

## **Assurance Argument**

# Maricopa Community Colleges- Paradise Valley Community Colleges

8/26/2019

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### College Mission and Vision

A seven-member elected board, which periodically reviews and approves the District-wide mission, governs the Maricopa District. PVCC's mission, vision, and core values are closely aligned with [those of MCCCCD](#). They also align to the College's strategic planning process to ensure the institution fulfills its stated mission and contributes to the attainment of Governing Board outcomes.

The [Mission of PVCC](#) is to educate the whole person and to serve the students and the communities by providing learning opportunities that are designed to help them achieve their goals.

The [college's Vision](#) is 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.

### Core Value of Learning

As a [Learning-Centered College](#), PVCC encourages and supports learning at three levels — student, employee, and organizational — and the integrative relationship between the three levels. Learning at PVCC means increasing the capacity of students, employees, and the college itself. PVCC acknowledges organizational learning as a means to continuously improve the college.

### [Supporting Values](#)

- [Integrity](#): We uphold ethical behavior in all that we do; we value accountability, transparency, fairness, and honesty.
- [Diversity](#): We honor all individuals and their different viewpoints to promote an inclusive campus environment.
- [Innovation](#): [We encourage informed risk-taking](#) that holds the promise of enhancing student, employee, and organizational learning.
- [Partnerships](#): We are committed to building and sustaining internal and external relationships that enhance learning.
- [Excellence](#): We expect greatness in all that we do to advance student, employee, and organizational success.
- [Sustainability](#): We practice organizational, social, economic, and environmental responsibility.

### **Response to 1.A.1**

The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the Governing Board. The PVCC values were adopted from the set values of MCCCDC to reflect the unique aspects of the college. The current mission, vision, and value documents were revisited in 2010 and reaffirmed in 2016.

A survey was sent out to faculty and staff to validate PVCC's supporting values and identify which values the college could strive to improve. The survey results were shared to the public at the President's Advance during the spring 2016 semester. PVCC's mission, vision, and value statements are visible on the walls throughout campus, are showcased on the college website, and included in the [2018-19 Student Handbook](#) as well as the [college catalog](#).

To strengthen the link between PVCC's mission and its operations, [Institutional Effectiveness \(IE\)](#) is tasked with a number of facilitation and oversight functions including:

- Assisting with the implementation of strategic goals for the college
- Collecting, analyzing, and disseminating information regarding status, trends, and accomplishments at the college
- Coordinating regional accreditation initiatives
- Coordinating the strategic planning process
- Helping to develop and implement performance indicators related to the institution's mission and priorities
- Overseeing the PVCC [Analytics dashboard website](#)
- Supporting assessment for student learning
- Supporting the college's processes by providing data to inform decision making

### **Response to 1.A.2**

#### **Academic Programs**

PVCC offers academic programs that support the mission of the college with a variety of classes in traditional and alternative formats. Each academic division at the college provides

a [schedule](#) of courses to meet the needs of students in [face-to-face, hybrid, and online formats](#). Additionally, divisions provide classes in the evening and on weekends to accommodate the needs of working adults or special program requirements. Students can work towards academic certificates (AC), certificates of completion (CCL), and [associate degrees \(AA, AAS, AS\)](#). Some programs and career pathways may require transferring to a university for program completion and pursuit of an advanced degree.

MCCCD began a redesign of developmental education in the light of compelling national research and internal data. The Chancellor's [Transformation](#) calls for the implementation of a comprehensive plan to allow all students the opportunity to complete college-level math and English courses in the first academic year and to provide the support they need to be successful. The goal is to increase the number of Maricopa students who successfully attain their educational goals. This work will be an ongoing iterative process driven by evidence and inclusive of many voices. Rather than an all-inclusive implementation date, there will be a process whereby elements are brought online in a sequence that accounts for the complexity of the student experience and the institutional capacity.

In response to this request, PVCC has established a dedicated [Developmental Education Redesign Implementation Team](#), which is intentionally cross-functional to address the needs of the whole student. To enhance classes with additional built-in student support, the Learning Success Center (LSC), in coordination with the [Success by Design Committee](#) (formerly Universal Design of Learning), will provide wraparound support for students in their classes. Additional professional development opportunities for faculty and staff will be coordinated through the Success By Design committee, faculty developers, Academic Literacy Specialists, content area faculty, and through the Center for Teaching and Learning (CTL) faculty co-lead.

General Education aligns with PVCC's mission statement to educate the whole person. From the [Professional Scientist Preparation Program \(PSPP\)](#) to [Emerging Leaders](#), all support developing the required skills necessary to be successful in the workplace. Students leave PVCC with a toolkit of transferable skills necessary to meet the demands of the local and global economy. The MCCCD [statement on General Education](#) is located in the [College Catalog](#).

MCCCD transfer degrees include additional general education requirements beyond the [Arizona General Education Curriculum \(AGEC\)](#), which complete the general education experience for the student. The AGEC is designed in three forms in order to support the focus of different MCCCD transfer degrees. The AGEC-A is designed to satisfy requirements in many liberal arts majors as well as other majors that articulate with the Associate in Arts (AA). The Associate in Arts in Elementary Education (AAEE) and the Associate of Arts in Fine Arts (AAFA) also incorporate the AGEC-A. The AGEC-B is designed to satisfy requirements in business majors that articulate with the [Associate in Business \(ABUS\)](#). The AGEC-S is designed to satisfy requirements in majors with more prescriptive mathematics and mathematics-based science requirements and articulates with the Associate in Science (AS).

General Education also integrates into other MCCCD degree programs that are not specifically designed for transfer to an Arizona public university. The Associate in General Studies (AGS),

and the Associate of Applied Science (AAS), each contain General Education requirements appropriate to their particular focus of study. The general education experience at MCCCDC is composed of specific elements across the curriculum designed to provide the learner with essential knowledge and skills.

To measure the effectiveness of PVCC's General Education program, the Assessment of Learning Team (ALT) created nine General Education Assessment (GEA) [rubrics](#) with critical thinking infused to each rubric. The rubrics measure the following outcomes:

- Civic Engagement
- Critical Reading
- Diversity and Global Awareness
- Information Literacy
- Oral Communication
- Personal Development
- Problem Solving
- Technology
- Written Communication

Faculty and staff assessing these general education outcomes in and out of the classroom report their findings in the [GEA Tool](#). This serves as a repository for assessment projects to track the improvement of these outcomes over time in specific courses and departments. The ALT leaders provide [biannual updates](#) to the college to encourage transparency and growth in student success.

Transfer Education supports the PVCC and MCCCDC mission statement and is facilitated through MCCCDC's [Center for Curriculum Transfer and Articulation \(CCTA\)](#). The CCTA is the district contact for articulation and transfer of courses and programs with other postsecondary institutions. The Center provides leadership and coordination for programs and activities in support of student transfer. Information about key articulation contacts, transfer trends and outcomes, state-level committees and task forces, and business processes that support articulation are available on the CCTA website. Additionally, the Instructional Councils (ICs) provide a coordination point within Maricopa for faculty roles in curriculum, General Studies designations, articulation with other institutions, and transfer options for students.

PVCC's transfer partnerships with all the local state universities benefit students by saving them time and money. Students embark on a path early to minimize excessive credits and maximize their time at PVCC. For example, PVCC has a [90/30 bridge program](#) with Northern Arizona University (NAU).

PVCC excels in preparing students for the workforce through its occupational programs. These programs are designed with industry partner feedback to provide the most up to date training required to prepare the students for the workforce. Each area meets with its unique [advisory committee](#) on a regular cycle to review the programs and improve the student experience. Students can enroll in one of the following occupational areas and join the workforce with industry-recognized credentials:

- [Administration of Justice](#)
- [Dietetic Technician](#)
- [Early Childhood Education](#)
- [Emergency Medical Technology](#)
- [Fire Science](#)
- [Healthcare Technology Systems](#)
- [Integrated Public Health](#)
- [Music Business](#)
- [Nursing](#)
- [Paramedic Education](#)

## **Student Support Services**

Student support services promote the 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 empower its students to become active and engaged learners. PVCC accomplishes this mission through the following programs and services:

[\*Admissions & Registration Records Office \(A&R\)\*](#): This office assists with admissions, residency classification, identification verification, adding or dropping classes, transcripts requests, evaluating transfer credit, enrollment verification, updating personal information, and petitioning for graduation.

[\*Advising\*](#): PVCC advisors assist in creating, reviewing, and evaluating education and life goals while connecting the student to resources, including information on college policies and procedures, degree requirements, and university transfer.

[\*Athletics\*](#): PVCC currently offers 12 intercollegiate athletics programs for men and women.

[\*Athletic Academic Mentors\*](#): These mentors provide academic support to PVCC student-athletes in conjunction with the Athletics Department's academic success efforts.

[\*Bookstore\*](#): The Campus Bookstore sells and rents new, used, and digital textbooks.

[\*Career Services\*](#): Career Services assist prospective/current students, alumni, and community members with lifelong career planning and development.

[\*Center for Distance Learning\*](#): The Center for Distance Learning supports instructional alternatives (online, hybrid, paper-based) and provides services to meet the needs of students who require more flexible scheduling options.

[\*College Police \(Formerly Public Safety Department\)\*](#): College Police provides safety measures to all persons and property on campus, a lost and found, first aid, and a safety escort service.

[Computer Commons \(CC\)](#): The CC provides student support in a comfortable, state-of-the-art, learning environment that consists of 11 classroom/labs surrounding a large Open Lab area.

[Counseling, Career, and Personal Development Division \(CCPD\)](#): Counseling offers free career, academic, and personal development, confidential counseling services for all students, as well as a variety of personal growth classes.

[Disability Resources and Services \(DRS\)](#): DRS provides information and services to students with any documented disability who are attending classes at PVCC.

[Early College Programs](#): These programs are committed to maximizing student access, ensuring the successful transition for new to college students, and creating opportunities for student learning, retention, and success.

[Financial Aid](#): PVCC provides financial aid to eligible students to help pay for their educational expenses, including tuition, program and course fees, books, and living expenses.

[Fitness Center](#): The Fitness Center is a facility designed for convenient workouts, physical education activities, and health-related classes.

[Honors Program](#): The Honors Program creates a supportive environment for students to thrive academically, and provides opportunity through scholarships, trips, and designated honors faculty.

[Learning Communities](#): These communities integrate two or more classes to work collaboratively in a friendly, supportive atmosphere.

[Learning Success Center \(Formerly Learning Support Center\)](#): The LSC offers tutoring, academic success coaching, academic reading coaching, study skills workshops, ESL conversation groups, group study rooms, and learning resources.

[Library](#): The Buxton Library supports students' research needs by providing in person and online support.

[Student Life and Leadership \(SLL\)](#): SLL's mission is to motivate students to engage in their learning experiences through participation in leadership, service, recreational, wellness, and cultural activities. Student life also houses student government, leadership programs, organizations, clubs, a food pantry, and school supplies closet.

[Recruitment and Outreach](#): This office is committed to maximizing student access, ensuring the successful transition for new college students, and creating opportunities for student learning, retention, and success.

[Technology Helpdesk](#): The Technology Helpdesk is available to guide students, faculty, and staff through any technology challenges that may arise.

[Testing Services/Assessment Center](#): This center's services include placement assessment, instructional testing, College Level Examination Program (CLEP), specialized test administrations, ESL placement, and the HESI A2 Admission Assessment.

[Veterans Services Office](#): This Office acts as a liaison between the college and the Department of Veterans Affairs and connects veteran students with the resources and services needed to be successful.

[Welcome Center](#): It acts as a one-stop for multiple enrollment services including the admissions, registration and records office, financial aid, cashiers, academic advising, general information, and helps with navigating the online student center.

### **Enrollment Profile**

PVCC's diverse [student profile](#) is consistent with its stated mission and vision. PVCC serves its community through a variety of accessible learning opportunities. The student profile also aligns with the mission and vision of MCCCDC.

In the fall of 2018, PVCC undergraduate student population was 8,115. Of these, 27% were full-time and 73% were part-time; 43% were male, and 55% were female; 1% were American Indian/Alaska Native; 4% were Asian-Pacific Islander; 3% were African American; 24% were Hispanic; 57% were Caucasian, and 11% were Other or Undisclosed. Additionally, 65% were under the age of 25, and 49% were first-generation college students.

The ethnicity makeup of the student population is similar to the makeup of the [surrounding community](#) with 2% American Indian/Alaska Native; 4% Asian-Pacific Islander; 7% African American; 42% Hispanic; 43% Caucasian, and 4% Biracial.

### **Response to 1.A.3**

PVCC's planning and budgeting priorities align with and support the mission. A detailed discussion of this sub-component is addressed in Core Component 5.C.1

### **Sources**

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- 1A Academic Mentor Athletics
- 1A Administration of Justice CTE AAS
- 1A Admissions and Records Web
- 1A Advisory Boards
- 1A associate in general studies
- 1A ASU Transfer
- 1A Athletics
- 1A BAS degree program at ASU NAU or UA web
- 1A Bookstore
- 1A Budget Evidence



- 1A Buxton Library
- 1A Campus Potlucks
- 1A Campus Security Safety Authorities
- 1A Career Services
- 1A CCTA Website GEN ED
- 1A Census PVCC Primary ZipCode
- 1A Center for Curriculum and Transfer Articulation CCTA
- 1A Computer Commons
- 1A Counseling and Personal Development
- 1A Dietetic Technology CTE AAS
- 1A Disability Resources Services DRS
- 1A Distance Learning
- 1A Diversity and Inclusion
- 1A Donuts with Deans
- 1A Doritos with Deans
- 1A Early Childhood Ed AAS CERT CTE
- 1A Early College Evidence
- 1A Emergency Medical Technology AAS CERT CTE
- 1A Enrollment Profile
- 1A Excellence
- 1A Express Days
- 1A Financial Aid
- 1A Fire Science CERT CTE
- 1A Fitness Center
- 1A Foster Care Champions
- 1A GEA\_online\_directions
- 1A General Education MCCC CD Degrees and General Education
- 1A Healthcare Technology Systems AAS CERT CTE
- 1A Honors
- 1A Innovation Challenge
- 1A Innovation EEC
- 1A Innovation PVCC Puma Innovation Grant
- 1A Integrated Public Health AAS CERT CTE
- 1A Learning Communities
- 1A Learning Success Center
- 1A Maricopa Community Colleges MCCC CD 2018\_2019 AZ General Ed Curriculum\_AGEC-A\_B\_S
- 1A Music Business AAS CERT CTE
- 1A NAU 90\_30 Transfer Agreements
- 1A Nursing AAS CERT CTE
- 1A Paramedicine Evidence
- 1A Partnering
- 1A President on the Move
- 1A Recruitment and Outreach Evidence File
- 1A Student life and leadership
- 1A Success By Design Agendas Minutes End of Year Reports and History

- 1A Sustainability
- 1A Technology Helpdesk
- 1A Testing Services
- 1A Veterans Services
- 1A Web Enrollment Advising
- 1A Welcome Center
- 1A Whats on my Mind President Reflections
- 1A\_9May2017\_Transformation-Plan-Summary\_v12
- 1A\_ advisement enrollment
- 1A\_ Advisement Transformation
- 1A\_ success By Design Team Members
- 1A\_abus-gr
- 1A\_Academic Divisions Web Listing
- 1A\_Advisement Transformation 2018
- 1A\_AGEC
- 1A\_Analytics Dashboard
- 1A\_Career Services 2018
- 1A\_College and District Course Schedules
- 1A\_Degrees and Certificates PVCC
- 1A\_Developmental Education Presentaiton Agendas Members
- 1A\_Early College 2018
- 1A\_Emerging Leaders Web
- 1A\_Exit Survey Spring 2018
- 1A\_General Education Statement - 2017-18 PVCC Catalog
- 1A\_Guided Pathways Design Principles Transformation 2018
- 1A\_High school recruiting
- 1A\_Institutional Effectiveness Web
- 1A\_Integrity
- 1A\_Learning to Assess Newsletters
- 1A\_PsP
- 1A\_PVCC Learning Centered College
- 1A\_Supporting Values Web and Catalog
- 1A1 General Education Assessment Rubrics.pdf
- 1AAdult Re\_entry web 2018
- MCCCCD Strategic Goals 2017-2020

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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#### Response to 1.B.1

PVCC's mission statement, vision statement, core value, and supporting values are clearly articulated and made public to students, employees, and community members. [PVCC's mission documents](#) are readily available in several publications and formats: the college website, in the [College Catalog](#), the Strategic Plan, the [Annual Report](#), and the [Student Handbook](#). The college's mission documents are also framed and prominently hung across campus.

#### Response to 1.B.2

In 2016, at the 19th [Annual President's Advance](#), attendees were charged with ensuring that the supporting values were current and in line with the needs of the college and the community partners. Over 100 employees and students attended in two separate sessions. Through this collaborative effort, PVCC's [supporting values](#) were adjusted and consolidated from ten supporting values to six updated supporting values.

As public statements describing what the college cares about deeply, PVCC's values guide individual and collective actions and decision-making. The values direct the actions for both the college and its employees. When lived and used to guide daily work, PVCC's values ultimately shape the college's unique identity and image. As a learning-centered college, PVCC has identified [learning](#) as its core value along with six supporting values.

PVCC values [integrity](#), trustworthiness, and ethical behavior. There is a commitment to truthfulness, fairness, and honesty in internal and external relationships, communications, and transactions. The college values open, transparent, and democratic decision-making.

PVCC values **diversity** and the uniqueness of the individual. The college values [inclusiveness](#) and respects others' viewpoints and ideas. There is an acknowledgment that diversity, in all its

forms, [enriches the learning environment](#). PVCC promotes the [free exchange of ideas](#) and opinions and the fair and [equitable treatment](#) of all.

PVCC values and supports **innovation**. [Informed risk-taking](#) is encouraged, as it holds the promise of [enhancing student](#), employee, and organizational learning.

PVCC values [partnerships](#) and the collective wisdom that emerges when individuals work together to solve problems and create opportunities. PVCC is committed to establishing and sustaining positive education, business, and community partnerships.

PVCC values [excellence](#) is committed to high academic standards. The college encourages excellence in teaching and in the learning and support systems that advance student success.

PVCC values **sustainability** and acknowledges the collective responsibility to serve as effective stewards of all resources. PVCC encourages organizational, social, economic, and environmental responsibility.

### **Response to 1.B.3**

PVCC's mission emphasizes educating the whole person and encourages personal growth and positive social change. PVCC's purpose is articulated in statements of its mission, vision, values, goals, plans, priorities, and indicators. These mission documents in all their forms and 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](#) to respond to their needs and interests.

The college provides diverse learning opportunities, including [university transfer education](#), [workforce development](#), [general education](#), [student development](#), [developmental education](#), [honors education](#), [community education](#), [global engagement](#), and [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.

### **Sources**

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- 1B Annual Reporting
- 1B Career Services
- 1B Civic Responsibility Leadership
- 1B Community Education
- 1B DAC Diversity on Campus Awards
- 1B Developmental Education
- 1B discrimination complaint form
- 1B Diversity and Inclusion Events Summary

- 1B Diversity Planning and Culture
- 1B End Of Year Accomplishments Reports
- 1B Excellence
- 1B External Constituencies
- 1B General Education Evidence
- 1B Global Engagement
- 1B Honors
- 1B Innovation EEC
- 1B Mancini Science Symposium
- 1B Mission
- 1B Partnering
- 1B Student Development
- 1B Sustainability
- 1B Transfer for prior learning
- 1B\_Integrity
- 1B\_PVCC Learning Centered College
- 1B\_Supporting Values Presidents Advance

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### Response to 1.C.1

PVCC addresses its role in a multicultural society. The college's mission and values statements declare its commitment to recognizing and reflecting diversity and inclusion for its constituencies and in its practices. The mission is to educate the whole person and to serve the students and the community by providing learning opportunities that are designed to help them achieve their goals. PVCC honors all individuals and their different viewpoints to promote an [inclusive campus environment](#).

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

Additionally, as part of its efforts to support diversity and inclusion, PVCC has publicly articulated in a variety of formats its policies on non-discrimination. The following policies are found in the college catalog: The [Non-discrimination Policy](#) Administrative Regulations (AR) 2.4.2, Equal Opportunity Statement AR 2.4.3, the Affirmative Action Policy Statement for Individuals with Disabilities, and the Affirmative Action Policy Statement for Other Eligible Veterans. This language is presented in both English and Spanish.

The [2017-20 Strategic Plan](#) also highlights a commitment to [diversity](#). Priority 1.1 under goal one as well as priority 3.1 under goal three most closely support diversity.

#### Response to 1.C.2

PVCC's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. Diversity is one of the college's supporting values, which exemplifies its importance. PVCC and MCCC programs address diversity and inclusion in a variety of ways and include the following:

[Diversity Advisory Council \(DAC\)](#): Since 1994, DAC of MCCCCD has provided advocacy and promoted policy changes, training opportunities, and practices that support an inclusive and equitable environment for students, faculty, and staff. Each year the DAC Awards of Excellence recognizes employees who integrate diversity, equity, inclusiveness, and justice as part of the educational mission at each of the Maricopa Community Colleges. DAC of PVCC also supports diversity efforts at the local college level.

[Diversity and Inclusion Webpage](#): This resource exemplifies the various diversity and inclusion outcomes of the multitude of programs available to students, faculty, staff, and the community on the PVCC campuses. Faculty and staff are encouraged to submit activities and events that enhance diversity and inclusion to the webpage.

