU	Memorandum of Understanding	

N

NAU	Northern Arizona University
NCCBP	National Community College Benchmark Project
NCTA	National College Testing Association
NIMS	National Incident Management System
NJCAA	National Junior College Athletic Association
NSO	New Student Orientation

O

OER	Open Educational Resources
OCT	OSHA Compliance Team
OPS	Office of Public Stewardship
OSHA	Occupational Safety and Health Administration
One Maricopa	The MCCCD governing philosophy seeking to create effective, efficient, cohesive, and uniform services across the MCCCD's colleges. Similarly, the attempt to brand the MCCCD as an identifiable unit as opposed to separate colleges.
OSO	One Semester Only
OYO	One Year Only

P

PAR	Peer Assistance and Review
PARC	Peer Assistance and Review Committee
PASS	Puma Athletics Student Success
PAWS	Paradise Athletic Web System
PCAC	President's Community Advisory Council

PLT	President's Leadership Team
P.R.I.D.E.	People Respecting Individuality, Diversity and Equality
Probationary Faculty	Full-time, tenure-track faculty who have not been granted tenure
PSA	Professional Staff Association
Public Safety	Employee policy group for positions providing assistance and security to individuals on campus
PVCC	Paradise Valley Community College
PVUSD	Paradise Valley Unified School District

R

RAVE	Emergency notification system that sends text and email announcements
RDG	Reading (used in course designations)
Residential Faculty	All Appointive and Probationary Faculty
RFP	Residential Faculty Policies

S

SA	Student Affairs
SAA	State Approving Agency
SB	Senate Bill
SBDC	Small Business Development Center
SENSE	Survey of Entering Student Engagement
SIS	Student Information System
SLC	Student Leadership Council
SLICE	Serve, Learn, Inspire, Change, and Educate
SLL	Student Life and Leadership
S.O.A.R	Strengths, Opportunities, Aspirations, Results
SOC	Sociology (used in course designations)

Acronyms, Abbreviations & Definitions
PVCC

SPOL	Strategic Planning On-Line
SPPF	Student Public Policy Forum
SPST	Strategic Planning Steering Team
SRP	Salt River Project
SSA	Social Security Administration
SSE	Seamless Student Experience
SSI	Student Success Initiative
STEM	Science, Technology, Engineering and Mathematics
STIC	Steering Team Input Committees
StuGO	Student Government
SUCCEED	Students Using Community College to Expand Education Dreams
SWOTT	Strengths, Weaknesses, Opportunities, Threats, Trends

T

TAT	Threat Assessment Team
TCT	Technology Coordinating Team
TDC	The Democracy Commitment
TEEX	Texas A & M Engineering Service
THM	Teaching Healing Meditation

U

U of A	University of Arizona
USCIS	United States Citizenship and Immigration Services
UTEC	Native American Association

V

VITA	Volunteer Income Tax Assistance
VP	Vice President
VPAA	Vice President Academic Affairs
VPAS	Vice President Administrative Services
VPSA	Vice President Student Affairs

W

WICHE	Western Interstate Commission for Higher Education
WLG	Women's Leadership Group

Y

YMCA	A leading nonprofit organization for youth development, healthy living and social responsibility. A Black Mountain partner.

60:40 Faculty Ratio

The MCCCD's faculty staffing policy, the goal of which is to increase retention, completion, and success by insuring that 60% of all courses are taught by Appointive Faculty.

Unnamed Sculpture

The sculpture at the center of the campus represents the educational process, moving from basic knowledge to complex ideas. The sculpture base includes three simple shapes: circle, triangle, and square. Ascending the sculpture, these basic shapes are transformed into more complex forms: the ellipse, parallelogram, and isosceles triangle. Similarly, through education, an individual is continually transformed: growing, changing and understanding more complex ideas and thoughts.

The sculpture is unnamed and was designed by Bob Watkins of the DLR Group (formerly Lescher & Mahoney). Lescher & Mahoney were the initial master planners for the first phase of the campus.

Lescher & Mahoney knew they wanted to put some kind of sculpture in the center of the campus, but didn't know exactly what. While designing the campus model, Bob went to a shop to pick up materials for the model. He found some metal tubes there in the three basic shapes (circle, triangle and square) and bought them. As he played with them, Bob realized that cut on a slant they changed shape into more complex forms—reminiscent of the educational process.

PARADISE VALLEY
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2014

PARADISE VALLEY COMMUNITY COLLEGE