[Early College Programs](#): Achieving a College Education (ACE) is a scholarship program that gives eligible students the experience of taking college credit courses while still enrolled in high school. ACE empowers these high school students to achieve higher education and success in life by learning the skills it takes to manage high school, attend college, and plan for a rewarding future. Hoop of Learning (HOL) aims to Increase Native American enrollment and participation in college and empower them to reach their goals. The program also strengthens partnerships with external Native American communities, school districts, and other agencies.

[English Language Learner Conversation Groups](#): Beginning and advanced conversation groups are available to students and the community to improve their English language skills. The groups are facilitated through the LSC.

[Equity NOW](#): The mission of the PVCC Equity NOW committee is to close opportunity and achievement gaps for our students by collecting and analyzing data, cultivating equity consciousness and awareness on campus, engaging in ongoing review and improvement of college policies and practices, and developing curriculum and support services that are culturally relevant, inclusive, and dynamic. Resources are available to instructors on strategies, activities, and professional development opportunities to help them close the equity gap at PVCC.

[Global Engagement Conference](#): This yearly conference sponsored by MCCCCD provides opportunities for faculty, staff, and administrators to come together for a day of learning focused on ways to internationalize the Maricopa Community Colleges and better prepare students to be engaged citizens of the world.

[International Educational Committee](#): This committee provides programs and study abroad programs to increase student knowledge of, experience with, and understanding of diverse cultures and societies. Resources include international student admissions, international financial aid, scholarships, and international and intercultural education.

[Maximizing Our Strengths as an Inclusive Community](#): MOSAIC is a diversity and inclusion professional development program that is required for all supervisors in the district.

[Student Clubs and Organizations](#): Student life and leadership identifies eight clubs that support societal diversity and inclusion. PVCC also houses local chapters of the initiatives, Women

Rising and the Male Empowerment Network (MEN), that encourage student diversity and success.

Each academic year, PVCC provides many programs and events that reflect attention to human diversity. In addition, several of the programs listed below have been recipients of the PVCC Diversity on Campus Award. They include:

- [\*Black History Learning Luncheon\*](#): Each February, the college hosts this event to celebrate black history.
- [\*Chinese Lunar New Year\*](#): Each February, PVCC celebrates Chinese culture in line with the standard Chinese calendar New Year.
- [\*Desperado LGBTQ Film Festival\*](#): This festival showcases films that promote understanding of complex issues and initiatives that create positive social change, promote inclusion, and illustrate the importance of cross-cultural communication.
- [\*Free Speech Week\*](#): PVCC takes part in the national celebration of non-partisan freedom of speech and the press in October.
- [\*Foster Care Training\*](#): PVCC offered a new workshop on training to be a foster care champion in 2018.
- [\*International Artists, Lecturers, and Scholars Speaker Series\*](#): Representatives from organizations such as Catholic Charities Office of Refugee Resettlement and Islamic Speakers Bureau of Arizona speak to classes in a number of different disciplines as it relates to course content.
- [\*International Film Festival\*](#): The festival offers an educational and entertaining visual experience for our students, colleagues, and community to experience cultural diversity in a profound way.
- [\*Maricopa Global Leadership Retreat\*](#): The Global Leadership Retreat brings together up to 100 international and domestic students from MCCCCD to engage in a weekend immersion program for global leadership training.
- [\*Veterans Appreciation Week\*](#): Annual events include a flag raising ceremony, scholarship BBQ, and a speaker series.
- [\*Women's History Month\*](#): Since 2015, PVCC has hosted a series of events in March to celebrate women's history month.

Although the [ethnic makeup](#) of the faculty and staff is similar to the ethnic makeup of the student population, PVCC is aware that there could be an improvement in this area. In fall 2017, the ethnic distribution of the full-time faculty was as follows: 2% American Indian/ Alaska Native, 5% Asian- Pacific Islander, 3% African American, 12% Hispanic, 76% Caucasian, and 2% Biracial. PVCC strives to have an inclusive and diverse campus of students, faculty, and staff.

PVCC is an Equal Employment Opportunity and Affirmative Action employer (EEO/AA) as outlined in MCCCCD AR 5.1 Non-Discrimination policies. Open positions are aggressively advertised nationally to recruit top candidates. Hiring search committees must reflect gender and ethnic diversity and be comprised of employees from different policy groups. PVCC requires a two-part diversity training before serving on a search committee with one session hosted by human resources staff and the other by the college President and Vice President of Academic Affairs (VPAA).



Faculty and staff utilize the [Diversity and Global Awareness GEA rubric](#) to assess diversity in courses and activities. Cultural diversity is an intentional focus in many courses and woven into the curriculum for many others at PVCC. Below are a few examples of such courses:

- [ASB102](#) Introduction to Cultural Anthropology
- [COM263](#) Elements of Intercultural Communication
- [CPD160](#) Introduction to Multiculturalism
- [EDU230](#) Cultural Diversity in Education
- [PSY132](#) Psychology and Culture
- [SOC241](#) Race and Ethnic Relations

## Sources

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- 1C 2017-2020\_Strategic\_Plan
- 1C ASB102
- 1C Black History Month
- 1C Chinese Lunar New Year
- 1C COM263
- 1C CPD160
- 1C DAC Evidence File
- 1C Desperado Film Festival at PVCC
- 1C Diversity and Global Awareness Rubric
- 1C Diversity and Inclusion
- 1C Early College Evidence
- 1C EDU230
- 1C English Conversation ESL
- 1C EquityNOW
- 1C Foster Care Champions
- 1C Free Speech Week
- 1C Global Engagement Conference
- 1C Global Leadership Retreat
- 1C International Artists Lecturers and Scholars Speaker Series
- 1C International Committee Meeting Minutes
- 1C International Film Festival
- 1C MOSAIC Training
- 1C PSY132
- 1C PVCC College Catalog Non Discrimination EO AA Vets
- 1C PVCC Faculty Demographic Data
- 1C SOC241
- 1C Student Life and Leadership Clubs Web Portal
- 1C Veterans Appreciation Week
- 1C Women Rising
- 1C Womens History Month

## 1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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#### Response to 1.D.1

PVCC's mission statement, supporting values, and strategic goals articulate a clear commitment to the public good. In particular, the college's unique emphasis on *positive social change* is an excellent example of this commitment. Moreover, the college takes measures to ensure the safety and health of students, community members, and other constituencies who come to PVCC.

The PVCC and MCCCDCD mission statements include specific references to serving communities by providing community education, workforce development, global engagement, and civic responsibility. Two of PVCC's supporting values (Partnerships and Sustainability) articulate its commitment to the public good. Additionally, [Goals 1.2 and 2.1](#) identified in the 2017-20 Strategic Plan directly address this commitment.

#### PVCC's Community and Academic Partnerships

[Center for Performing Arts](#): This center provides an award-winning arts program for the community and is available for the community to rent for special events.

[Development, Alumni, and Community Relations Office](#): This office fosters relationships between PVCC and its external constituents to develop support for the college.

[Emergency Medical Technology & Fire Science Program](#): With over 100 years of combined firefighting and EMS experience, the program directors bring a wealth of knowledge and a partnership with the Phoenix Fire Department.

[Entrepreneurship Education Center \(EEC\)](#): The EEC provides educational support and resources to students, valley-wide women, minority-owned small businesses, emerging businesses in the Northeast Valley, and PVCC's surrounding entrepreneurial community.

[Festival of Tales:](#) This event, in its ninth year, is an educational day of reading, literacy, and cultural activities for children of the community.

[Fresh Start:](#) This foundation partners with PVCC to offer the Small Business Start-Up Certificate, which meets the needs of community women who wish to become entrepreneurs and start their own businesses.

[High School and College Partners:](#) Paradise Valley Unified School District, Cave Creek Unified School District, Deer Valley Unified School District, Foothills Academy, Arizona Agribusiness and Equine Center, Arizona State University, University of Arizona, Northern Arizona University, and Grand Canyon University.

[Integrated Health Science Center \(IHSC\):](#) Opened in February 2019, the IHSC will work in collaboration with private and public health partners throughout the community to provide wellness events, create access to healthcare and education, and to empower individuals to live their healthiest and life.

[Internships:](#) PVCC offers these opportunities for students to gain experience in a chosen field through college credit or work experience. PVCC has internship partnerships with the following companies: PureTech Systems, City of Phoenix, Arizona Legislature, Greater Phoenix Chamber of Congress, American Express, Phoenix Art Museum, and the Musical Instrument Museum.

[Job Fairs:](#) Career Services coordinates a spring and a fall career and job fair each year to bring together students, alumni, community members, and employers.

[Junior and Senior Night:](#) These events are open to the community and are opportunities for high school juniors and seniors to learn more about PVCC.

[Nursing Partnerships:](#) Clinical experiences are provided in a variety of inpatient and outpatient settings through approved health care facilities in the community.

[Puma Explorer Program:](#) In spring 2017, PVCC developed this program to bring middle school students to the college to tour the campus and participate in activities. Since then the college has hosted 200 middle school students every fall for career exploration and 600 students in February 2018 for the North Valley Steam Expo. In spring 2019, the college hosted 800+ students by opening the opportunity to other PVUSD middle school and high school students.

[PVCC at Black Mountain:](#) The first phase of the site was developed through a public/private/non-profit partnership between PVCC, the Valley of the Sun YMCA/Desert Foothills Y, and the Foothills Community Foundation.

[Service Learning:](#) Community Engagement through service learning is the partnership of college resources with those of the public and private sectors to address critical societal issues.

[STEAMtastic Star Parties:](#) PVCC at Black Mountain and the Phoenix Astronomical Society host a free STEAM night and star party.

*Valley of the Sun United Way*: PVCC participates in annual fundraising for this non-profit organization. Giving impacts both students attending the college and members of the local community.

*Volunteer Income Tax Assistance Program*: PVCC collaborates with VITA and AARP Tax-Aide to provide this service for community members who meet the necessary qualifications.

### **Sustainability at PVCC**

Sustainability is a core value, which is showcased by the college practicing organizational, social, economic, and environmental responsibility. The college has taken important steps to educate the students, employees, and community on sustainable practices. Some examples of PVCC engaging in [sustainability](#) are the following:

- Celebrating Earth Week each year
- Creating the Civic Engagement Rubric which includes Sustainability as a dimension
- Creating the Sustainability Committee
- Expanding the student STEAM Club to include sustainability efforts
- Implementing Green Tips as part of the Climate Action Plan
- Implementing recycling bins throughout the campus
- Installing water filtration refill stations on campus
- Providing academic classes and a certificate in sustainability
- Providing four electric car charging stations
- Upgrading to energy efficient exterior lighting

### **Response to 1.D.2**

PVCC's educational responsibilities take primacy over other purposes. Learning is the core value of the institution, as such the college's primary purpose is for the educational use and benefit of prospective and enrolled students, the employees who serve them, and those who are invited on location to attend sponsored events. PVCC's primary purpose is fulfilling its mission to create lifelong learners who engage in professional growth and positive social change.

### **Response to 1.D.3**

PVCC engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow. The following are examples of these practices:

*Development, Alumni, and Community Relations Office*: This office fosters relationships between PVCC and its external constituents to develop support for the college. The office manages donor relationships, gifts to the college, resource development activities, alumni programming, advocacy efforts, and special events. It serves as the college's liaison with the Maricopa Community Colleges Foundations.

[President's Community Advisory Council \(PCAC\)](#): PVCC demonstrates its commitment to the public good by its consistent engagement with its constituencies and communities through the 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 Arizona State University (ASU), NAU, and other local universities. The mission of the PCAC 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 community leaders who can provide resources and influence to advance the mission of the college.

[President's Leadership Luncheon](#): This series originated in the fall of 2015 as a way for the college and students to engage with the community members and the good work that is being done around positive social change in the community. This series is supported through the Office of the President and Employee and Organizational Learning (EOL).

Students and employees have an essential voice on campus when it comes to enhancing services and improving learning practices. These events allow for the collection of both qualitative and quantitative data regarding the campus environment, student and employee experiences, and input for innovative changes. PVCC leadership demonstrates this commitment to student and employee input in the following ways:

- Campus Potlucks
- [Donuts](#) and [Doritos with the Deans](#)
- Open door policies by the President, Vice Presidents, Deans, and Associate Deans
- Pizza with the VP
- President on the Move
- President's Leadership Luncheon
- What's on my Mind

## Sources

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- 1D Alumni Development Phillanthropy
- 1D Center for Performing Arts
- 1D College and University Transfer Partners
- 1D Donuts with Deans
- 1D Doritos with Deans
- 1D Entrepreneurship Education Center EEC
- 1D Festival of Tales
- 1D Fire Science Program Partners
- 1D Fresh Start
- 1D Goals 1\_2 and 2\_1
- 1D High School Junior and Senior Night
- 1D High School Partners
- 1D Integrated Health Science Center

- 1D Internships
- 1D Job Fairs
- 1D Nursing Partnerships Contracts
- 1D PLL Summary 2014-2018
- 1D Presidents Community Advisory Council
- 1D PVCC at Black Mountain
- 1D Service Learning
- 1D Star Party STEAM night
- 1D Sustainability
- 1D United Way
- 1D VITA AARP Tax Services Site

## 1.S - Criterion 1 - Summary

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

### Summary

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The PVCC mission statement was drafted with a learning-centered philosophy. Input was collected across the college and vetted to encompass the spirit of the North Valley Phoenix community. Driven by its vision to become the higher learning institution of choice, PVCC fully demonstrates the principles of its mission, vision, and values. PVCC is a learning-centered college that aims to educate the whole person and to promote positive social change. This philosophy is evident across the academic and student support programs offered at the college.

The mission of the college is clear and articulated to the public via the college website, strategic plan, and internal and external marketing materials. PVCC supports the values of the college by making data-driven decisions. For example, in 2018, efforts to close the educational attainment gap were driven by the strategic plan and actualized by the creation of Equity Now. Equity Now focuses on increasing the infusion cultural diversity on campus, incorporating student-friendly language across the college, and providing professional development for faculty and staff.

PVCC focuses on meeting the needs of the Phoenix north valley community by working in collaboration with its community partners. PVCC has created partnerships with local feeder schools to provide high school students the opportunity to earn an associate degree prior to high school graduation. There are long-standing pathway programs to ASU, NAU, and the University of Arizona (UofA) and will continue to develop programs as needs arise in the community. Finally, PVCC works with industry partners to enhance local services for its community members. The Small Business Startup Certificate with the Fresh Start program is a prime example of PVCC working with industry to support a local group in need of an opportunity for upward economic mobility. Future developments in the healthcare sector are promising as PVCC continues to live out its mission.

### Sources

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

### Argument

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#### Response to 2.A

PVCC displays integrity and commitment to fair and ethical practices by providing proof of legal compliance, adherence to MCCCCD policies, and a commitment to continuous oversight. PVCC's commitment to integrity can also be seen in its placement as one of the college's [supporting values](#). All college employees are expected to adhere to the Governing Board approved Employment Standards defined by MCCCCD in [AR 6.7](#).

#### Local, State, and Federal Compliances

PVCC adheres to all local, state, and federal policies, regulations, disclosure reporting requirements, and laws. They include the following:

- Affordable Health Care Act (ACA)
- Age Discrimination in Employment Act
- Americans with Disabilities Act
- Arizona Revised Statutes (ARS) [1-501](#) and ARS [1-502](#): Eligibility for Public Programs
- ARS 23-403: Employee Safety and Health Program
- ARS 15: 12: Community Colleges
- Civil Rights Act
- Clery Act
- Copyright Guidelines
- Deferred Action for Childhood Arrivals (DACA)
- E-Verify Program
- Family Educational Rights and Privacy Act (FERPA)
- Family Medical Leave Act (FMLA)
- Federal Financial Aid Regulations
- Health Insurance Portability and Accountability Act (HIPPA)
- [Occupational Safety and Health Administration Laws \(OSHA\)](#)
- [Title IX](#)
- [Veterans Benefits Regulations](#)



## College and District Compliances

The broad range of policies and procedures of MCCCCD assures that all internal and external constituents of PVCC are treated with respect, honesty, and fairness. PVCC provides its internal constituents with written policies and procedures that promote clarity, consistency, accountability, and transparency. PVCC, likewise, ensures a healthy, safe, respectful work environment for its employees, students, and community members by adhering to its personnel and student policies. MCCCCD primarily conducts training and education in the policies and procedures.

[Acknowledgments and Disclosures](#): Each employee is required to complete a set of annual acknowledgments and disclosures reaffirming his or her understanding of and commitment to the policies and regulations of MCCCCD. The following is a list of these that may vary based on the employee's role:

- Hiring Knowledge Checks
- Information Security and Privacy
- Leadership Foundations Program
- Legal Issues: Public Sector Employment
- MCCCCD Employee FERPA Compliance
- MCCCCD Public Stewardship
- Preventing Sex Discrimination and Harassment

*Diversity and Inclusion and the Employment Process Training*: Residential faculty and classified staff search committees participate in an [orientation](#) session that includes a module on diversity and inclusion in the hiring process. Community members who wish to serve on a search committee must sign an [acknowledgment](#) of their understanding of the integrity of the hiring process. Employees complete the same acknowledgment online through the [Employee Learn Center](#).

[Equal Employment Opportunity \(EEO\)/Non-discrimination Policy](#): MCCCCD values diversity and inclusiveness and commits itself to the principle that all students and employees should be treated with respect, dignity, and equity.

[Grievance Procedure](#): MCCCCD'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 quick 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 involved. Employees have the right to file a grievance without prejudice. The grievance procedure is also included in each of the [employee policy manuals](#).

*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 Full-Time Student Equivalent (FTSE) report to MCCCDC, which the district uses to allocate funding.

*[OSHA Compliance Team \(OCT\)](#)*: MCCCDC places a high priority on the safety and health of its employees and regards safety and health as a fundamental value of the institution. MCCCDC institutes and maintains a program that provides adequate systemic policies, procedures, and practices to protect its employees from, and allows them to recognize, job-related safety and health hazards. Compliance with OSHA regulations was under the Environmental Health & Safety Committee in 2017. PVCC submits an annual Form 300A report detailing work-related injuries or deaths to the US Department of Labor.

*Sexual Harassment Policy for Employees and Students*: The policy of MCCCDC is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law. [AR 2.4.4 details the sexual harassment policy](#) for students and [AR 5.1.8](#) details the sexual harassment policy for employees.

## **Policy and Procedural Manuals**

The following policy and procedural manuals articulate for their particular constituency the roles and responsibilities of that group.

- [MCCCDC Adjunct Faculty 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.
- [MCCCDC Administrative Regulations](#): Upon adoption of the Governance leadership model in 1996, the Governing Board transferred certain policies to the Chancellor. These former Board policies are now called Administrative Regulations and cover issues related to Students, Instruction, Fiscal Management, Auxiliary Services, Equal Employment Opportunity, Affirmative Action, and Board Resources.
- [MCCCDC Governing Board Policies](#): This manual includes outcomes, chancellor limitations and interpretations, board staff relations, and the governance process.
- [MCCCDC Public Safety Police Manual](#): Provides Department of Public Safety personnel with clear expectations and uniform procedural guidelines for the administration of public safety within MCCCDC.
- [MCCCDC Residential Faculty Policies \(RFP\)](#): Is a negotiated affirmation of the policies, roles and responsibilities, administrative regulations, and standard operating procedures for residential faculty in MCCCDC.
- [MCCCDC Specialized Funded Program Policy Manual](#): Lists the employment, compensation, benefits, and position duration procedures and policies for specially funded positions.
- [MCCCDC Staff Policy Manual](#): Established May 2013 and most recently amended in May 2018, this manual contains employee policies applicable to all staff.
- [PVCC Student Handbook](#): Articulates policies applicable to students, including the Student Code of Conduct and Student Rights and Responsibilities.

## Oversight

To ensure integrity and improvement of internal and external operations, MCCCCD and PVCC create a variety of teams, panels, and boards who are responsible for ensuring that PVCC complies with all policies, procedures, activities, and laws, which include the following:

[College Leadership Council \(CLC\)](#): The CLC served as a communication channel to and from the college's internal stakeholders concerning college-wide initiatives, issues, and opportunities. It advised 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. The CLC was placed on hold in 2018, so the college could evaluate its efficacy. To compensate, the President's Leadership Team was expanded to include additional faculty and classified staff leadership.

[Finance and Budget Committee \(FBC\)](#): This cross-functional committee, formerly known as the Budget Development Steering Team, has oversight responsibilities to ensure the integrity of PVCC's budget processes. FBC 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 then move forward to the college president for final approval.

HR Solutions Center (HRSC): HRSC facilitates the process for assisting employees with requests for [ADA accommodations](#). HRSC is responsible for coordinating compliance with the non-discrimination requirements contained in Department of Justice regulations for the implementation of the Americans with Disabilities Act of 1990, which prohibits discrimination based on disability by public agencies, and the ADA Amendments Act of 2008, which further clarifies disability qualifications and coverage of impairments for accommodation.

[Office of Public Stewardship \(OPS\)](#): The OPS was established to consolidate resources and formalize administrative responsibility for services related to stakeholder accountability. The Office is responsible for the Maricopa Concernline, Citizens' Ombuds Services, Employee Ombuds Services, Public Records Disclosures, and Maricopa Governance. In addition, the OPS is responsible for establishing procedures for the administration of the MCCCCD Tuition Waiver Program and monitoring the use of the waivers. The Office is committed to demonstrating crucial policy values such as honesty, integrity, responsibility, and stewardship by assisting both internal and external constituents in utilizing the proper mechanisms to obtain information and resolve concerns.

[President's Leadership Team \(PLT\)](#): The PLT meets regularly to discuss and act upon college-wide issues. The team consists of the college administrators as well as faculty and staff leadership. The 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.

## Sources

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- 2A 2.4.4 Sexual Harassment Policy for Students
- 2A Adjunct Faculty Handbook
- 2A Adjunct Faculty Handbook Page 7
- 2A Administrative Regulation 6.7
- 2A Annual Acknowledgments and Disclosures
- 2A AR 5.1.8 Sexual Harassment Policy for Employees
- 2A ARS 1-501
- 2A ARS 1-502
- 2A Budget Evidence
- 2A Equal Employment Opportunity (EEO) Non-discrimination Policy
- 2A Grievance Procedure
- 2A Hiring Best Practices
- 2A Hiring Knowledge Checks
- 2A HR Solutions Center ADA Accommodations
- 2A MCCCDC Mandatory Federal Reportingds - List of Reports
- 2A MCCD Administrative Regulations
- 2A MCCD Employee Policy Grievance Procedure
- 2A MCCD Governing Board Policies
- 2A MCCD Office of Public Stewardship
- 2A Occupational Safety and Health Administration Laws (OSHA)
- 2A Presidents Leadership Council PLT Meeting Notes
- 2A Public Safety Policies
- 2A PVCC Adjunct Faculty Handbook
- 2A PVCC CLC Membership Council
- 2A Residential Faculty Policy Manual
- 2A RFP Page 53 Grievance
- 2A Specially Funded Group Manual
- 2A Student Rights and Responsibilities Student Handbook Pages 82-87
- 2A Title IX
- 2A Veterans Benefits Regulations
- 2A\_Supporting Values
- 2A\_Supporting Values Web and Catalog
- Copy of 2A MCCD Governing Board Policies
- OSHA - Pages from 2018 STAFF POLICY MANUAL 06-04-2018

## 2.B - Core Component 2.B

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The institution 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.

### Argument

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#### Response to 2.B

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

PVCC provides accurate information about itself, including its current programs and requirements in the online course schedule ([Find-A-Class](#)), [College Catalog](#), and [Student Handbook](#). The college catalog provides a complete list of PVCC's degrees/certificates and their requirements, programs, and course descriptions. The student handbook provides information to students regarding campus services, the current academic calendar, conduct regulations, and other pertinent policies and procedures. Lastly, the [Marketing and Communication Office](#) employs numerous platforms to communicate current policy and program-related information to the public and students.

The disclosures [page](#) of the PVCC website displays all required compliances and includes the following:

- Accreditation
- Student Right-To-Know (RTK) Disclosure Reports
  - Athletic Aid
  - Diversity of Student Body & Pell Grant Recipients
  - Four Year Average Graduation & Transfers-Out Rates
  - Four Year Average Graduation & Transfers-Out Rates for Athletes
  - Graduation & Transfers-Out Rates
  - Graduation & Transfers-Out Rates by Sport

The online [directory](#) provides the name, title, department, and contact information of all current faculty and staff. Links to employee emails facilitate direct contact from the directory. Employees may include a brief professional biography and picture within their respective [department webpage](#). The credentials of faculty and management personnel are also listed in the College Catalog and the Graduation book.

The college homepage provides a link to a webpage with a complete and current list of [tuition and fees](#). Additionally, the MCCCDC Tuition Information webpage provides the same information for students accessing PVCC through MCCCDC's My Maricopa webpage. MCCCDC

also offers a [Net Price Calculator](#) for calculating tuition on costs on their webpage. Admission requirements and costs to students are addressed in detail in [AR 2.2](#).

The nature of PVCC's control is evident. PVCC is a non-profit community college that is independently accredited. It is one of ten colleges in the Maricopa District, a political subdivision of the State of Arizona created by [ARS 15-1401](#).

PVCC is accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association (NCA). [This information is located](#) on the PVCC accreditation webpage, and it is linked in the website's footer. In addition to the college-wide accreditation, special programs with individual accreditations are displayed.

## Sources

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- 2B Accreditation
- 2B Administrative Regulation 2.2
- 2B ARS 15-1401
- 2B Disclosures
- 2B Faculty Biography Example
- 2B Find a Class
- 2B Free Speech Week
- 2B FY19-20 Academic Catalog SPECIFIC PAGE
- 2B Governing Board Outcomes
- 2B Governing Board Outcomes 1.0 Global Ends
- 2B Governing Board Outcomes 1.1 University Transfer Education and General Education
- 2B Governing Board Outcomes 1.2 Workforce and Economic Development
- 2B Governing Board Outcomes 1.3 Developmental Education
- 2B Governing Board Outcomes 1.4 Community Development and Civic and Global Engagement
- 2B HLC Accreditation Logo in Footer
- 2B Marketing and Communications
- 2B Net Price Calculator
- 2B Online Directory
- 2B Tuition and Fees

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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#### Response to 2.C.1

The MCCCCD Governing Board governs PVCC. The Board and acts autonomously in making decisions assuring the integrity of all ten Community Colleges in MCCCCD. In February of 2011, the MCCCCD Governing Board adopted a revised set of Board [Policies](#). Since then, various sections of this document have been amended, most recently with an amendment to 4.12 Governance Investment adopted at the March 27, 2018 Board meeting. This amendment ensures that the Board "will consciously invest in its ability to govern competently and wisely."

The MCCCCD Governance [Framework](#) Hierarchy specifies the Governing Board Policies include Outcomes, Chancellor Limitations, Board-Staff Relations, and Governance Process. The Board operates in compliance with the Governing Board Policies established in 2011 as amended, as well as the Open Meeting procedures stated in [ARS 38-431](#). Meeting notices, agendas, and minutes are posted for public access within timelines specified in the state statute. Regularly scheduled deliberations are governed by the principles and outcomes defined in the Governing Board policies. Agenda items and motions reflect the results of deliberations and decisions being made by the Governing Board.

According to [ARS 15-1444](#), MCCCCD Governing Board adopts policies in a public forum to offer programs that meet the educational needs of PVCC. As a result of the 2002 Maricopa Ethics and Values Initiative, the Governing Board adopted the Maricopa County Community Colleges Guiding Principles. The Governing Board's Broadest Outcome Statement proclaims that MCCCCD "exists in order that the diverse communities served have effective, innovative, learner-centered, flexible, and affordable lifelong educational opportunities, with outcomes optimizing the use of available resources." In alignment with MCCCCD Vision, Mission, and Values, the Board adopted the following [Outcomes](#) that include Metrics to measure each Outcome:



- [1.0 Global Ends / Broadest Outcome Statement](#)
- [1.1 University Transfer Education and General Education](#)
- [1.2 Workforce and Economic Development](#)
- [1.3 Developmental Education](#)
- [1.4 Community Development and Civic and Global Engagement](#)

### **Response to 2.C.2**

[The Governing Board of MCCC](#) is currently made up of seven persons, five elected from geographical districts within Maricopa County, and two at-large positions representing the entire county. Board members are elected in staggered years to four-year terms. The Board's responsibilities, considerations, and deliberations are focused on the entire MCCC. However, by extension, the Board is operating to preserve and enhance PVCC. Examples of past Board [minutes](#), Board [agendas](#), and the [Governance Commitment](#) testify to the relevance of the Board's deliberations and considerations. Constituencies include the people of Maricopa County, students, private and public sectors employers, university and other higher education partners, and primary and secondary schools.

In accordance with the Arizona Open Meeting Law, the Governing Board provides opportunities during meetings for constituents to address the Board during an official Governing Board meeting. The [protocol](#) for a constituent to address the board is published on the Governing Board webpage and explained at each meeting prior to the Citizen Interim. Additionally, an email address to contact Governing Board members is provided on the Governing Board website.

After approximately two years of uncertainty as relates to internal constituencies, the 2019-20 Board initiated the [Faculty Administration Collaboration Team \(FACT\)](#), reinstating the Faculty Association as the official representative body for residential faculty and acknowledging the Adjunct Faculty Association's role in shared governance. The FACT is composed of two residential faculty members, two adjunct faculty members, and two administrators (the Provost and a college President) tasked with reviewing current residential and adjunct faculty agreements and practices with the perspective of improving student success. The Board also contracted with Collaborative Brain Trust consultancy to provide staff the support needed to reestablish some form of staff organization.

### **Response to 2.C.3**

The Governing Board is sufficiently autonomous to make decisions in the best interest of PVCC and preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties. As an elected official, Governing Board members are committed to being available and open to listening to its constituents.

The operations of the MCCC Governing Board are described in the [Online Governing Board Policies](#). [Board Policy 4.10](#) specifically details the Board Members Code of Conduct. The Board expects of itself, as a whole and of its members, ethical, professional, and lawful conduct. This commitment includes the proper use of authority and appropriate decorum when acting as Board



Members. Board members are also held accountable to the regulations addressing policies of accepting gifts and compensation as outlined in [AR 1.7](#) and [AR 1.18](#)

### **Response to 2.C.4**

The MCCCCD Governing Board delegates the operational responsibilities of the District to the Chancellor, who in turn delegates local operational responsibilities at each of the 10 colleges to the respective administration. The Board expects matters pertaining to teaching and learning be addressed by faculty. [Board Policy 3: Board-Staff Relations](#) clarifies that while the Governing Board sets performance metrics for MCCCCD, the Chancellor has the authority to make decisions to operationalize efforts to address the performance metrics. Additionally, [Board Policy 4.2 Manner of Governing](#), [4.7 Board Linkage With the Community](#), and [4.10 Board Members Code of Conduct](#) define expectations for behaviors and interactions with MCCCCD constituents and employees.

The Chancellor of MCCCCD, as chief executive officer, is accountable to the Governing Board acting as a body per [Governing Board Policy 3.1](#).

The articulation of the authority for faculty to oversee academic matters is located in the [RFP](#). One mechanism to ensure faculty control of academic matters in MCCCCD is the role of the ICs. ICs are discipline-specific groups composed of one voting faculty representative from each of the Maricopa County Community Colleges. [The IC's](#) purpose is to facilitate communication among faculty at the different colleges in the oversight of MCCCCD's common course bank and shared instructional programs. This encourages faculty leadership in the curriculum process and ownership of a quality product.

An additional mechanism to ensure faculty control of academic matters at PVCC is the role of the [Faculty Senate](#).

### **Sources**

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- 2C 1.18 Gifts Gratuities and Unrelated Compensation
- 2C 1.7 Acceptance of Public Gifts - Personal or Real Property
- 2C 4.12 Governance Investment
- 2C ARS 15-1444
- 2C ARS 38-431
- 2C Board Policy 3.1 Unity of Control
- 2C Board Policy 4.10 Board Members Code of Conduct(1)
- 2C Board Policy 4.2 Manner of Governing
- 2C Board Policy 4.7 Board Linkage With the Community
- 2C CEC- Advisor Update -April 2018
- 2C Chancellors Executive Council
- 2C Faculty Administration Collaboration Team FACT
- 2C Governing Board Outcomes
- 2C Governing Board Outcomes 1.0 Global Ends

- 2C Governing Board Outcomes 1.1 University Transfer Education and General Education
- 2C Governing Board Outcomes 1.2 Workforce and Economic Development
- 2C Governing Board Outcomes 1.3 Developmental Education
- 2C Governing Board Outcomes 1.4 Community Development and Civic and Global Engagement
- 2C Governing Board Staff Relations
- 2C Instructional Councils
- 2C Maricopa Governance MCCCDC Board Policies and Administrative Regulations
- 2C MCCCDC Governing Board
- 2C MCCCDC Governing Board 4.10 Board Members Code of Conduct
- 2C MCCCDC Governing Board Commitment
- 2C MCCCDC Governing Board Current\_Past Agendas
- 2C MCCCDC Governing Board Minutes
- 2C MCCCDC Governing Board Policies
- 2C Protocol for Addressing the MCCCDC Governing Board During Board Meetings
- 2C PVCC Faculty Senate

## 2.D - Core Component 2.D

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

### Argument

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#### Response to 2.D

##### Freedom of Expression

MCCCD's expectation of freedom of expression for students, employees, and community members is defined in [AR 2.4.9 and AR 2.4.14](#). Moreover, MCCCD defines Expressive Activity as:

- Meetings and other group activities by registered students and student organizations
- Non-commercial leafleting
- Non-commercial speeches, performances, demonstrations, rallies, vigils and other events that are organized by students or student clubs and organizations
- Student expression that is protected by the First Amendment to the U.S. Constitution

PVCC supports the presence of several community organizations in order to encourage discussion of varying views and opinions. Through the development of partnerships with the community, PVCC has hosted [numerous organizations](#).

Additionally, PVCC has been instrumental in providing educational opportunities that support free speech. Since 2015, PVCC has hosted [Free Speech Week in October](#) to display its commitment to this important endeavor. Faculty, staff, and students are engaged by participating in the various Free Speech Week learning sessions offered during that time.

##### The Pursuit of Truth in Teaching and Learning

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 the pursuit of truth. Additionally, the advancement of educational, research, service, operational, and management purposes is furthered by making these resources accessible.

The protection of academic freedom for Residential Faculty is articulated in the [RFP, sections 3.1 and 3.2](#). These same protections are articulated for Adjunct Faculty in the Adjunct Faculty Employee [Handbook](#). The Governing Board articulates in the [MCCCD Board Policies](#) and Administrative Regulations its commitment to the protection of academic freedom.

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 ARS 41-1354, and the American Library Association Bill of Rights. 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](#).

PVCC faculty are supported locally through the efforts of the Faculty Senate. Specifically stated as Faculty Senate purposes are "protect and preserve academic freedom" and "provide an open forum for the free discussion of academic and professional issues."

## Sources

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- 2D Academic Freedom Non-Discrimination Regulation 5.1
- 2D Adjunct Faculty Employee Handbook
- 2D Administrative Regulations 2.4 College Environment
- 2D Free Speech Week
- 2D Law Enforcement Inquiries\_ Guidelines for MCCCD Library Staff
- 2D Library Services \_ User Policies
- 2D MCCD Governing Board Policies
- 2D Public Expression
- 2D RFP 2017-2018
- 2D Sections 3.1 and 3.2 of RFP 2017-2018

## 2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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#### Response to 2.E.1.

##### Academic Integrity

PVCC holds its faculty, staff, and students accountable for their integrity. It is the first supporting value of the college and at the forefront of decision-making. The RFP establishes clear policies on [academic freedom](#), [academic integrity](#), and [research ethics guidelines for faculty](#).

Academic integrity is reinforced with students in the MCCCDC Administrative Regulations, class syllabi, and through third-party software found in Canvas such as Turnitin. These values are also seen in the [critical thinking framework](#) at PVCC in that fair-minded critical thinking results in a greater likelihood for positive social change.

Policies and practices are in place and supported by district regulations to uphold the utmost standard of student scholastic performance. [AR 2.3 Scholastic Standards](#) describes policies related to academic load, attendance, grades, and graduation/completion requirements. To provide some consistency in the enforcement of high scholastic standards for students, PVCC faculty must include required syllabus elements that comply with the district expectations stated in [AR 3.6 Distribution of Course Syllabus](#).

##### MCCCDC Institutional Review Board

As an institution of higher learning, the mission supports research as a vital part of increasing understanding of the world. Research conducted by faculty, staff, and external researchers must comply with [AR 3.8 MCCCDC Institutional Review Board \(IRB\)](#). All research conducted at PVCC must receive approval from the VPAA prior to submission to the IRB. The role of the IRB of MCCCDC is to review all proposed research involving human subjects to ensure that subjects are treated ethically and that their rights and welfare are adequately protected. 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.

## **PVCC IRB**

PVCC also has an IRB committee to review local research. Each semester the Honors Program offers an informational session, open to everyone at the college, led by the Chair of the PVCC IRB committee. The purpose of the IRB informational session is to familiarize Honors students with the IRB process regarding human subjects research so the students can successfully navigate the IRB process at PVCC.

## **Faculty Research**

Research by faculty is encouraged and supported through the grants and sabbatical experiences. The Maricopa Center for Learning and Innovation (MCLI) [Horizon Grants](#) provides an opportunity for faculty to apply for grants to conduct special projects and research advancing the instructional mission of the institution. Faculty conducting research through a [Learning Grant](#) are still held to procedures mandated through the IRB.

Faculty at PVCC are afforded an opportunity to apply for a sabbatical every seven years of service as a residential faculty member. A faculty committee in MCLI oversees the process for sabbatical application. The Sabbatical Review Committee reviews applications and makes recommendations to the Provost. Paid sabbaticals can be approved for one semester (100% pay) or one year (50% pay). Any research conducted as part of a sabbatical is subject to procedures mandated by the IRB.

## **Response to 2.E.2.**

PVCC provides students with guidance in the ethical use of information during information literacy instruction classes, [upon instructor request](#), via the [citation assistance](#) on the library webpage. Faculty in other disciplines collaborate with Library Faculty to schedule classes specific to a research project for that class. Students are provided with customized information literacy instruction. Library Faculty also provide [research parties](#) and individual consultations to serve students at their point of need. Students attending as part of a class receive information literacy tools such as how to use citation generators effectively and how to properly cite sources and avoid plagiarism. In fall 2018, the Library presented 128 instructional sessions and served 2677 students. In spring 2019, the Library presented 84 instructional sessions and served 1959 students. Library faculty conduct these presentations on campus and at the PVCC Dual Enrollment High Schools.

Technology resource standards are clearly stated in [AR 4.4 Technology Resource Standards](#). Students are aware of these standards. Failure to adhere to these standards is considered a violation of the Student Code of Conduct and could result in disciplinary action. AR 3.2 Copyright Regulations states the expectations of all employees to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.) This information is provided to students through formal and supplemental instructional experiences.

PVCC's commitment to teaching this skill is evidenced in the inclusion of [Information Literacy](#) as one of the college's GEA rubrics. Through the rubric, students are asked to determine the

nature and extent of the information needed to define the scope of research for a specific assignment or other intellectual endeavors. The [use](#) of this rubric, along with student outcomes, are recorded in the PVCC GEA Online Reporting Tool. See Criterion 4B for additional information.

### Response to 2.E.3

Expectations for academic honesty and integrity are communication to students in the Student Handbook and class syllabi. [AR 2.3.11 Academic Misconduct](#) AR 2.3.11 Academic Misconduct defines academic misconduct to include, but not be limited to cheating in any form, plagiarism, and any behavior disruptive to the learning environment. Per the policy, students found in violation of academic misconduct are subject academic consequences, disciplinary sanctions, or a combination of both. The appeal process for academic consequences is defined in AR 2.3.5 and [Appendix S-6](#) Instructional Grievance Process and is managed through Academic Affairs. The appeal process for disciplinary sanctions is defined in AR 2.5.2 Student Rights and Responsibilities and is managed through Student Affairs. In addition to the Administrative Regulations, faculty include information about academic honesty and integrity in the [class syllabus](#) and program handbooks. Reporting is done through the Dean of Student Affairs or the Associate Dean of Academic Affairs. Faculty and students are able to report through the [Dean of Students](#) web page.

### Sources

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- 2E 7.2 Approve Resolution of Governing Board Regarding Commitments and Directions for 2019
- 2E Administrative Regulation 2.5 Student Rights and Responsibilities
- 2E Administrative Regulation 3.8 MCCC CD Institutional Review Board (IRB)
- 2E Administrative Regulation 4.4 Technology Resource Standards
- 2E Administrative Regulation S-6 Instructional Grievance Process
- 2E Administrative Regulations 2.3 Scholastic Standards
- 2E Administrative Regulations 3.6 Distribution of Course Syllabus
- 2E Citation Assistance
- 2E Critical Thinking Framework
- 2E Information Literacy Instruction Request
- 2E Information Literacy Rubric PVCC
- 2E Institutional Review Board IRB
- 2E Maricopa Center for Learning and Innovation MCLI Horizon Grant
- 2E Maricopa Community Colleges Learning Grants
- 2E MCCC CD Faculty Complaint Closure
- 2E PVCC Dean of Students
- 2E PVCC Sample Syllabus
- 2E Research Party
- 2E RFP Appendix H Professional Code of Ethics
- 2E RFP Sections 3.1 and 3.2 Rights of Members
- 2E Use of IL Rubric 2014-2019 GEA Report

- Source Sandwich\_Signal Phrase combo handout



## 2.S - Criterion 2 - Summary

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

### Summary

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Integrity is one of PVCC's supporting values. The college states that "We uphold ethical behavior in all that we do; we value accountability, transparency, fairness, and honesty." Based on the evidence presented in this report, PVCC operates with integrity in its financial, academic, personnel, and auxiliary functions.

As a learning-centered college, with learning as its core value, nothing is more important than the pursuit of truth through scholarly work. PVCC provides the necessary academic support and ethical policies to ensure academic integrity is upheld, and that faculty, staff, and students have the freedom to express a diversity of thought.

MCCCD Governing Board was recently reviewed for its practices and potential overreach into daily operations of the organization. The past election cycle brought in new members and consequently resulted in new board leadership. This change supports the integrity of the system and allows the board to be 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.

Finally, PVCC supports scholarly research by faculty, students, and outside researchers through transparent and ethical processes. The local IRB is actively engaged on campus, ensuring that all research conducted at the college is done so properly. Faculty, staff, and students are afforded opportunities to engage in this important scholarly work, which can result in lifelong learning and positive social change.

### Sources

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*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources, and Support

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

### 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

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

## Argument

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### Response to 3.A.1

#### Appropriate Courses and Programs

PVCC is a fully comprehensive college that offers associate degrees in arts, sciences, applied science, and general studies. The college's courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. Student learning is what drives the following processes and procedures that govern the assessment of programs and courses at the college.

#### [Program Reviews](#)

Program reviews promote quality programs through peer review and self-evaluation. As a learning-centered institution, the cyclical program [review process](#) analyzes data to inform ongoing improvement that enhances student learning, success, and completion in general education course sequences and occupational programs. [Program reviews facilitate](#) the development of action plans for program improvement from identified strengths, weaknesses, opportunities, and threats (SWOT analysis). Programs develop a set of measurable goals based on the SWOT analysis, which are reviewed with the Dean and Vice President of Academic Affairs. For example, the psychology department determined developing Open Educational Resources (OER) material and creating a common assessment tool would improve student

success and retention. To date, those goals have been met and will be reviewed in the upcoming [program review cycle](#). Finally, the program review cycle publicly reports program summaries within the campus community. In addition to program review, Nursing utilizes course and program evaluations derived from direct student feedback as part of its quality assurance.

### **Advisory Councils**

The occupational degree and certificate programs offered at PVCC have advisory councils. The advisory councils provide direction 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 councils](#) comprised of professionals in each particular field:

- Administration of Justice
- Business/IT
- Dietetic Technology
- Early Childhood Education
- Economic Development
- EMT/Paramedicine/Fire Science
- 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, MCCCCD created a rigorous process for both new courses and new programs. The [Curriculum Procedures Handbook](#) contains approved curriculum standards and processes and is a practical guide for personnel who are responsible for processing curriculum proposals.

### **Articulation for Transfer**

Four-year institutions that accept transferring students from PVCC are significant 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 (MCCCCD) and external (university) processes to request the designation. A description of the process is outlined in the Process Flowchart for MCCCCD Proposal–General Education, AGS Degree, and [AAS General Education Requirements](#). Each of MCCCCD's [Instructional Councils](#) 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. See section 2B for a list of all PVCC accreditations.

### **Response to 3.A.2**

MCCCD articulates the competencies for all degrees and certificates. Certificates of Completion are also awarded in a variety of occupational disciplines. These competencies are located on the CCTA website. MCCCD and PVCC offer:

- Associate in Arts (AA)
- Associate in Business (ABUS) (General and Special Requirements)
- Associate in General Studies (AGS)
- Associate in Science (AS)
- Transfer Associate in Arts (Elementary Education, Fine Arts/Dance, Art, Theatre)

PVCC also offers an AAS designed for specific workforces, such as an [AAS in Early Childhood Education](#) and an [AAS in Dietetic Technology](#). 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.

### **Instructional Councils (ICs):**

ICs are discipline-specific groups composed of one voting faculty representative from each of 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 coordinates the origination, development, and revision of 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 MCCCD's curriculum and to the maintenance of an updated curriculum within the 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.

### **Response to 3.A.3**

PVCC's program quality and [learning goals are consistent](#) across all modes of delivery and all locations. These include dual credit, online, hybrid, and face-to-face classes. Whether the course is conducted on the Union Hills campus or at the Black Mountain site, the content and performance expectations are consistent. These standards are maintained through the use of course competencies, regular course reviews, and assessment processes. See Criterion 4.

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. Division Chairs [evaluate each faculty member's credentials](#) and then retain the evidence in the Human Resources Office.

In order to meet the needs of its students, PVCC had 209 active online classes in fall 2017 and 216 in fall 2018. There were 67 active hybrid classes in fall 2017, and 55 in fall 2018. Faculty who teach online or hybrid courses must complete the following mandatory training: “[Canvas Basics](#),” “[Canvas Advanced](#),” and “[Preparing to Teach Online](#).” Since June 2010, [790 participants](#) have been through “Canvas Basics,” 360 through “Preparing to Teach Online,” and 227 through “Course Design” courses respectively. Faculty who develop online and hybrid courses must complete the training mentioned above as well as the following additional procedures:

- After the pilot semester, other online/hybrid-trained faculty are free to teach the course with direction from the developer of the course
- Complete required training course in [Course Design](#)
- Go through an approval process involving the [PVCC Choices Coordinating Team \(CCT\)](#).
- The first time an online/hybrid course is offered, it is taught by the faculty who developed it
- When the course development is complete, PVCC's Instructional Designer will review the course against the [Quality Matters \(QM\) Higher Education Rubric](#) to ensure the course has been designed following QM Standards

## Sources

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- 3A AAS Dietetic Technology
- 3A AAS Early Childhood Education
- 3A Advisory Boards
- 3A AGECE Designation General Education Flowchart
- 3A Canvas Advanced Course Competencies
- 3A Canvas Basics Course Competencies
- 3A Center for Curriculum and Transfer Articulation CCTA
- 3A Choices Coordinating Team CCT
- 3A Consistent Learning Objectives
- 3A Course Design Course Competencies
- 3A Credential Verification for Adjunct Faculty Form
- 3A Curriculum Development\_CCTAHandbook
- 3A Faculty Qualifications
- 3A Instructional Councils
- 3A Instructional Design Training Classes Totals
- 3A Online Hybrid Course Development Requirements
- 3A Preparing to Teach Course Competencies
- 3A Program Review
- 3A Program Review Process Overview
- 3A Program Review Schedule
- 3A Program Reviews Examples ALL UPDATED - Copy
- 3A Quality Matters Rubric

## 3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

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### Response to 3.B.1

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 MCCC degrees include core requirements that ensure that general education values are included in every program of study. The [AGEC](#) is a common agreement between Arizona universities and community colleges on a core of General Education courses. The following are core areas of standard content in AGECE:

- Computer Applications
- First-Year Composition
- History
- Humanities, Arts, and Design
- Languages
- Literacy and Critical Inquiry
- Mathematical Applications
- Natural Sciences (Quantitative and General)
- Social and Behavioral Sciences
- Statistics/ Quantitative Applications

Additionally, there are two Awareness areas:

- Cultural Diversity in the U.S.
- Global Awareness or Historical Awareness

AGEC consists of 35 - 38 semester-credits of lower division coursework that prepares 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 degrees](#) guarantees admission to Arizona public universities. All degrees guarantee breadth of knowledge by including courses from several areas such as composition, literacy, communications, mathematics, computer skills, social/behavioral sciences, humanities and fine arts, and natural sciences.

The colleges of MCCCDC offer [Certificates of Completion as well as Associate Degrees](#), one of which is conferred on each student who has completed a program of study. These certificates and degrees are as follows:

- Academic Certificate
- Certificate of Completion (Career Program Specified)
- General Education (AGEC) Certificate

### **Response to 3.B.2**

The MCCCDC District Curriculum Committee created a general studies statement that the district's version of the AGEC is based upon. Also, MCCCDC outlines learning outcomes for [General Education Studies](#). PVCC provides general education instruction as a standard component of its degree programs. MCCCDC general education learning outcomes are a vital 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.

The learning-centered philosophy of PVCC drives its commitment to the assessment of learning. GEA involves the college-wide assessment of one of PVCC's general education learning outcomes. The purpose of assessment in all cases is to improve and document teaching and student learning. ALT developed [nine rubrics](#) to assess these learning outcomes college-wide.

### **Response to 3.B.3**

Every degree program offered by PVCC engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. Through following the [general education](#) requirements of MCCCDC, PVCC is committed to helping students develop qualities and skills that will serve them throughout their lives. General education opportunities encourage students to:

- Access, evaluate, analyze, synthesize, and use information wisely
- Build self-awareness, self-respect, and self-confidence
- Communicate effectively personally, socially, and professionally

- Consider the ethical implications of their choices
- Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions
- Integrate and connect ideas and events from a historical perspective, and see relationships among the past, the present, and the future
- Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures
- Think critically, make informed decisions, solve problems, and implement decisions
- Use technological resources appropriately and productively
- Value the learning process throughout their lives
- Work cooperatively and respectfully with others to serve their communities

The [Honors Showcase and Debate](#) is one event that takes place each year on campus featuring high-level student work across the academic divisions. Projects span across the arts and sciences, to business models, mental health, and much more. The students are required to collect data and then communicate their finding effectively through written and oral communication. Top-ranked students have the opportunity to present their research at the Western Regional Honors Conference in the spring semester each year. This experience highlights the level of scholarship expected across the campus in all academic fields.

[The GEA rubrics](#) allow faculty to assess and improve student skills beyond just the discipline content. Transferable skills are more critical than ever in today's job market; consequently, skills such as critical thinking, oral and written communication, problem-solving, and information literacy are infused into the student experience at PVCC regardless of his or her academic path. As detailed in Criteria 4, these essential skills are also assessed in the [co-curricular](#) student experience as well. This continual assessment of student learning and improvement drives the learning-centered focus at PVCC.

### **Response to 3.B.4.**

#### **Diversity and Global Awareness**

Preparing students for a diverse and 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. This plan is reviewed and updated by PVCC's [Diversity and Inclusion Committee](#). Cultural, global, and historical aspects of our diverse world are integrated into existing curriculum, thus enriching PVCC's classroom experiences. Faculty and staff may also integrate and assess diversity by using the diversity and global awareness [GEA rubric](#). This practice aids in preparing students to live and work in a [diverse and global society](#).

PVCC's mission and diverse learning opportunities support students in developing successful careers and becoming active participants in civic and global engagement. See section 1.C.2 for a full list of diversity-related initiatives. Examples include:

- Courses with [Global Awareness designation](#)



- [Equity Now](#)
- [International Studies Programs](#)
- [MCLI Global Forums](#)
- [Online PVCC Diversity and Inclusion Summary](#)
- Several [student clubs/associations](#) and campus [events](#) that promote diversity and inclusion
- [Study abroad programs](#)

### **Response to 3.B.5**

While PVCC is not primarily a research institution, the faculty and students contribute to scholarship, creative work, and the discovery of knowledge.

### **Faculty Contributions**

MCCCD and the League for Innovation in the Community College co-sponsor the [Maricopa Innovation of the Year Awards Program](#). This program provides an opportunity for employees to showcase innovations they have designed and implemented that have positively impacted the education of students. 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 Dr. Paul M. Pair Innovation of the Year Award of \$2,000 to develop the innovation further. The award recognizes and acknowledges employees, their innovative programs and projects, and their commitment to excellence in education through innovation. The nomination from PVCC for AY 2018-19 is the [Festival of Tales](#).

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. One residential faculty pursued and completed a [sabbatical](#) project during AY 2017-18. One additional faculty member was awarded a sabbatical leave for AY 2019-20.

The MCLI provides the opportunity for faculty to apply for Horizon Grants and [Summer Projects](#). There is also a [Research Fellowship \(MILRF\)](#) that provides up to six residential faculty annually with an opportunity to investigate significant issues about teaching and learning in their fields. PVCC has had two MILRF fellows since 2014.

Research into pedagogy and learning is not the only area of inquiry for faculty. The PVCC library houses a central portal to gather and celebrate all [published works of PVCC faculty](#) including textbooks, journal articles, books, and creative works. These materials are available online and in hard copies for student, staff, and community use. In addition, faculty present scholarly works at regional and national conferences.

Lastly, the creative works of faculty are routinely showcased on campus. Examples of this include performances from the PVCC faculty jazz band ensemble and glass blown artwork on display in the gallery of the Fine and Performing Arts Center.

## Student Contributions

There are several opportunities that PVCC's students have to participate in and showcase formal academic research and creative publication at the District and college levels. Examples include:

- [Annual MCCCDC Creative Writing Competition](#): Each year's publication showcases student originality in poetry, fiction, essays, and one-act play and scripts.
- [Business IT Student Showcase](#): Students exhibiting exemplary work in Business and Information Technology classes are encouraged by their instructors to showcase their efforts for the campus community and administration.
- [Club Zeitgeist](#): Students display their achievement awards for positive social change at the Club Z Summit and the bi-annual awards ceremony.
- [Earth Forward Summit](#): This summit features a student showcase highlighting the notable of students at Maricopa surrounding the issue of sustainability.
- [Festival of Tales](#): This day of literacy is staffed by students and showcases work from their current classes.
- [Fine Arts Performances](#): Students in the fine art department showcase their work at various performances and exhibits throughout the semester.
- [Honors Debate and Showcase](#): Twice a year, honors students participate in a live debate and present their work to the public.
- [Innovation Challenge](#): This takes place during Entrepreneurship and Innovation Week and is an opportunity for entrepreneurial students to pitch their business ideas in a live competition that is open to the public.
- [Mancini Science Symposium](#): Students enrolled in astronomy, chemistry, and physics courses present their research projects and findings to the college and community.
- [Maricopa Student Research Conference](#): Students engage in rigorous undergraduate research with a faculty mentor and present their research in a formal academic conference environment.
- [Paradise Review](#): PVCC's annual student literary anthology showcases excellent creative writing by students.
- [PSY 290AB Research Methods](#): In this capstone course in Psychology, students select research topics, devise testable hypotheses, develop a suitable methodology for conducting their study, collect data, analyze their results, and present their findings in written papers and presentations that are open to the public.

## Sources

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- 3B AGECE ABS Policies and Transfer List
- 3B AGECE Course Catalog
- 3B AGECE Designation General Education Flowchart
- 3B al\_gea\_packet
- 3B Annual MCCCDC Creative Writing Competition
- 3B Business IT Student Showcase
- 3B Club Z
- 3B Co\_Curricular assessment reports

- 3B Courses with Global Awareness Designation
- 3B Diversity and Inclusion
- 3B Diversity and Inclusion Committee
- 3B Diversity and Inclusion Events Summary
- 3B Diversity Clubs
- 3B Diversity Rubric Usage Examples
- 3B diversity-plan
- 3B Earth Forward Summit
- 3B EquityNOW
- 3B Faculty to Student Ratio Graphic
- 3B Festival of Tales
- 3B Fine Arts Performances
- 3B GEA Tool Web Login UPDATED
- 3B General Education
- 3B General Education Assessment
- 3B General Education Assessment Rubrics
- 3B Global Forums
- 3B Honors
- 3B Innovation Challenge
- 3B innovation of the year nomination
- 3B International Studies Web
- 3B Mancini Science Symposium
- 3B Maricopa Student Research Conference
- 3B MCCCDC Academic Degrees Certificates
- 3B MCCCDC Maricopa Innovation of the Year Awards Program
- 3B Paradise Review
- 3B Probationary Faculty
- 3B PSY290AB Research Methods
- 3B PVCC Faculty Published Works
- 3B Research Fellowship
- 3B Research Fellowship MILRF
- 3B Sabbatical History
- 3B Study Abroad
- 3B Summer Institute
- 3B\_Rubric\_GE\_Diversity

## 3.C - Core Component 3.C

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

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

## Argument

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### Response to 3.C.1

PVCC has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom responsibilities. PVCC is committed to providing highly qualified faculty for its students. PVCC has a continued history of hiring full-time residential faculty members. In 2014, 15 were hired, five in 2015, five in 2016, three in 2017, and five in 2018. During the academic year 2017-18, there were 116 full-time and 337 part-time (adjunct) faculty. The full-time faculty positions came from a combination of faculty retirements as well as new hires as a product of the MCCCDC commitment to increase full-time faculty. The faculty to student [ratio](#) at PVCC is currently 20:1.

Full-time residential faculty are essential to carrying out PVCC's core value of learning. In addition to providing [15 load hours](#) of classroom instruction, full-time faculty are involved in textbook selection, mentoring part-time adjunct, leading and participating in local and district committees, community outreach, and the development of co-curricular programs. These classroom and non-classroom roles would not be successful without the long-standing core of full-time faculty. The average tenure of PVCC faculty is 11 years. Many of the faculty are also John and Suanne [Roueche Excellence Award recipients](#) from the League for Innovation.

### Faculty Hiring Process

PVCC engages in a collaborative process to evaluate which division will receive a [faculty hire](#) line when one becomes available through a budget increase, retirement, or resignation. The faculty hiring committee made up of the Division Chairs, Dean of Academic Affairs (DAA), and VPAA, evaluate key criteria to determine the appropriate placement. After the committee determines the ideal placement of the faculty line, the recommendation is sent to the President of the college for the final decision.

To ensure continuity of faculty, PVCC strives to transition faculty into their work efficiently and effectively. First-year residential faculty members are provided guidance, training, and orientation to PVCC. The former Collegial Support Partner Program (CSPP) has been incorporated into the [First Year Experience \(FYE\) program](#). Participation in this program meets the committee work required of first-year faculty. In addition, probationary faculty (years one through five) are offered additional training opportunities through the [Peer Assistance and Review \(PAR\)](#) process.

Faculty are expected to assess student learning, analyze results, make data-informed decisions to improve learning, and then reassess to determine the effectiveness of the changes. See criterion 4 for a full report on assessment.

### **Response to 3.C.2**

Academic and occupational [faculty credentials](#) for residential faculty, adjunct faculty, and dual enrollment instructors meet the minimum standards set by MCCCDC. Moreover, some ICs have set additional qualifications for faculty to meet. These standards are uniformly enforced for all faculty members regardless of the mode of delivery, location, or time of instruction. Even though there are no specific criteria for teaching noncredit classes, candidates with a relevant degree/certificate/license or experience are sought. MCCCDC Human Resources maintain a complete record of residential faculty and their credentials. Records and credentials for adjunct faculty are maintained in PVCC's Human Resources office.

MCCCDC has adopted the following minimum qualifications for faculty from an accredited college or university:

#### **Academic Areas**

- A master's degree in the teaching field, or
- A master's in any teaching field with 18 graduate semester hours in the teaching field
- EDU 250- Teaching and Learning in the Community College or equivalent must be completed within two years of the date of hire

#### **Occupational Areas**

The Occupational Teaching Fields require the following from an accredited college or university:

- The same qualifications as those listed for Academic Teaching Fields, or
- A bachelor's degree plus three years work experience in the field to be taught, or

- An associate's degree or 64 semester hours and five years work experience in the field to be taught, or five years work experience in the field to be taught
- EDU 250 - Teaching and Learning in the Community College or equivalent must be completed within two years of the date of hire

### **Dual Enrollment**

All dual enrollment courses taught in the local feeder high schools require the same credentials as those academic and occupational courses taught at the college. The appropriate Division Chair at PVCC evaluates dual enrollment [instructor credentials](#) prior to the approval of adding a Dual Enrollment course.

### **Residential Faculty Hiring Process**

The [requirements](#) for [hiring committees](#) for [Residential Faculty](#) are as follows: Each residential faculty hiring committee is made up of a committee hiring chair and a diverse group of faculty. All committees have faculty who are experts in the subject area as well as faculty from other divisions to promote collaboration across the college. After the faculty conduct [first level interviews](#), the finalist move on to second level interviews with the Hiring Chair, Associate Dean of Academic Affairs, DAA, and VPAA. All finalists then meet with the President of the college for a final interview. This rigorous process results in hiring high-quality faculty who support the mission of a learning-centered college.

### **Response to 3.C.3**

Recognizing the importance of evaluation for continuous improvement, PVCC evaluates its faculty regularly. According to guidelines and standards established in the RFP, [Probationary Residential Faculty](#) members are evaluated annually with a series of measures: class observations by both the Division Chair and VPAA or DAA; student evaluation of instruction; and, completion of an [Individual Development Plan \(IDP\)](#) during each of their first five years. Appointive residential faculty (those with tenure) must complete a [Faculty Evaluation Plan \(FEP\)](#) very third year upon receipt of tenure.

In fall 2014, the RFP included significant changes to Probationary Residential Faculty evaluation process. In February 2018, the Governing Board of MCCCCD tasked the Chancellor to create a new faculty policy manual after a review of existing policies and create additional policies needed to replace the existing RFP, which was set to expire on June 30, 2019. However, in January 2019, a newly elected Governing Board rescinded the previous board's decision to terminate the RFP and reinstate it for the time being. Previous policies regarding faculty evaluation are still in place.

The tenure review process now includes 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 [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. The President of the college can then choose between Renew, Renew with Concern, or Nonrenewal for each probationary faculty member.

[Adjunct faculty](#) are evaluated at least once during each of their first three semesters of employment and periodically after that. The [evaluations](#) use several measures, such as student evaluations, classroom observation, and interview. In the spirit of a learning-centered college, Division/department chairs or other lead faculty conduct the evaluations from a perspective of growth and development.

### **Response to 3.C.4**

PVCC's learning-centered philosophy is exemplified by recognizing that in order to consistently 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.

#### [Maricopa Center for Learning and Innovation \(MCLI\)](#)

While PVCC faculty benefit from MCCCDC-based faculty development opportunities, the college also benefits by leveraging MCCCDC resources, which provide support for effective teaching. MCLI facilitates professional development for faculty at various locations throughout the state. Its mission is to support excellence in teaching and learning at all ten colleges. Among the services that MCLI provides is tracking Faculty Professional Growth credits (FPG) for 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.

#### [Faculty Professional Growth \(FPG\)](#)

MCCCDC's faculty [professional growth programs](#) provide resources in salary advancement, sabbatical leaves, and travel funding. Discipline-specific or teaching and learning related programs and course work offered by other educational and professional organizations also count towards faculty professional development. Both residential and adjunct faculty are encouraged to travel, participate, and present at professional and educational conferences, workshops, meetings, and seminars. Funding is available through MCCCDC for travel expenses related to faculty participation at these professional development opportunities. For AY 2017-18, residential faculty can request up to \$3500, and adjunct faculty can request up to \$750.

Based on the salary advancement applications for AY 2018-19, at least seven residential faculty pursued graduate course work, and at least 14 residential faculty participated in other non-academic professional development activities. In reality, the latter number may be higher since many faculty with terminal degrees who attend these events *do not* request salary advancement. Finally, at least 38 residential faculty utilized travel funding toward professional growth.



### [Center for Teaching and Learning](#)

Since January 2011, the CTL has provided support and services to faculty and staff for the development of personal and professional learning. In January 2016, PVCC combined Distance Learning with CTL. The CTL supports Instructional Design & Multimedia Support, Technology Training, Employee and Organizational Learning as well as Distant Learning support and services. All services are available for faculty, staff, and students.

The CTL is engaged in a variety of significant efforts for the campus community, such as:

- Creating online versions of "Course Design" and "Preparing to Teach Online" to increase accessibility
- Ensuring accessible ADA instruction at PVCC as part of a larger working team at MCCC
- Fostering an environment where faculty and staff can explore, experiment, develop, implement and share ideas and experiences to promote teaching and learning
- Providing college-wide technology support and training in a variety of delivery methods, including workshops, one-on-one appointments, and drop-in open labs

### [Center for Employee and Organizational Learning \(EOL\)](#)

EOL is a collaborative catalyst for the improvement of student learning, success, and achievement through the personal and professional growth of all employees, work units, and functional areas within our institution. The mission is to assist in the continuous improvement of the college as a more learning-centered organization. The central focus is on higher levels of student performance and achievement. Goals for the center include:

- Develop a college climate that encourages and rewards innovation and risk-taking
- Encourage collaboration within and among employee groups, disciplines, work units, and functional areas
- Provide opportunities to explore methods of improved teaching and learning
- Provide opportunities for continuous faculty, staff, and administrative professional improvement

### [EOL Signature Programming](#) Includes:

- *Applause Employee Recognition:* At the end of the academic year, the Applause program is held to recognize the many professional and educational accomplishments of our employees, including these national awards.
- *Learning and Leadership Week:* This conference-like program originated in 1998, and each semester offers over 25 learning sessions connected to our college's strategic goals and priorities. Fall and spring employee convocations are also held during this time. Formerly known as Learning Week, this program was renamed in August of 2018 to reflect the college's focus on all-points leadership.
- *New Employee Orientation:* New employee orientation is held for our full-time employees and our new adjunct faculty. During these sessions, our new employees are



introduced to PVCC's vision, mission, and core value of learning. Further, time is spent engaging our new employees with our learning center college philosophy.

- *President's Advance*: This college-wide retreat held annually since 1998, provides an opportunity for employees and students to come together and focus on items of importance to our college. This year's Advance will focus on Creating Entrepreneurial Learning Environments Through Innovative Thinking.
- *President's Leadership Luncheon*: Each fall and spring, the college's academic leaders and students are invited to attend a leadership session with a keynote presentation by a local community member.

### **Response to 3.C.5**

Instructors at PVCC are accessible for student inquiry. The RFP mandates accessibility of residential faculty members and requirements concerning faculty contact information, five [office hours](#) per week, and availability. Faculty members post their office hour schedule in their course syllabus and outside their office door. Additional 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 adjunct faculty members are required to have a college email address and phone number 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.

### **Response to 3.C.6**

Staff members providing student support services, such as tutoring, financial aid counseling, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. MCCC'D'S Human Resources (HR) office ensures that all staff members are appropriately qualified. For full-time and part-staff, [MCCC'D HR verifies credentials](#) and conducts a background check.

The MCCC'D 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 also hosted several of these opportunities. Examples of MCCC'D staff development events include:

- [Foster Champions](#)
- [Green Zone Veteran Sensitivity Training](#)
- [MOSAIC](#)
- [Navigate Maricopa Supervisor Development Training](#)
- [Preventing Sex Discrimination and Harassment](#)
- [Salary Professional Growth funding and staff sabbaticals](#)
- [Women's Mentor Program](#)
- [Workplace Violence Prevention](#)

Student services staff in the Welcome Center are cross trained in multiple areas in order to provide more comprehensive and consistent information and service to students. For example, the staff is trained to assist with financial aid, registration, and class advisement while students wait to see an advisor or financial aid representative.

PVCC's tutors are appropriately trained and qualified through the [Learning Success Center](#). All tutors must meet rigorous minimum qualifications. The required tutor training is also in line with the standards of the College Reading and Learning Association, which certifies the program's training program at all three levels (regular, advanced, and master).

## Sources

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- 3C Adjunct Evaluations Forms
- 3C Adjunct Faculty Handbook Evaluation Reference
- 3C Center for EOL Signature Programming Web Portal
- 3C Center for Teaching and Learning CTL
- 3C Club Z
- 3C Collaborative Faculty Position Request Forms
- 3C Credential Verification for Adjunct Faculty Form
- 3C Employee and Organizational Learning Web
- 3C Faculty Evaluation Plan
- 3C Faculty Load Requirements Policy Manual Page 11
- 3C Faculty Professional Growth Web Portal
- 3C Faculty Qualifications
- 3C Faculty to Student Ratio Graphic
- 3C First Year Experience FYE
- 3C Foster Care Champions
- 3C Green Zone Training
- 3C Hiring Manager Hiring Guide
- 3C Hiring Manager Hiring Process Checklist
- 3C HR Verification Background Checks
- 3C Individual Development Plan IDP
- 3C Individual Development Plan IDP Template
- 3C Innovation Challenge
- 3C Interviewer Hiring Guide
- 3C John Suanne Roueche Excellence In Innovation Award Recipients
- 3C Learning Success Center
- 3C Maricopa Center for Learning and Innovation MCLI Web Portal
- 3C Maricopa Women Mentor Program
- 3C MOSAIC Training
- 3C Navigate Maricopa Supervisor Development Training
- 3C Office Hour Faculty Accountability RFP Page 47
- 3C Preventing Sex Discrimination and Harassment Training
- 3C Probationary Faculty Evidence File
- 3C Professional Growth Flow Chart

- 3C Salary and Professional Growth Sabbaticals
- 3C Screener Hiring Guide
- 3C Workplace Violence Prevention Training

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

## Argument

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### Response to 3.D.1

PVCC provides student support services suited to the needs of its student populations via the Puma Pathway. The Puma Pathway (Prepare, Engage, Commit, Complete, and Thrive) provides a framework for student success. The college effectively provides a full array of student support services, which include the following:

[Career Services](#): Career Services provides programs and services to advance the career development and employment opportunities of its students, graduates, and community. Career Services assists students and community job seekers with a full array of services including résumé/cover letters critiques, job fairs, interviewing skills, online career explorations, and job searches. In addition, Career Services helps students with internships. Career Services presents workshops on all these topics for the community and in the classroom environment.

*Counseling, Career, and Personal Development (CCPD)*: CCPD provides a welcoming yet confidential environment for students to discuss academic, career, personal, and social concerns. CCPD 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 through [Lifelong Learning Seminars](#) on study skills, major and career planning, motivation, and goal setting. The CCPD provides vital resources and assistance to support the college's learning-centered philosophy. CCPD faculty also direct the Peer Mentor program.

[Disability Resources and Services:](#) Under the ADA and Section 504 of the Rehabilitation Act, MCCCDC, and thus PVCC, recognize an obligation to provide overall program accessibility for disabled individuals throughout its locations. 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. DRS reviews disability documentation and works in collaboration with students to determine reasonable accommodations that ensure PVCC is in federal compliance.

[Financial Aid Office \(FA\):](#) FA provides accurate and timely information and guidance to students and families on understanding what aid is available, how to apply, and how to remain eligible for aid throughout their educational career. Additionally, FA administers scholarships from federal, state, institutional, foundation, and private sources. The office is compliant with all rules and regulations and maintains the necessary materials. Additionally, the staff has professional development plans in place to ensure that they remain current on regulations.

*New Student Orientation (NSO)/Advising:* At NSO, students meet with an advisor, engage with faculty members, take a campus tour, get their Student ID, and learn more about what it takes to be a successful student. Beginning in spring 2019, in addition to NSO, all new PVCC students are required to attend a [Puma Power Up Advising Session](#). Puma Power Up Advising Sessions help new students prepare for their first semester at PVCC.

[Recruitment and Outreach:](#) This office works closely with feeder high schools, organizations, and agencies to recruit new to college or returning adult students. They are committed to maximizing student access, ensuring the successful transition for college students, and creating opportunities for student learning, retention, and success.

[Veterans Services:](#) This office provides accurate and timely information and guidance to students and their dependents on understanding what Veteran Education Benefits are available, how to apply, and how to maximize their benefits. The Veterans Services Center acts as a liaison between the college and the Department of Veterans Affairs and helps to connect veteran students and their dependents with the resources and services needed to be successful. The office is compliant with all rules and regulations and maintains the necessary materials. Additionally, the staff has professional development plans in place to ensure that they remain current on regulations.

*Welcome Center:* This center provides a one-stop experience for students. In an effort to provide more efficient service to students and to effectively track student traffic patterns and demand, an online queue system was implemented. In order to manifest the student success outcomes, the college's agenda for student success and learning has adopted the [Puma Pathway](#) - Prepare, Engage, Commit, Complete & Thrive, which was formerly the [Get a GRIP](#) (Goals, Relationships, Information, Participation) campaign.

PVCC continually assesses these support services to improve the student experience. For example, in response to consistent CSSSE student feedback on the need to improve advising, PVCC will be deploying a [Case Management Advising](#) model that will both reduce the student-

to-advisor ratio and also provide one point of contact for students with someone who understands their selected field of interest.

### **Response to 3.D.2**

PVCC provides learning support and preparatory instruction to address the academic needs of its students, which include the following:

*Assessment/Testing:* The mission of this center is to promote learning by administering, proctoring, and scoring tests in accordance with MCCCDC policy. 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, DRS, Early College, LSC, and NSO to provide district-mandated placement testing, specialized program entrance exams, CLEP exams, and proctored exams.

*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 education. The Office of the Dean of Students collaborates with the Academic Success Coaching Program in the Learning Success Center on the student support intervention initiative.

*Learning Success Center (LSC):* The LSC provides academic support and learning strategies to approximately 2900 students per academic year 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, 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.

### **Response to 3.D.3**

The college provides academic advising suited to its programs and the needs of its students. PVCC is currently in the process of adopting the *Guided Pathway Model*. A case management model will support advisement. An advisor specific to each “meta-major” or what Maricopa refers to as a field of interest, will provide support and guidance to students. This model will allow advisors to build meaningful and comprehensive relationships with both student and faculty. In order to support a case management model, PVCC will add a minimum of four student service analysts to the current team of advisors. This will help to reduce the current advisor to student ratio and improve the student experience significantly. According to the *National Community College Benchmark Project (NCCBP)* report in fall 2016, PVCC had an advisor to student ratio of 1 to 1404.

Advising has developed new ways to communicate including social media, including *Facebook and Twitter*. Since spring 2014, Advising has offered the “*On the GO!*” series to promote student retention, persistence, and completion.

- *Advising On the GO!*– Express enrollment 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.

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

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

### **Response to 3.D.4**

PVCC provides the infrastructure and resources necessary to support effective teaching and learning.

[Technological Infrastructure:](#) Information Technology at PVCC maintains a modern network for campus connectivity between buildings, sites, and the Internet. In 2016, IT replaced the entire campus LAN at both sites. All network equipment had been replaced as part of an obsolescence refresh in order to maintain and exceed operational levels of the deprecated systems. During that same period, campus IT also replaced over half of the existing underground fiber-optic cabling in order to guarantee a minimum of 10Gbps services between inter-building links. Following the 2016 refresh, IT worked in 2017 with the District office to replace core switching and security products to ensure WAN equipment and information security safeguards were standardized across the Maricopa’s network topology. This effort included next-generation firewalls, utilizing real-time security feeds, and installation of redundant firewall hardware at the campus and District data centers. In 2018, PVCC IT worked with Facilities to upgrade and replace the data center power and cooling equipment. New HVAC and UPS equipment were installed, along with new sub-floor cabling. The new HVAC equipment reduced energy consumption and gained efficiencies over the previous equipment by moving to a variable speed blower, and reduced air-flow volume from 15 to 10 tons. A new generator was added, which now allows for complete 24/7 operation using diesel fuel when commercial power is not available. This allows the campus to continue to provide campus Internet and telephony services, as well as maintaining Internet presence during campus power outages. All new data center power and cooling equipment are outfitted with environmental sensors for remote network monitoring and alerts.

IT (Application Development and Systems Administration) supports a total of 61 applications and their databases. Included among them are the PVCC’s [Paradise Athletic Web System \(PAWS\)](#) and GEA web-based programs. Within the last three years, IT has designed and developed nine new web-based applications, an extensive technology resource area for supporting various instructional and institutional needs. Each application takes, on average, five months from the initial meeting with constituents to production.



[The classrooms](#) at PVCC are equipped with a base technology package consisting of a workstation, document camera, audio/video presentation technologies, and optional connectivity for a laptop or wireless display. All classroom equipment is on an obsolescence replacement cycle, as cited in the Technology Strategic Plan. 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. Approximately 55 classrooms are now outfitted with wireless display technologies, enabling mobile instruction and projection from iPad and Surface tablet computers.

[Buxton Library \(Library\)](#): 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 more than 80 computers or laptops, and wireless access for their personal devices. The classroom allows librarians appropriate space and resources for student, staff, and faculty instruction. Librarians provide a number of [additional services](#) including information literacy workshops, course offerings, instruction/reference, outreach/liaison, collection development, research workshops, research guides, OER, and faculty development workshops. Lastly, the Library houses the [Buxton Southwest Art collection](#).

[Computer Commons](#): There are 11 computer lab classrooms in the Commons surrounding an open lab with over 120 available computers. Many Computer Information Systems (CIS), Business, Art, and NAU courses are scheduled in the Commons labs that function as their classrooms. The empty time slots for lab classroom use are reserved by faculty from various content areas such as English, College Success, New Student Orientation, Psychology, and community programs like AARP/VITA.

[Fitness Center](#): The Fitness Center provides supervised wellness training, equipment, and instruction to accommodate student, employee, and community interests and needs. It 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 a Silver and Fit program.

[Integrated Health Sciences Center \(IHSC\)](#): The IHSC was designed specifically for professional collaboration, education, and training of students in the Nursing, Integrated Public Health, Dietetic Technology, EMT and Paramedic programs. The building includes the required facilities to meet the program needs. Within this building are 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 that promote critical thinking and skills competency that was once only obtained in clinical placements.

[IT Help Desk](#): The IT Help Desk provides support to students and staff, including enterprise and local college applications/systems, as well as computer, laptop, tablet, and smartphone support. The Helpdesk staff offers direct classroom support for all academic areas, including 35 mobile academic computing locations. The Help Desk technicians support software and



hardware systems, wireless/wired network connectivity, and mediate classrooms and meeting rooms.

[Music/Theater/Dance/Art Labs and Studios](#): PVCC provides a number of performance practice spaces including the Black Box and computer labs for music and theater production work. The Center for the Performing Arts 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. The CPA hosts over 75 performances, rehearsals, and events outside regular class hours each year. PVCC also has a number of visual art spaces including the Ceramics Studio.

[Q Math Center](#): The Q building, housing the Division of Mathematics, is a one-stop shop for students' math needs. Students can take their math classes, meet with faculty, participate in tutoring, and take their math exams in the same building. 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, lockers for personal belongings while testing, open lab tutoring, math exam proctoring, 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.

[Science Labs](#): The science laboratories support the belief that student learning is enhanced by performing activities that stimulate and engage students. All of the science disciplines have laboratory equipment and tools that are designed to enhance and strengthen the lessons. Finally, adaptive/assistive technology is incorporated into labs including ADA stations with wheelchair-height lab benches, instructor stations equipped with a projective microscope and interactive document camera/presenter for visually impaired students. Anatomy and Physiology labs are also equipped with an overhead cadaver camera for individuals with limited mobility.

### **Response to 3.D.5**

PVCC guides students in the [effective use of research](#) and information resources. The PVCC Library hosts various workshops, class instructions, and has created various web-based resources addressing plagiarism, academic honesty, and integrity. In addition to readily available subject-specific research guides, instructors can also build a personalized [research guide](#) for their course with the assistance of a librarian. Instructors can also schedule personalized library instruction for their course-specific needs. Students, faculty, and staff are also able to receive live research help remotely via the 24/7 chat service. [Ask a Librarian](#) is staffed by Maricopa librarians from 8:00 a.m. to 10:00 p.m. and is offered to students on MCCCDC campuses.

LSC, along with the Buxton Library, host research parties each semester at the main campus and Black Mountain site. Students can drop in for research and writing help and receive support from a PVCC librarian and a PVCC writing tutor at the same time. Attendance is tracked so instructors can be aware of which students participated in this learning experience.

[Information Literacy](#) is further emphasized at PVCC with the dedicated rubric for curricular and co-curricular learning.

## Sources

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- 3D Buxton Library
- 3D Advisement Transformation
- 3D Ask a Librarian
- 3D Buxton Southwest Art Collection
- 3D Career Services
- 3D Classroom Technology
- 3D Computer Commons
- 3D Disability Resources Services DRS
- 3D Early Alert Web
- 3D Financial Aid
- 3D GRIP
- 3D Guided Pathways
- 3D Integrated Health Science Center
- 3D Learning Success Center
- 3D Lib Guides Home
- 3D Library Guides Civic Engagement Activities Speaker Series
- 3D Life Long Learning Seminars
- 3D National Community College Benchmark Project NCCBP report
- 3D On the Go
- 3D PAWS Paradise Athletic Web System Web
- 3D Puma Pathways
- 3D Puma Power Up
- 3D PVCC Adaptive Science Labs
- 3D PVCC Art Facilities
- 3D PVCC Fitness Center
- 3D PVCC Social Media
- 3D Q Math Center
- 3D Recruitment and Outreach Evidence File
- 3D Rubric\_GE\_Information Literacy
- 3D Student Events and Activities
- 3D Student Life and Leadership Clubs Web Portal
- 3D Student Life Leadership Development
- 3D Technology Helpdesk
- 3D Technology Infrastructure
- 3D Testing Services Web
- 3D Veterans Appreciation Week
- 3D Veterans Services

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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#### Response to 3.E.1

Co-curricular programs are suited to PVCC's mission and contribute to the educational experience of its students. The mission of SLL is to motivate students to engage in their learning experiences through participation in leadership, service, recreational, wellness, and cultural activities. SLL builds connections between academic and co-curricular programs to enhance student learning and development. The vision is to create an environment where students are involved, connected, and making a difference. SLL sponsors [numerous campus](#) events and opportunities to help students build connections with other students:

- Club Fair
- Club Rush Week
- Fall Fest/Spring Puma Palooza
- Finals Study Breaks
- Food Pantry for students affected by chronic hunger
- Friends for Finals
- SpiritFest
- Student Success Fair/I Will Graduate
- Team Building Programs
- Vendor/Service Fair
- Welcome Tent

PVCC currently has [20 active clubs that involve](#) over 200 students. Each club is required to have at least one faculty or staff advisor. Clubs are broken down into the following categories: leadership and academic clubs, diversity clubs, science clubs, education clubs, arts clubs, and business clubs. SLL also supports [Leadership Development Programs](#). Signature leadership programs include Emerging Leaders, Student Public Policy Forum, and Student Government.

[International Studies](#): This office provides Study Abroad Opportunities for students, faculty, and community members. [Other services](#) include a yearly international film festival, and the Visiting Artists, Lecturers, and Scholars Series.

[Honors Program](#): The Honors Program promotes excellence in learning, academic achievement, leadership, and community engagement. The mission of Honors includes fostering a climate of excellence both in the college and in the surrounding community. One of the requirements for the Honors Program is for students to be involved in [co-curricular activities](#) and to [reflect](#) on the experiences to build the bridge between learning in the classroom and application in the real world.

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. The Student Honors Advisory Council (SHAC) is an organization all Honors students automatically belong to and meet monthly. Students engage in educational, cultural, and social activities for the enrichment of the PVCC Honors Program.

### **Response to 3.E.2**

The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, and economic development.

### **Research**

[Honors Debate and Showcase](#): This event occurs each semester on the Wednesday of the last week of classes. The students in the Honors COM 225 class select the topics and hosts the debate. There are approximately 100 students each semester that complete an Honors project and present at the required Honors Showcase.

[Maricopa Student Research Conference](#): This conference offers students an opportunity to present their work in a formal academic conference environment and compete for scholarship awards. Students engage in rigorous undergraduate research with a faculty mentor and present their research in an academic conference environment. Engaging with a faculty mentor is required. Individual students and teams of up to three students from the 10 Maricopa Community Colleges are invited to participate. Both traditional research and fieldwork are showcased through poster sessions, oral presentations, and scholarly discussions. Three tracks include both oral and poster board presentation options: Humanities/ Social Behavioral Sciences, Occupational Education, and STEM.

### **Community Engagement**

SLL sponsors the following activities that promote civic engagement:

- Civil Conversations
- Classroom Diversity Training
- Drug and Alcohol Education
- Student Public Policy Forum Presentations

- Voter Registration
- Wellness Events

The Education program provides the following community engagement activities:

- [Festival of Tales](#) (twice a year)
- [Quail Run Literacy Night](#) (twice a year)
- [Saturday Concert Series](#) (three times a year)
- [Structured Autism Outreach](#) (four times a year)

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.

### [Service Learning](#)

PVCC's Service Learning as a stand-alone program was placed on hiatus in the fall of 2011 because of a college and AmeriCorps investigation of student time-keeping and overall administrative practices. In 2014, the college's administration team instituted a Service-learning committee. This committee meets to provide guidance to faculty interested to include service-learning programming into their respective classes so that the safety and liability procedures for such enrichment are followed according to MCCCCD policy. PVCC has worked with more than 50 local community partners.

### **Economic Development**

The occupational degree and certificate programs offered at PVCC have [advisory boards](#) comprised of local professionals in each particular field:

- Administration of Justice
- Business/IT
- Dietetic Technician
- Early Childhood Education
- Nursing

The advisory councils are composed of professionals in the field, university transfer partners, and current faculty and staff. These councils are essential for providing feedback on the industry needs in the community, matching curriculum with current industry trends, and forecasting future needs that the college can help the community meet.

### **Sources**

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- 3E Advisory Boards
- 3E Festival of Tales

- 3E Global Engagement
- 3E Honors
- 3E Honors Achievement Award Co-curricular
- 3E International Studies Web
- 3E Maricopa Student Research Conference
- 3E Presidents Honors Scholarship Co-curricular
- 3E Quail Run Literacy Night Hosted by Club ED at PVCC
- 3E Saturday Night Concert Series
- 3E Service Learning
- 3E Structured Autism
- 3E Student Events and Activities
- 3E Student Life and Leadership Clubs Web Portal
- 3E Student Life Leadership Development

## 3.S - Criterion 3 - Summary

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

### Summary

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The quality of learning outcomes in PVCC's programs and curricular offerings are consistent however they are delivered. PVCC's degree and certificate programs are clearly articulated. Additionally, courses and programs are current and appropriate to the degree or certificate awarded.

PVCC demonstrates that the exercise of intellectual inquiry and the integration of broad learning skills are integral to its educational programs. The college's 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, ongoing faculty evaluation, faculty professional development, and insured student access to faculty. A new, more rigorous tenure review process named PAR was implemented in fall 2014. 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.

Lastly, 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.

### Sources

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*There are no sources.*

## **4 - Teaching and Learning: Evaluation and Improvement**

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

### **4.A - Core Component 4.A**

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

## **Argument**

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### **Response to 4.A.1**

#### **Program Review Process**

PVCC's [program review process](#) is in alignment with the college's mission, vision, and values. Consistent with the college's effort to become a more learning-centered college and its commitment to student, employee, and organizational learning, the PVCC Program Review Process provides a unique opportunity to:

- Continuously improve programs and services
- Engage in dialogue with colleagues relative to a program's strengths, challenges, and recommendations for the future



- Ensure program alignment with strategic planning goals, priorities, and measures.
- Ensure student learning and success
- Learn about the specific effects of a program or service on students, the community, and the college
- Reflect on the work that has been done

Program reviews are [scheduled](#) on three-year intervals. The results of the program review process are used to inform the planning efforts of each department or division and, by extension, the college's strategic planning and budgeting processes. The program review [template](#) is aligned to the HLC accreditation criteria as well as PVCC Strategic Goals. The PVCC Division Chairs determined that a program is defined as a structured set of learning experiences with predetermined measurable outcomes; therefore, [PVCC reviews](#) all occupational programs, general education programs, academic programs, as well as co-curricular programs.

### **Maricopa Priorities**

In 2013, in place of the regular annual Program Review process, PVCC implemented the [Maricopa Priorities program](#), a streamlined program review process initiated by MCCCDC. Through this process, PVCC evaluated and reviewed all 59 support services and 73 academic and occupational clusters. This review process represented the most significant ever performed at PVCC and MCCCDC in the evaluation of programs in organizational history. The regular PVCC program review cycle resumed in fall 2014.

### **Support and Outcomes of the Program Review Process**

The program review process is an example of PVCC's commitment to a learning-centered college. During the fall and spring learning week sessions, IE, in coordination with the DAA, hosts a workshop on how to conduct an effective program review. This session is open to all employees but is targeted towards programs that are up in the review cycle. Additionally, IE provides all the necessary data throughout the year for program review writers to complete the report.

PVCC finalizes the Program [Review Cycle](#) by conducting oral reviews of the findings from each program to the DAA and the VPAA. Pending any revisions, all [Program Reviews](#) are then presented to the college during the fall learning week as a way to participate in organizational learning. Finally, all Program Review documents are hosted on a Google Site managed by IE that is accessible for all stakeholders and employees.

### **Response to 4.A.2**

Admissions and Records employs highly trained staff members dedicated to the official evaluation of transfer academic credit. The staff members designated for this role regularly collaborate with peers across MCCCDC, when necessary, to ensure quality and accuracy. Also, A&R maintains an active and collegial partnership with PVCC division chairs, within both academic and occupational programs, in order to ensure the 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 identified, communicated to students, and followed at every stage (from initially informing the student of required steps to final approval).

## **Quality Assurance**

MCCCD [curriculum development process](#) allows PVCC to ensure the quality of courses offered, including determining appropriate course prerequisites, establishing coursework rigor, and setting expectations for student learning. In coordination with appropriate ICs, residential faculty members initiate curriculum proposals for new courses and programs with support from the Curriculum Development Facilitator and share proposals with Division Chairs, Deans, and Vice Presidents. Proposals address university requirements, workforce trends, student demand, and the need to offer a relevant, comprehensive, and coherent curriculum.

MCCCD has developed formal agreements to facilitate the transfer of credit to four-year colleges and universities. Credit transfer is accomplished through the development of course and program articulation agreements. MCCCD colleges articulate with private, public, and international baccalaureate degree-granting institutions that have achieved full accreditation or candidacy status with a regional accreditation commission. MCCCD transfer agreements apply to all 10 colleges in the district. Students planning to transfer to a university may be required to submit official transcripts from all MCCCD institutions attended.

[MCCCD has articulated transfer programs](#) and pathways between the three state Baccalaureate-granting institutions: ASU (MAPP, Maricopa-ASU Pathway Program), the University of Arizona (UA Bridge Program) and NAU (CONNECT2NAU). NAU's partnership with MCCCD enables students to transfer 90 credit hours from MCCCD colleges into the baccalaureate degree and complete the final 30 credits at NAU. In-state transfer agreements are official, recognized programs of study that fulfill both the Associate's degree and Bachelor's degree requirements. By identifying the required, transferable, and applicable coursework for specific programs of study, the articulated programs and pathways aid in seamless planning and transition for students transferring to a four-year college or university.

## **Transfer Credit and Prior Learning Assessment Policy**

Credit may be awarded for prior learning recognized through a variety of forms including:

- [College level equivalency exam](#)
- [Credit by evaluation](#)
- [Placement tests](#)
- [Transfer credits](#)

## **Articulated Transfer Credit**

[Credit awarded for prior learning does](#) not count as hours in residence for graduation requirements. Exceptions may be granted at some of the Maricopa Community Colleges for unique programs of study. No more than 20 credit hours may be applied to AGEC. Credit received through Prior Learning Assessment is transferable within the Maricopa Community

Colleges but is not necessarily transferable to other colleges and universities. Therefore, students are strongly advised to research the credit for learning policies at any college or university outside of the Maricopa Community Colleges to which they plan to transfer.

### **Response to 4.A.3**

PVCC has policies that assure the quality of the credit it accepts in transfer which are listed in the current [College Catalog](#). A student enrolling at one of the Maricopa Community Colleges after having attended other post-secondary institutions can have coursework evaluated for transfer credit. Coursework must appear on official transcripts from the source institution in order to be eligible for evaluation. A&R will complete course-by-course evaluations for all submitted transcripts upon student request.

Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs, for verification of course requisites, and determination of academic standing. The official transcript must be sent directly from the source institution to the college A&R office. Students entering as high school graduates may be required to submit high school transcripts. Students entering as GED recipients may be required to present a copy of the high school equivalency certificate or official report of qualifying GED scores.

The coursework must be completed at colleges or universities accredited by the following regional accrediting agencies: New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, or Western Association of Schools and Colleges. Coursework from other institutions may be considered for evaluation on a case-by-case basis. Additional [conditions for transfer](#) credit are listed in the College Catalog.

PVCC has many partnerships with several universities to offer a smoother transition for community college students interested in transferring to complete their Bachelor's Degree. There are resources available on-campus for students to create their transfer plan. Many of the transfer partners have offices at the PVCC Union Hills Campus. [PVCC University Partners](#) Include:

- Arizona State University (ASU)
- Grand Canyon University (GCU)
- NAU @ PVCC
- Northern Arizona University (NAU)
- University of Arizona (UofA)
- University of Arizona North Valley
- 46+ Additional Private Out-of-State Transfer Partners

### **Response to 4.A.4**

PVCC exercises authority over the prerequisites for courses, the rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs.

## **Prerequisites, Rigor of Courses, and Expectations for Student Learning**

For each course, the IC 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, the Governing Board then submits these for formal approval. This process ensures the consistency of each course across colleges in MCCCDC. Faculty and students can access this information for every course and program through the MCCCDC Center for Curriculum and 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.

PVCC also abides by MCCCDC [Administrative Regulation 2.3.1](#) that defines a credit hour as an amount of work represented in course competencies and verified by evidence of student achievement. It must be not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit.

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 in their IDP. See Faculty evaluations in Criterion 3.C.3. [Professional development](#) opportunities are also offered to faculty and staff throughout the year through the [CTL](#).

## **Access to Learning Resources**

Several resources at PVCC, including the learning success center, math tutoring, technology support, library instruction, and specialized laboratories, support student learning. Students can also access learning resources online such as the Maricopa district service [Ask-a-Librarian](#), [online technical support](#), and online tutoring.

In fall 2018, students gained access to a new online tutoring tool called [Brainfuse](#), which replaced the former tool Smarthinking. With Brainfuse, students in online and hybrid classes and classes at the Black Mountain site can receive online tutoring and submit writing for review. Students initially receive seven hours of online tutoring but may request additional hours.

## **Faculty Qualifications Including Dual Enrollment**

All faculty, including Dual Enrollment instructors, must meet the minimum qualifications established by MCCCDC and are evaluated by their respective department chairs, administrators and students regularly. The established set of [minimum qualifications for faculty](#) are based on the HLC changes to faculty qualifications, which require faculty to have a Masters in the teaching field or a Masters in any field plus 18 graduate credits in the teaching field. Additionally, a few teaching areas have discipline-specific qualifications. PVCC reviewed all residential and adjunct faculty qualifications to ensure compliance with revised HLC

standards. All faculty are currently qualified or on a plan to meet the criteria by September 1, 2022.

The credits students earn through dual enrollment are treated the same as regular college credit, as they can be transferred to other Maricopa Community Colleges, Arizona's state universities, and many out-of-state colleges. Dual enrollment classes meet at the high school during the regular high school day and are taught by college certified, high school instructors using PVCC's curriculum and textbook. The high school agrees to [accept these courses](#) toward a student's high school completion.

#### **Response to 4.A.5**

PVCC maintains specialized accreditation for programs as appropriate. The accreditation process is specific to the program and its accrediting body. The following are programs that have met national accreditation standards, including the accrediting agencies, and each program's status with that accrediting agency.

The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits **PVCC's Emergency Medical Services - Paramedic program** upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The program has been placed on [Probationary Accreditation](#) as of March 15, 2019. A progress report will be sent to CAAHEP indicating how these citations have been resolved by December 1, 2019. The five-year accreditation period lasts until 2023. The PVCC Paramedic Education Program maintains national accreditation by adhering to standards established by CAAHEP and CoAEMSP. Additionally, this program is accredited in three training areas:

1. Arizona Basic Life Support Training Center - Arizona Department of Health Sciences Bureau of Emergency Medical Services (AzDHS/BEMS) - accredited every two years; next accreditation: 2019.
2. Advanced Life Support Training Center - AzDHS/BEMS - accredited every two years; next accreditation: 2019.
3. American Heart Association Training Center for Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) - accredited every two years; next accreditation: 2019.

**The Basic Emergency Medical Technician Program** is affiliated with: Arizona Basic Life Support Training Center - Arizona Department of Health Sciences Bureau of Emergency Medical Services (AzDHS/BEMS) - accredited every two years; next accreditation: 2019 and American Heart Association Training Center for Basic Life Support (BLS).

**The Dietetic Technology Consortium Program** is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). PVCC was re-accredited in July 2016 for seven years. The next reaccreditation for this program will be in July 2023. The Dietetic Technology Consortium program is an AAS degree emphasizing medical nutrition therapy and food service management. The accreditation is

required for graduates to become eligible to take the national written examination administered by the Commission on Dietetic Registration (CDR) to become a Dietetic Technician, Registered (DTR).

**The Nurse Assisting Program** at PVCC has been accredited by the Arizona State Board of Nursing since 2002, is in good standing, and is scheduled for a site visit in spring or summer 2019.

PVCC's **Early Childhood Education (ECE)** Associate degree is the only degree accredited by the National Association for the Education of Young Children (NAEYC) in Maricopa County. The program is in good standing and is accredited until February 2020. The ECE 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.

PVCC's **Nursing Program** offers the AAS in Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN). Completion of the nursing curriculum and general education degree requirements prepares students to take the national licensure exam and apply for licensure as registered nurses. Licensure requirements are the exclusive responsibility of the State Board of Nursing.

The PVCC Nursing Program participated in the ACEN site visit on February 20-22, 2018. According to the findings, the peer evaluators verified evidence to support compliance or compliance with development in [five of the six Standards](#). As a result of the ACEN Site Visit Report, steps were created by the Nursing Director and faculty of the Nursing Program to ensure compliance. Additionally, the Nursing Program faculty have developed a 2-year plan to assess and document the end-of-program student learning outcomes as well as program outcomes to comply with ACEN Standard 6. A successful two-year plan will maintain the accreditation of the Nursing Program through 2026.

**[The Fire Science Program](#)** consists of an AAS degree and CCLs that are governed by two accrediting agencies: International Fire Service Accreditation Congress (IFSAC) 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 perform their duties and prepares students for a career in fire service or related fields.

#### **Response to 4.A.6**

##### **Transfer to Universities**

Each year many PVCC students transfer to one or more of Arizona's public universities. The number of PVCC transfer students at an Arizona public university has maintained consistency from 9431 in 2014-15 to [9440 in 2016-17](#). PVCC had steadily maintained increased full-time student transfer rates of full-time students over three years from approximately 35% in 2014 to



approximately 40% in 2017. There have been some declines in the completion or transfer of part-time students over the same period decreasing from approximately 19% in 2014 to 14% in 2017. Transfer data is further benchmarked through participation in the NCCBP.

### **Preparation for Employment**

Programs and disciplines use several methods to prepare students for advanced study or employment. For academic disciplines, faculty participate on ICs which review courses and their competencies to maintain their currency and relevance. Also, discipline-specific statewide [ATFs](#) 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 or degree [program](#). Other occupational program advisory committees provide similar feedback and suggestions for keeping the programs current and reflective of industry needs and new directions.

In order to improve the relevancy of its degrees, most of the AAS degrees include the option of students completing an internship, a co-op class, or a career 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.

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 AY 2010-11. 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. The 2018 [NCLEX](#) RN pass rate for PVCC Nursing students was 100%.

### **Exit Survey and Alumni Connections**

The PVCC graduate exit survey was recently revamped, and the revised survey was piloted in May 2018. Previously, it was owned by student affairs, and presently IE administers it. In May, 51 graduates of the class of 2018 participated in the [exit survey](#). Highlights from the survey results include:

- 77% of the graduates agreed or strongly agreed that PVCC equipped them with job or work-related knowledge and skills.

- 85% of the graduates agreed or strongly agreed that PVCC enabled them to acquire a broad education.
- 69% of the graduates indicated that PVCC has very well prepared them for transfer to a four-year college or university.

PVCC has limited data on employment rates, admission rates to advanced degree programs, and participation rates in special programs of its graduates. Currently, contact information is collected (address, telephone numbers, and personal email address) via a card that students complete in the spring when they collect their cap and gown. This approach does not address those students who do not participate in graduation or students who graduate in the fall or summer. The college is committed to working on the development of a strategy and timeline to more effectively evaluate the success of PVCC graduates.

An Alumni organization was initiated at PVCC in 2018. A dedicated web page provides information on membership, benefits, upcoming events, and Alumni Success Stories. Due to time and bandwidth constraints, a relatively small number of our alumni have been interviewed thus far, but there are goals to continue to expand this project. Also, a digital newsletter is sent out to all alumni, providing information on current events associated with the college. The college strives to offer support events that will appeal to alumni as a means to encourage them to be involved on campus. PVCC defines alumni as individuals who have completed six or more credit hours at the college.

## Sources

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- 4A 2\_3\_1 Administrative Regulations load
- 4A 2019 1ST QTR RN NCLEX RPTS
- 4A Advisory Boards
- 4A CAAHEP Probationary Letter
- 4A Center for Teaching and Learning CTL
- 4A College and University Transfer Partners
- 4A Consistent Syllabi Learning Goals All Modes of Delivery
- 4A curriculumdevelopment\_CCTAHandbook
- 4A Faculty Professional Growth Web Portal
- 4A Faculty Qualifications
- 4A Fire Science CERT CTE
- 4A Fire Science Program Partners
- 4A MCCCCD ATF Members
- 4A NCCCCBP Data
- 4A Occupational Curriculum Changes Flowcharts
- 4A Online Technical Support Helpdesk
- 4A Probationary Faculty
- 4A Program Review Schedule
- 4A Program Reviews Examples ALL UPDATED
- 4A Transfer Credit and Prior Learning Assessment Policy
- 4A Transfer Credit for prior learning



- 4A Transfer Data Evidence
- 4A\_ACEN\_FiveofSix\_Standards\_Visit
- 4A\_AskaLibrarian
- 4A\_BrainFuseFlyer
- 4A\_College\_Level\_Equiv\_Exam
- 4A\_CollegeCatalog\_2018\_19
- 4A\_Conditions\_TransferCredit
- 4A\_credit\_evaluation
- 4A\_Dietetic\_Tech\_Program
- 4A\_Dual Enrollment Agreements
- 4A\_Exit Survey Spring 2018
- 4A\_Maricopa Priorities Initiative Timeline
- 4A\_PlacementTesting
- 4A\_ProgramReviewProcess Web portal
- 4A\_ProgramReviewProcess\_18
- 4A\_ProgramReviewSchedule
- 4A\_ProgramReviewTemplate
- 4A Faculty Evaluation Plan

## 4.B - Core Component 4.B

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

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#### Response to 4.B.1

[Assessment for learning](#) is the cornerstone of PVCC's [ongoing effort](#) to be a learning-centered college and is in direct alignment with the [college's mission statement, the core value of learning, and strategic goals](#). PVCC has a [long-standing record of commitment](#) to learning and assessment. [ALT strives](#) to make assessment a sustainable collaborative process that clarifies learning expectations, promotes meaningful dialogue and transparency, uses evidence to improve learning, and facilitates organizational change.

In April 2018, to be more inclusive and collaborative, the college merged the Out of Class Assessment Team and the Academic Assessment Team to form a single team. ALT is dedicated to the learning and assessment initiatives for the campus across all disciplines. ALT recommends, facilitates, and [supports policies, processes, and practices](#) used by the college for assessing learning. ALT is jointly led by faculty and student affairs and consists of representatives from each Academic Division, Student Affairs, Student Services, IE, and Administration.

All courses offered at PVCC share an [MCCCD course bank](#) which provides a detailed description, course competencies and any prerequisites required to declare a program or enroll in a course. Course competencies (course goals) are governed by discipline-specific, ICs including creation, changes, and deletions. The aim of this central repository is the assurance that regardless of the district institution offering the course, the same competencies will be included. All competencies for a course must be listed in the course syllabus, and instructors are required to teach and assess these competencies.

Student learning is assessed through four types of projects:

- [Co-curricular Assessment](#) projects designed to student learning beyond the classroom.

- [Common Course Assessment](#) projects that are faculty collaborations (including residential and adjunct) designed to inform improvement at a department or division level.
- [Course Assessment](#) projects that faculty use to measure achievement of course competencies or other discipline-specific content.
- [General Education Assessment](#) projects for which the [GEA rubrics](#) are used to reinforce and measure achievement of General Education Student Learning Outcomes across the college.

Faculty and staff are expected to assess student learning, analyze results, make data-informed decisions to improve learning and reassess to determine the effectiveness of the changes. Full-time faculty are expected to complete at least one GEA project and one Course Assessment project per academic year. Academic Division Chairs, Co-Curricular Program Leaders, and Student Affairs Department Managers are expected to complete a summary of assessment efforts at the end of each academic year.

### **Goals for Student Learning**

PVCC strives to place critical thinking at the heart of everything it does because it is both academically sound and civically judicious. The college has developed [nine clearly stated student-learning outcomes](#) that are aligned with the College's mission to educate the whole person and vision to increase their capacity for personal growth and positive social change. All faculty and staff are encouraged to use one or more of the general education rubrics to assess student learning and [annually report](#) the results using the [GEA online tool](#). Moreover, these [nine outcomes](#) support the goal to help learners become fair-minded critical thinkers.

### **Co-curricular Learning and Assessment**

During AY 2016-17, ALT completed a yearlong evaluation of the assessment program using the National Institute for Learning Outcomes Assessment (NILOA) [Excellence in Assessment](#) Designation application. ALT identified key areas for improvement, including co-curricular learning, and developed an [action plan](#). In the last two years, PVCC has made significant progress in the area of co-curricular assessment. In preparation to define co-curricular learning, the assessment committee researched existing theoretical frameworks, updated HLC criteria, sample self-study reports from sister colleges, and other definitions of co-curricular learning. PVCC defines co-curricular learning as “activities that enhance learning and provide opportunities for further exploration, deeper learning, application of academic concepts, personal development, and well-being.” Co-curricular learning experiences complement students’ curricular work and promote positive connections among their peers and with faculty, student service specialists, program directors, and other college professionals.”

To improve assessment in co-curricular learning, the following strategies were implemented:

- [ALT hosted a workshop](#), which was designed to democratize learning and improve professional practice. Participants included those from student affairs, academic affairs, and administration.

- Co-curricular learning facilitators are encouraged to use one or more of the general education rubrics to assess student learning and annually report the results using the GEA online tool.
- Templates were developed to reinforce and measure achievement of a specific General Education Student Learning Outcome for the following programs: Free Speech week, Honors Program, Financial Aid, and Advising.

## **Response to 4.B.2**

### **Assessing Achievement of Learning Outcomes**

Samples of assessment projects show that the college assesses achievement of learning outcomes it claims, uses information gained from assessment to improve student learning, and uses processes and methodologies that reflect good practice. Faculty and staff complete and record assessment projects in [three parts](#). A repository of completed projects is located in the online tool, which includes assessment projects across all academic disciplines dating back to 2013.

- [Co-Curricular Assessment](#)
- [Common Course Assessment](#)
- [Course Assessment](#)
- [General Education Assessment](#)
- [Total Students Assessed by Division \(2015-2019\)](#)
- [Total Students Assessed and Faculty Participation by Delivery Mode \(2015-2019\)](#)

### **Curricular and Co-curricular Assessment of Student Learning**

Faculty and staff can customize their assessments for GEA projects by selecting any number of dimensions from any of the GEA rubrics. Students' scores are entered using the online tool, and facilitators can view aggregated results and make appropriate changes to improve learning. The outcomes are measured across course modalities for face-to-face, online, hybrid, Learning Communities, and Honors sections. Results are further analyzed college-wide to measure the [achievement of the learning outcomes](#). When comparing students' achievement of learning outcomes, students who have completed 11 or more general education courses at the college have higher levels of outcome achievement than students who have completed zero general education courses at the college.

Faculty and staff can retrieve the compiled results for their courses immediately from the GEA online tool. This enables them to easily track their 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 MCCC Student Information System has improved the process of analyzing and reporting results.

Division chairs are required to submit a [Division Chair Assessment Report](#) annually. The purpose is to share and document how faculty in the Division have used assessment result to improve student learning. This provides an opportunity for college-wide discussions, synthesis

of ideas, and identification of strengths and challenges. In addition, it validates that PVCC is a learning-centered college.

### **Types of Assessment Projects**

GEA projects apply dimensions from the GEA Rubrics to measure and improve General Education Learning Outcomes. Results are reported in the class area of the GEA online tool and summarized in the form area of the [GEA online tool](#).

Course Assessment projects may or may not apply directly to the GEA Rubrics. Faculty and staff design projects to measure and improve learning related to course competencies or other content related elements. Results are tracked independently using a spreadsheet but still summarized in the form area of the GEA online tool.

[Co-Curricular Assessment projects](#) may or may not apply directly to the GEA Rubrics. Faculty and staff design projects to measure and improve learning related to course competencies or other content related elements. Results are tracked independently using a tool such as Excel but still summarized in the form area of the GEA online tool.

### **Response to 4.B.3**

PVCC uses the information gained from assessment to improve student learning. The information gained from an assessment is used to improve learning in multiple ways across the college. Faculty and staff assess achievement of the learning outcomes, document the results on an annual cycle, and incorporate assessment into program review on a three-year cycle. The college's assessment process emphasizes changes made to improve learning and evidence to show that changes were effective.

Assessment [results](#) inform changes at various levels. Some of the changes made at the class level include using more explicit instructions, using resources more effectively, applying active learning and problem-based learning strategies, redesigning instructional materials, and using supplemental materials with the help of colleagues at the college who are content experts in the nine GEA Learning Outcomes.

The college has used assessment for learning to make several vital institution-wide changes. For example, a [library research guide](#) was created as a resource for faculty, staff, and students to gain a better understanding of the General Education Learning Outcomes and how to achieve and measure them. [An instrument was developed](#) to help faculty and staff understand how to make learning outcomes and expectations clear for students and provided strategies for communicating about the value of general education. An [online skills inventory](#) was developed for students to self-assess their perceived levels of achievement of the General Education Learning Outcomes.

For more than a decade, the PVCC assessment program has been deeply involved in inquiry related to critical thinking. In 2015, the college completed a [longitudinal study](#) using the [Critical Thinking Assessment Test \(CAT\)](#) to measure students' achievement of critical thinking outcomes. This was the third administration of the CAT, a national normed critical thinking

instrument. Using information gained from the assessment process and CAT test results, the college learned that teaching critical thinking needed to be a more intentional effort, faculty and staff needed professional development in this area, and the college needed a concept of critical thinking that is interdisciplinary, clear for students, and aligned with the college's mission.

After evaluating various definitions of critical thinking and analyzing different approaches to teaching critical thinking, the Paul-Elder framework was selected. It was the most suitable and comprehensive model for critical thinking at PVCC. The assessment chairs created a professional development program to provide critical thinking training and build a community of practice.

The most significant use of assessment information to make improvements college-wide was the development of the [Critical Thinking Academy](#) as part of the HLC Persistence and Completion Academy, which PVCC joined in 2015. The Critical Thinking Academy is a personal and professional development program for faculty and staff in both academic and student support areas. [The program](#) is designed to enhance facilitators' understanding of critical thinking, promote fair-minded critical thinking, and improve facilitators' ability to foster critical thinking with students.

Assessment tools were carefully selected to measure the program's effectiveness such as a Critical Thinking Academy participant pre/post survey completed by faculty and staff, critical thinking assignments and reflections completed by faculty, staff, and students, a Critical Thinking Knowledge and Skill check completed by students, and the Classroom Survey of Student Engagement (CLASSE) completed by students.

[Results](#) from the first cohort of the Critical Thinking Academy indicated that the professional development improved faculty ability to foster critical thinking and that the learning strategies implemented led to increased student engagement in higher order thinking. To provide students with a clear and consistent understanding of critical thinking and improve their levels of achievement, ALT revised the General Education Learning Outcomes and [rubrics](#) to include the critical thinking framework used in the Critical Thinking Academy. Posters explaining the critical thinking framework were placed in key learning spaces around the college. [The program](#) has also expanded to include co-curricular learning experiences and continues to improve teaching and learning.

#### **Response to 4.B.4**

The college's assessment processes are built on effective practices to engage faculty and staff in continual improvement. The following methodologies are used to promote substantial participation and emphasize the significance of assessment for learning:

- ALT chairs [connect](#) with assessment leaders across MCCCDC to discuss assessment strategies, challenges, and collaborative opportunities.
- [ALT](#) engages in the scholarship of assessment by attending conferences, researching national trends, consulting the literature, and by evaluating college methodologies in comparison to nationally endorsed standards.

- Assessment is a standing agenda item for academic [divisions](#) and the Student Affairs Leadership Team (SALT) meetings.
- Assessment resources, ALT meeting minutes, the [PVCC Assessment Chronicle](#), Learning to Assess Newsletters, GEA rubrics, Assessment Library Research Guide, and the co-curricular Assessment Templates are accessible on the Assessment for Learning Website.
- Division chairs report annually regarding their efforts to support faculty and involve adjuncts in assessment for learning.
- During Learning Week, ALT hosts assessment themed professional development workshops.
- Students are informed about the importance of GEA through acknowledgment in [course syllabi](#), the GEA rubric packet, and the new online GEA Skills Inventory.
- The PAR process requires newly hired faculty to complete assessment projects and document the results.

The [college's ongoing commitment](#) to assessment has resulted in substantial participation. Full-time faculty participation in GEA was 67% in 2014-15, 67% in 2015-16, 70% in 2016-17, 52% in 2017-18 and 67% in 2018-19. When participation declined in 2017-18, ALT addressed the issue immediately by surveying faculty, attending division meetings, developing strategies to improve participation, and emphasizing the importance of maintaining high levels of participation in an effort towards continual improvement. ALT continues to promote the use of common course assessment to encourage adjunct faculty participation in assessment.

## Sources

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- 4B ALT 2018-2012 meetings
- 4B ALT Learning to Assess Newsletters
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- 4B Assessment Program and Process-UPDATED
- 4B Center for Curriculum and Transfer Articulation CCTA
- 4B Co\_Curricular assessment reports UPDATED
- 4B Common Course Assessment Examples
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- 4B Excellence in Assessment EIA Summary
- 4B Final DC assessment reports 2018-2015
- 4B GEA Tool Web Login UPDATED
- 4B GEA\_online\_directions
- 4B General Education Assessment Examples
- 4B General Education Assessment GEA Participation Data by Delivery Mode 2015-19
- 4B General Education Assessment GEA Student Participation Data by Division 2015-19
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- 4B General Education Assessment Rubrics

- 4B General Education Learning Resources for Instructors
- 4B HLC Conference Plan of Action
- 4B MCCCCD Assessment Collaborative
- 4B PC SP 19 Results Forum Impact Report PART 1
- 4B Program Reviews Examples ALL UPDATED
- 4B PVCC Assessment Chronicle Fall 2018
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- 4B\_ALTLearning to Assess Newsletters
- 4B\_ALTWorkshop\_AssessmentExtravaganza
- 4B\_Assessment\_For\_Learning
- 4B\_CriticalThinking\_ElderModel
- 4B\_CriticalThinkingAcademy
- 4B\_CriticalThinkingAssessmentTest
- 4B\_Edu\_Student\_LearningOutcomes
- 4B\_LibraryResearchGuide
- 4B\_MissionStatement\_CoreValues
- 4B\_NineOutcomes
- 4B\_OnlineSkills\_Inventory
- PC SP 19 Results Forum Impact Report (Part I)(1)



## 4.C - Core Component 4.C

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

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

### Argument

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#### Response to 4.C.1

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

#### Strategic Planning

Planning at PVCC ties to the mission, values, strategic directions, and [Governing Board outcomes](#). The [PVCC Strategic Plan](#) links to long-term master plans, [department/unit](#), 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 affect the overall efficacy of the college to meet student, community, and stakeholder expectation.

PVCC embodies the [indicators of a learning-centered college](#). As a learning-centered college, two questions are at the core of every decision.

1. How does this course, program, service, budget, decision, or procedure positively impact student learning?
2. How do we know?

Goals for student retention, persistence, and completion are reviewed annually through the [Strategic Planning process](#). The [2017-20 Strategic Plan](#) consists of three Core Planning Areas with three-four priorities each, all of which revolve around student success.

## **PVCC Completion Agenda**

In fall 2010 MCCCCD Governing Board adopted a policy in support of the [Call to Action on College Completion](#). Increasing community college student completion has become a primary 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, MCCCCD's Chancellor challenged each institution to meet completion goals:

### **Completion Goals**

1. MCCCCD commits to producing 50% more students with high-quality degrees and certificates by 2020.
2. Increase on an annual basis by 6% the number of students completing: AGEC certificates, associate degrees, and occupational certificates by 2020.
3. Increase on an annual basis, the percent of students who complete AGEC designated courses by 2%.
4. Increase on an annual basis, the number of students transferring to a four-year college or university by 6%.

PVCC's progress towards the Completion Agenda across the four goals has fluctuated over the last several years; however, PVCC is on track to meet the [Completion Agenda goal 1](#), by 2020.

### **District Transformation**

[MCCCCD set out to transform](#) the student experience to meet the educational and employment needs of the community. In [January of 2017](#), MCCCCD Governing Board passed a resolution supporting the Chancellor's vision for Transformation of the District. In [June 2017](#), the Governing Board approved the Chancellor's May 9 Transformation Plan and allocated 26 million from reserves to fund institutional changes. In July 2017, the Transformation work began, strategy teams assembled, and initial meetings were held. In [October 2017](#), the Chancellor gave a 90-day deliverables presentation to Governing Board. The Transformation allows for a pursuit of a stronger, more innovative District, which is evidenced in the following three areas of focus:

1. [Guided Pathways](#)
2. [Industry Partnerships](#)
3. [Enterprise Performance](#)

PVCC has responded locally to these challenges by incorporating these district goals into its Strategic Enrollment Management ([SEM](#)) Plan, created a Guided Pathways Implementation

Team [Committee](#), and constructed cross-functional Field of Interest Teams of Support based on the student population and educational programs.

## **Response to 4.C.2**

### **Institutional Effectiveness (IE)**

PVCC takes great care in tracking success, persistence, and completion metrics. [IE](#) provides research assistance for all PVCC divisions and staff and is a central resource for the collection and analysis of retention, persistence, and completion data. The office is responsible for the following:

- Collect, analyze, and disseminate information regarding status, trends, and accomplishments
- Coordinate regional accreditation initiatives
- Coordinate the strategic planning process
- Develop and implement performance indicators related to the institution's mission and priorities
- Provide data for informed decision making
- Support assessment of student learning

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

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

The entering-new student cohort is defined across MCCCCD as both full-time learners (12 or more attempted credits in the first fall semester) and part-time learners (under 12 credits). College-level course [completion rates](#) of students in the most recent entering cohort were 78.5%, up 2 points from 2013.

Additionally, the fall-to-fall [retention rates](#) have increased from 41.5% to 44.5% over the past four years. Subsequently, the most recent six-year graduation rate for this cohort has increased from 26.3% to 26.6% from 2008 to 2012. While the entering students at PVCC have made significant progress with the college's measures, there is much work to be done to close student achievement gaps.

### **Response to 4.C.3**

#### **PVCC Success Initiatives**

PVCC employs multiple student success strategies to improve retention, persistence, and completion, including SEM, Peer Mentoring, Equity Now, PAWS, and the HLC Persistence and Completion Academy.

[SEM](#) is charged with increasing student enrollment, retention, and completion through the implementation of strategies designed to align with the college strategic priorities and the Maricopa Transformation. This is a strategic effort to produce and improve college structures and services to provide students a seamless, consistent, and positive experience within the areas of student prospect/access, retention, and completion phases of the student life cycle. The SEM plan is organized utilizing the following approach: priorities, strategies, and activities and metrics. Priorities are what the college wants to achieve; strategies are how the college intends to achieve the priorities, and activities represent the specific tactical actions that need to be completed in order to achieve the strategies and priorities successfully.

SEM primary project goals are the following:

1. Strategically grow enrollment in response to market demand
2. Expand pathway and degree options
3. Increase access through innovative and flexible course offerings and educational modalities
4. Strengthen partnerships that support student success

[Peer Mentors](#) at PVCC provide guidance, support, and role modeling to first-year college students in a structured setting. For the experiential-learning part of the CPD250 course, Peer Mentors work with students within the classroom of an assigned first-year college class such as College Success. Peer Mentors also provide out-of-class peer guidance and referral to appropriate campus resources. In addition, they facilitate student engagement in classroom activities under the guidance of the instructor.

[Equity Now](#) makes recommendations that will lower the equity gap for underrepresented college students. The committee is focusing on part-time, minorities, and evening students and striving to increase the completion numbers. The committee is also researching data and studying PVCC student input. Based on recognized needs, PVCC hired a part-time student support specialist with a background in social work. [Resources](#) will also be available concerning language in the classroom as well as integrated into the course syllabi.

[PAWS](#) and **Academic Mentors** were developed and implemented to demonstrate PVCC's commitment to retention, persistence, and completion for student-athletes. PAWS is an information system that allows instructors of student-athletes to provide feedback to athletic directors, coaches, and student-athletes regarding their academic standing. This system allows for qualitative comments as well as quantitative score entry. In addition to the PAWS, each team is partnered with a team academic mentor. These faculty mentors provide coaching and advice

on navigating communication with instructors and time management. These academic mentors serve as a liaison to the athletic director and team coaches.

The success of the college's athletes can be quantified in the number of achievement award honorees. The following [awards](#) have been achieved in the last several years:

- 2017-2018, 22 individual NJCAA Academic Achievement Award honorees.
- 2016-2017, 35 individual NJCAA Academic Achievement Award honorees, seven Academic All-American Teams, and NJCAA Academic Team of the Year in Men's Indoor Track & Field.
- 2015-2016, 26 individual NJCAA Academic Achievement Award honorees, five Academic All-American Teams, and NJCAA Academic Team of the Year in Men's Tennis.

PVCC joined the **HLC Persistence and Completion Academy** in the summer of 2015. [PVCC's objective](#) was to choose a project that would increase persistence and completion by enhancing engagement to foster higher order thinking in curricular, co-curricular, and support services. This led to the creation of the [Critical Thinking Academy](#), which focuses on intellectual engagement in and out of the classroom by [improving](#) our ability to foster critical thinking. For more information, see section 4.B.3.

#### **Response to 4.C.4**

PVCC's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

#### **Methodologies for Collecting and Analyzing Information**

Processes developed at PVCC are based on good practice and are supported through the sharing of information through the division meetings, PLT, and other stakeholder groups responsible for continuous improvement.

#### **Surveys**

Student data on performance is collected several times throughout the semester to determine overall effectiveness, satisfaction, and engagement. PVCC participates in several national surveys. National surveys such as the Community College Survey of Student Engagement ([CCSSE](#)) and Noel Levitz are completed every three years. Annually, PVCC participates in the NCCBP. Information from the survey results are shared across the college and posted to the college website to ensure accessibility to 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. PVCC is slightly

below its goal of the CCSSE National Benchmark of [50% in all five areas](#). In order to improve scores, PVCC is committed to promoting the characteristics of student engagement through active learning, student-faculty interaction, learning week workshops, and special speakers. Lastly, PVCC is using the Survey of Entering Student Engagement (SENSE) [data](#) to help better understand first semester/year experience with regards to equity, which can lead to increased student engagement.

## Sources

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- 4.C.1.Enterprise.Performance.Evidence
- 4.C.1.FOI.Evidence
- 4.C.1.Industry.Partnerships.Evidence
- 4.C.1.MCCCD.GB.Metrics.17.20.Evidence
- 4.C.1.PV.PERFORMANCE.METRICS.FY17.FY20.Evidence
- 4.C.1.PVCC SEM.19.21.Evidence
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- 4.C.3.CriticalThinkingAcademy
- 4.C.3.EquityGap.LibraryResources.Evidence
- 4.C.3.PAWS.Evidence
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- 4.C.4.SENSE.17.KeyFindings.Evidence
- 4C 2017-2020\_Strategic\_Plan
- 4C Classe to CCSSEE Comparison Table
- 4C Completion\_Agenda
- 4C EquityNOW
- 4C MCCCD GB Transformation Approval Minutes January 2017
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- 4C\_9May2017\_Transformation-Plan-Summary\_v12
- 4C\_Guided Pathways Design Principles Transformation 2018
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- 4C\_Peer Mentors at PVCC

## 4.S - Criterion 4 - Summary

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

### Summary

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PVCC demonstrates responsibility for the quality of its educational programs, learning environments, and support services. The college practices its learning-centered philosophy by evaluating its effectiveness for student learning through processes designed to promote continuous improvements such as GEA assessment, course assessment, and program review.

PVCC regularly reviews its programs and assures the quality of the course credits it accepts in transfer or as a result of experiential learning. The college maintains authority over and integrity of all of the coursework. PVCC appropriately evaluates the quality of its graduates, degrees, and programs while adhering to accreditation standards.

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

### Sources

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

## Argument

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### Response to 5.A.1.

#### Fiscal Resources

The college's annual operating budget is approximately \$41.2 million in 2019. PVCC funds its general and auxiliary operations, restricted projects, and plant expenditures through a variety of sources. MCCCDC has robust fiscal systems, proper controls, and excellent planning and budgeting policies that support the entire system. As evidence, MCCCDC has consistently received the trifecta of [AAA ratings](#) from the three major bond rating agencies. MCCCDC 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.

#### MCCCDC Financial Structure

MCCCDC 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 adopted FY 2018-19 budget of \$1.65 billion represents a decrease of \$1.9 million (0.12%) compared to FY 2017-18. PVCC is funded from the [following sources](#):



- **The General Fund (Fund 1)**, the largest fund, is the principal operating fund for MCCCCD revenues. The funds are unrestricted in use and are used to cover most of the system's necessary operating costs, including salaries, benefits, utilities, and supplies.
- **Auxiliary Fund (Fund 2)**, this fund includes contract training and other substantially self-supporting activities-such as the skill centers, non-credit instruction, course fees, and food services.
- **Restricted Fund (Fund 3)**, are restricted in use and often come from student financial aid, grants (e.g., Title V, Title III, Carl Perkins), contracts, Proposition 301 (Arizona sales tax that supports workforce development programs), and First Thing First (State fund for early education and health programs to prepare young children to succeed in kindergarten and beyond).
- **Plant/Bond Fund (Fund 7)**, is used for new construction, major remodeling, major maintenance, and capital equipment. The budget assumes the continued suspension of 100% of capital state aid.

### **Tuition and Fees**

Tuition and fees combined are the second largest revenue source in the General Fund for MCCCCD. For the fiscal year 2018-19, tuition and fees amounted to \$202.7 million, or 24% of the \$861,926,431 budget in the General Fund revenue. Revenues are projected based on enrollment growth, and any potential increases in tuition or student fees per credit hour. The most recent [approved tuition and fee decrease](#) of \$1.00 per credit hour on May 22, 2018, set the tuition rate at \$85 per credit hour for FY 2018-19, which decreased the tuition revenue by \$2.3 million. MCCCCD tuition rate remains competitive compared to the national average for community colleges and local universities.

### **MCCCCD 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 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 \$1.4 million each fiscal year. In addition to the 3.5%, MCCCCD has increased the percentage to 5% with the opportunity to move an additional 1.5% to PVCC's capital account. These additional funds help address college capital needs, such as deferred maintenance, computing, and capital purchases.

### **Development, Alumni, and Community Relations**

The development director plans, develops, and implements the college's emerging general development operation. PVCC awarded [223 scholarships](#) for a total of \$158,737 in 2017-18. Unit-based annual fundraising activities include an Athletics Golf Tournament, the Fine and Performing Arts Scholarship Benefit Concert, and the Desperado Film Festival.

### **Human Resources**

The human resources at PVCC are sufficient to meet the college mission. PVCC 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. Since fall 2014, the number of [full-time](#) employees at PVCC has increased by 10.55%, from 270 to 281 employees. The number of full-time faculty positions in AY 2013-14 was 115, which has increased to 116 in AY 2018-19. Lastly, the PVCC [Organizational Chart](#) demonstrates the depth and breadth of full-time leadership and employees. Each division closely aligns with the core mission of the Institution.

## **Physical Infrastructure**

PVCC's 101.68-acre campus includes academic, administrative, and auxiliary buildings. Additionally, the 77-acre Black Mountain site serves the northern Maricopa County communities. 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 the construction of new facilities and renovation of existing ones.

In 2004, the architectural firm of Smith Group prepared a Campus [Master Plan](#) Report for PVCC. 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 377,427 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. Currently, the college's total square footage, including all new construction, is 406,328 square feet.

The design and operation of PVCC's physical infrastructure are explained in the campus' Facilities Master Plan, which guides space allocation and other resources. The [Facilities Master Planning Committee](#) oversaw the Facilities Master Plan; however, this committee has dissolved in recent years due to the expiration of the Master Plan.

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. An example of this is the complete redesign of instruction space was completed in the spring of 2019. The old space in the Q Building was transformed into the Integrated Health Sciences Center with shared instructional spaces for the Nursing, Integrated Public Health, Dietetic Technology, Paramedicine, EMT, and Fire Science programs.

The Facilities Service Department maintains the physical environment of the campus. [Facilities](#) also work to ensure that each of PVCC's instructional locations is conducive to teaching and learning by providing safe, clean, well-maintained, functional, and aesthetically pleasing facilities. 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 17 full-time and 23 part-

time employees and an [annual budget](#) of \$1.9 million in FY 2018. PVCC currently has 130 classrooms at the Union Hills campus and 13 at the Black Mountain site.

## **College Police**

The College Police at PVCC provide a safe and accessible learning environment, assistance and security for people on campus, protection of MCCC 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 the [College Police](#) in maintaining the safety of the physical infrastructure includes:

- A comprehensive video surveillance system
- A voice and fire alarm system with a public address system
- An electronic door lock system
- Electronic door locks for centralized lockdown ability during emergencies in 90% of classrooms and manual thumb turns in the remaining classrooms
- Phones in every classroom and emergency phones throughout the campus

The College Police Department has a staff of seven full-time employees and up to 13 part-time employees and has an annual operating budget of \$646,441.

## **Technological Infrastructure**

The college's learning-centered philosophy informs PVCC's technological infrastructure. The [Technology Strategy Plan](#) enhances the college's operational systems to meet the future needs of students and staff. The physical assets of the campus are regularly reviewed and have undergone extensive modernization in response to the institution's evolving needs. Furthermore, resource planning is a continuous and integrated activity tied to the institution's strategic planning efforts.

## **Computing Resources Planning**

PVCC's technology is maintained by the Information Technology department 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 (SPST) and provides recommendations regarding strategic initiatives that assist departments and divisions in the development of plans related to technology.

The central portion of expenditures includes PVCC's obsolescence replacement strategy covering computers, printers, A/V systems, projectors, displays, wired/wireless networks, and data center equipment. A smaller percentage is designated for annual new technology implementations. In 2015, a [one-time allocation](#) was approved to replace PVCC's network infrastructure, as the majority of the equipment was approaching ten years old. PVCC's obsolescence plan deems a computer, printer, or projector obsolete after five years. Computers that are considered obsolete for their current purpose still may function appropriately for another area.

Server hardware is considered obsolete after three-five years, and network switch equipment after eight-ten years. Some obsolete servers that still function at a lower level have been redeployed in academic demonstration environments. This methodology allows for current production servers and preserves the integrity of the business environment. As time and budgets permit, PVCC will continue to operationalize and modernize IT services for the college as a whole.

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 new generation equipment for the 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. The college's SPST and FBC review and make the final recommendation to the President about capital technology expenditures.

Currently, the college supports approximately 2400 computers and mobile devices functioning in a variety of institutional and instructional areas. PVCC's total ratio of desktop computing equipment to installation, repair, and maintenance staff is approximately 480:1. The total number of college print devices (including Multi-Function Print Devices(MFD)) is 168 units and 152 projectors.

The IT Help Desk serves faculty, staff, and students by assisting with various desktop/mobile computing and application access issues. The staff provides direct classroom and event support as well.

IT Operations support network, telephone, application development, digital signage, directory, systems administration, college-wide reporting needs, device and application deployment/management, and mobile device management. In addition, the staff help to provide some support to various other initiatives such as IT risk assessment, information security, student shadow systems, campus ID card system, Closed Circuit Television (CCTV), access control, disaster recovery, LMS support, and instructional multimedia development.

## **Response to 5.A.2.**

### **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 following provisions in the college's Strategic Plan. 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. They are directed by the college's Strategic Plan and aligned with MCCCDC Governing Board Outcomes. Through the college's annual planning and budgeting process, 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 and to a strategic goal. [Budget requests](#) are vetted through a collaborative and [open process](#) with all recommendations (including allocations for operational personnel, 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 under the Strategic Planning Online (SPOL) system, which is fully transparent and accessible. All fund sources (operational, auxiliary, grants, booster, and capital) are accounted for and managed through the Financial Management System (FMS). Base Budget is managed through the [Management Performance Budget system](#) (MPB).

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, the [College Budget Webpage](#) maintains all college budget and finance documentation and college-wide budget procedures and guidelines.

The [FBC](#) reports to the President and selects its chair. Members of the Committee serve two-year terms and incorporate a culture of continuity. FBC provides an annual written report to the President and PLT near the end of each academic year. The report contains recommended priorities and a summary of the Committee's findings, actions, and recommendations for the year. The Committee's membership is cross-functional and exemplifies transparency and shared governance.

### **Response to 5.A.3**

The goals incorporated into PVCC's mission statements are realistic. Each year, the college's budget process is initiated by the [President's budget message](#), which outlines the college priorities and planning process. Ultimately, planning at PVCC ties to MCCCDC Mission, Values, Strategic Directions, and Governing Board Outcomes. The PVCC [Strategic Plan](#) is linked to long-term master plans, department and unit plans, and strategic, operational action plans. The college Strategic Plan outlines the college goals and priorities, and the college budgeting development provides resources to archive these action plans. 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](#), the annual cycle provides alignment, adjustment, and corrections in scope and direction of the planning priorities.

### **Response to 5.A.4**

## **Faculty Staffing**

The faculty staffing [plan](#) is managed by the Academic Affairs Administration and the Division Chairs. 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.

Residential faculty numbers had increased from 115 in 2014 to 116 in 2018. Adjunct faculty numbers have grown substantially, from 450 in 2013 to 620 in 2018. To address sudden growth in programs or abrupt shifts in funding, residential faculty positions may be supplemented with one-semester or one-year-only positions.

## **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.

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 RFP 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.

MCCCD's hiring process requires minimum qualifications for all board-approved employees and adjunct faculty positions. [Background](#) and reference checks are performed before hiring a new employee per MCCCD hiring guidelines. Details about faculty credentials are provided in 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. MCCCD online hiring committee training [modules](#) were implemented in FY 2014.

Both faculty and staff lines are continually evaluated as positions become vacant. All personnel requests must be justified, tied to a strategic direction and goal, and reviewed by the PLT with the final 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 staff have a variety of professional development opportunities available at the college, MCCCD, and externally.

## **Qualified Employees**

PVCC's hiring employee practices for faculty and staff members, ensure that staff members hired are appropriately qualified for their jobs 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 staff [performance reviews](#) ensure that employees remain current with needed skills and provide avenues for improvement should deficiencies arise.

Each employee group is provided an allotment of renewable [annual training](#) funding that requires an application process, in public stewardship and employee training. Beyond these training activities directly related to an employee's job functions, PVCC also provides each employee with opportunities to improve his or her education by taking [college courses](#) at no cost.

## **Response to 5.A.5**

### **Budgetary Control**

Budgetary control is essential to ensure that PVCC meets its fiduciary responsibilities and strategic goals. The operating budget is closely related to other college strategic planning efforts as evidenced by the 2017-2020 [Strategic Plan](#). Vice Presidents work closely with the 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 FMS and MPB.

FMS provides transparent access to all MCCCD accounts. In addition, 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](#) regularly by unit and at the college level. A burn report shows the monthly percentage of the expenses (burn rate) compared to the same time of prior years. Finally, each budget manager can request an updated charge-center status monthly report from the College Budget Office.

At the system level, the budget parameters for the upcoming fiscal year are loaded into the internally developed MPB. Its primary purpose is to provide functionality for developing annual fiscal budgets. The MPB processes are linked to the Human Resource Management System (HRMS) and FMS. This provides an analytical context for planning assumptions and budget decisions, which are approved at the college level.

### **Grants Management**

College [Grants](#) Development and Management fosters PVCC strategic goals, priorities, and initiatives through providing leadership and support for stakeholders in obtaining external funds

and managing college grant budget and expense. The department also conducts research and identifies funding opportunities, provides technical support in the review of grant applications, provides leadership in grant managing, maintains records of college grant activity, and works in collaboration with the District Grants Offices.

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## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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#### Response to 5.B.1

The function of the MCCCDC Governing 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 the budget, tuition and fees, degrees, certificates and diplomas, graduation requirements, curriculum catalog policies, travel regulations, and procedures upon recommendation from the Chancellor.

The Board is 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. Additionally, the college President, 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 MCCCDC as a whole by way of the End of Year Accomplishments [Report](#). The MCCCDC Governing Board conducts regular meetings twice a month focused on providing oversight of district and college financial and academic policies. According to ARS 38-4301.02, all notices of, and agendas meetings of the MCCCDC Governing Board are posted online and on the wall outside of the Governing Board Room. The Governing Board meets monthly to review that month's proposed agenda and supporting materials. On the fourth Tuesday of the month, the Governing Board conducts its regular monthly meeting.

MCCCDC Governing Board is comprised of [seven board members](#) (five district representatives and two at-large representatives) who are elected for four-year staggered terms. On April 23, 2019, the board approved an addition of a [student board member](#) to serve a one-year term, beginning July 1. The Board is charged with approving district policy and the annual

budget. Currently, four of the seven Governing Board members are newly elected. The [Maricopa Governance model](#) and [Administrative Regulations](#) help to ensure that Governing Board members are most effective in providing oversight of financial and academic policy. The Board policies include a strong focus on Board Outcomes and related performance metrics. Performance metrics were developed by previous Governing Board members and are directly linked to the MCCCDC Mission. Outcomes are reviewed each year at the [Annual Outcomes Monitoring Retreat](#) and provide an opportunity for district administration and the Governing Board members to have meaningful discussions about ways to improve the core business of the district.

## **Response to 5.B.2**

PVCC's governance 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 groups 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 PLT is made up of Vice Presidents, Deans, Institutional Effectiveness, Marketing, Development, and Community Relations. Additionally, in the spirit of shared governance, the Faculty Senate President, a representative from the Division Chairs, and a Classified Staff Employee Representative serve on the PLT. This team engages both at the strategic and operational levels as documented in sample [meeting minutes](#).

For decades, the MCCCDC Governing Board engaged in the meet and confer process and collaborative policy development practices with faculty and classified staff (formerly employee group representatives). The MCCCDC Governing Board ended the collaborative policy development practices for classified staff in the [resolution](#) dated September 18, 2017. On February 27, 2018, the Governing Board [ended the meet and confer](#) process for residential faculty.

With the passing of these resolutions, the board dissolved key components of shared governance. The HLC received [complaints](#) from internal MCCCDC constituents regarding actions by the board. As noted in MCCCDC's October 29, 2018 [response](#) to these complaints outlining the board's legal status and related State of Arizona statutes, the board acted in compliance with regard to state regulations.

The HLC's [review of the complaints](#) and MCCCDC's responses to said complaints determined that "no immediate further action is required at this time." The review importantly noted: "However, it is troubling that many of the changes that were outlined in the 2010 MCCCDC report, and subsequently reviewed at the time of the Comprehensive Evaluation at GateWay Community College have not been followed by the District's Board. This raises questions as to

the Board's commitment to working to meet the expectations outlined in the Criteria for Accreditation."

On January 22, 2019, the Governing Board passed a resolution rescinding two prior resolutions that dramatically altered faculty policy development and meet and confer processes and established: "A Faculty Administration Collaboration Team (FACT), which is the recognized body for Faculty agreement development, shall be constituted, comprised of two members appointed by the Faculty Executive Council (FEC), two members appointed by the Adjunct Faculty Association, and two administrators appointed by the Chancellor, and further, that the Residential Faculty Policies be renamed the Faculty Agreement to better reflect the work being done." FACT has been meeting weekly on Wednesdays since January 30, 2019, with each pair of representatives (residential faculty, adjunct faculty, and administrators) looping out information to their constituency groups for comment and further discussion. Members of FACT have described the process as "legitimate and productive."

Additionally, the board extended faculty policies dated July 1, 2017, to June 30, 2019, and determined that:

"FACT shall propose to the Governing Board for consideration within 90 days of this Resolution's adoption a Faculty Agreement that is informed by the current Residential Faculty Policies and includes new language relating to adjunct faculty." The same resolution encouraged classified staff to develop a structure and representative body that will "operate in parallel function to FACT." To support this mandate, the Governing Board has engaged the services of Dr. Terry Calaway, [Collaborative Brain Trust \(CBT\)](#) consultant, to help staff self-determine their path forward.

Importantly, the preamble of the January 22, 2019 resolution reiterated the board's commitment to operating within the parameters outlined in its policy governing the collective board, and individual board member behavior. Of note:

"WHEREAS, the Board will 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
- proactive leadership.

### **Response to 5.B.3**

#### **Faculty Contributions**

The primary means of contribution by faculty to governance, academic policy and procedure formation, and implementation at the District level is accomplished by way of the FACT Process (formally Meet and Confer) and the FEC.

The FEC is the executive body of the [Faculty Association](#). The core of FEC is composed of the ten college Faculty Senate Presidents. The remainder of seats is filled based on an allocation representing the number of Faculty Association members at each college. The larger the number of Faculty Association members, the more representatives sit on Council. According to the FEC Constitution, the maximum number of FEC seats is 22. According to the Faculty Association [Constitution](#), members of FEC must serve two distinct roles. They must represent the constituents at their college, but they must also represent the interests of the Faculty Association as a whole. The FEC is empowered by the articles of incorporation to make all fiscal decisions on behalf of the Faculty Association. They operate as a board of directors and carry the responsibility of all decisions on behalf of the members of the Faculty Association. College senates may participate in the FEC provided they meet the conditions articulated in the Faculty Association Constitution.

The faculty's role in governance, academic policy, procedure formation, and implementation is articulated in the 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 11 divisions. The Faculty Senate President meets with the college President and separately with the VPAA bi-weekly. The Faculty Senate President and President-Elect represent the college at MCCC faculty association level. Faculty at large serve on at least two college or MCCC 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 are the primary source of recommendations for course and degree programs. Faculty do this by way of the various [ICs](#) 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 Contribution**

PVCC demonstrates best business practices and shared governance in its committees. For example, the FBC, which is one of the most critical and essential committees at PVCC, that includes a committee of 22 members of staff and faculty members. Another vital committee at PVCC is SPST with more than 12 members of staff and faculty members. The current [Classified Staff representative](#) meets regularly with the staff and represents staff issues during PLT meetings.

## Student 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. Additionally, the college President meets with various student leaders throughout the year, such as from the Student Public Policy Forum (SPPF), Student Government, and Honors.

Students are invited to participate on committees and open forums such as [OER](#), [Guided Pathways Forums](#), and Senior Administration Hiring [processes](#). Student Life provides opportunities for students to develop leadership skills and work on issues that impact the student body through student clubs and scheduled events.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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#### Response to 5.C.1

PVCC aligns its resources to match the learning-centered philosophy, which drives strategic planning. Strategic planning is a collaborative and inclusive process that links the needs of the community and resources available to deliver PVCC's core value of learning. The [PVCC Strategic Plan](#) links 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 2017 to guide the college in all aspects of student learning, assessment, employee development, and organizational integrity through 2020. The 2017-20 PVCC Strategic Plan includes three goals:

1. Build a Thriving Community Through Access and Student Success
2. Be a Driving Force for Economic and Workforce Development in Arizona
3. Attain Recognition as an Innovator Among Institutions of Higher Education

#### Budget and Planning Institutional Planning Processes

Focusing on the mission and goals, the Strategic Planning Team, in tandem with the FBC, outlines the direction that sets the College Department and units into action. Annually, each college department develops proposals to operationalize the College Strategic Plan. The College executive leadership team evaluates and prioritizes the proposals and compiles a summary report of recommendations that are ultimately approved by the College President.

## **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:

- [Academic Program Review](#)
- Assessment of [Student Learning Outcomes](#)
- [Census Information](#)
- [IPED Reports](#)
- [Co-Curricular Program Review](#)
- [Participation in the NCCBP](#)
- [PVCC Governing Board Outcomes Key Metrics](#)
- [Student Engagement and Satisfaction results](#)

## **Response to 5.C.2**

PVCC's planning processes begin and end with the college's missions and goals. All planning processes are primarily implemented via input from the SPST and the FBC, whose members consist of a cross-functional team exemplifying shared governance. The SPST is charged with developing and recommending the College's strategic plan, which in turn is used to guide resource allocation and budgeting. In the [spring of 2017](#), the SPST completed work to reaffirm the College supporting values. With the conclusion of this work, the SPST committee was dissolved, and the college adopted the MCCC Strategic Commitments. The District Strategic Commitments are a set of system goals and targets that each College was encouraged to adopt. During the Fall 2017 semester, the PLT reviewed and adopted this new set of criteria. SPST will be redesigned during the summer of 2019 to develop a new College Strategic Plan for a July 2020 implementation.

## **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. [Program reviews are scheduled](#) on three-year intervals starting with a presentation to all current programs during learning week. 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.



### **Response to 5.C.3**

The planning process at PVCC encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. Occupational programs meet with industry partners to stay current on the latest workforce trends and community needs. Additionally, the college works with local chambers, nonprofits, and other organizations to provide input into its planning and programming.

PVCC utilizes [SPOL](#) for developing operational plans, submitting budget requests, and reporting annual accomplishments and outcomes. In the fall semester, each of the college's department and units develop an action plan tied to one or more of the college Strategic Goals and Planning Priorities and, if necessary, request a budget for the next fiscal year. The FBC vets and prioritizes requests from across the institution and forwards recommendations to the college President for approval. PVCC has effectively made progress in aligning its college resources to its mission and priorities. The Budget Office provides several trainings throughout the year on how to use the SPOL system, empowering directors, and division chairs to set goals and request funding when appropriate.

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 the success of their budget requests. This approach enables the College to engage and provides communication that is transparent using a variety of channels.

### **Response to 5.C.4**

Multiple sources of information are utilized when planning for capacity at PVCC. Environmental scanning provides information about the changing environment to assist with the college's decision-making processes. Publications of the [Trends in Higher Education provided by the Society of College and University Planning \(SCUP\)](#) are reviewed and discussed during the fall or spring President's Leadership Team Retreat. Additionally, Environmental Scanning is a collaborative process with participation from various departments. Articles are contributed and then synthesized into research summaries, which are shared broadly within MCCC. These two environmental scanning documents identify unexpected changes in the external environment, and when used in conjunction with the Strategic Plan, help leadership respond to early warning signs.

### **Response to 5.C.5**

#### **Technology**

To anticipate specific emerging factors in technology, PVCC commissions the TCT to 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. The 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. The current trends in technology at PVCC are evidenced in the [2017-21 TCT Strategic Plan](#).

## Demographic Shifts

IE 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 [SEM teams](#). Specifically, IE looks at trends and demographics from U.S. Census tables, local high school participation, national surveys of colleges including CCSSE, the Noel Levitz Student Satisfaction Survey, SENSE, and participation in the NCCBP. Results from these surveys are presented during a [Learning Week session](#) and to individual departments so that action plans can be improved.

According to recent [U.S. Census figures](#) from 2014 to 2019, 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 53,283 in 2014 to 65,021 in 2019. Additionally, PVCC's student body has become more diverse with the percent of students self-identifying as of Hispanic origin increasing from 18% of the student body in 2014 to 24% in 2018. 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'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.

## Globalization

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](#), [General Education](#), [Global Engagement](#), and [Civic Responsibility](#).

## Sources

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- 5.C.1.IPEDSData.Feedback.Rep.2018.Evidence
- 5C 2017-2020\_Strategic\_Plan
- 5C assessment-program and process
- 5C Budget Evidence
- 5C Census PVCC Primary ZipCode
- 5C Civic Responsibility Leadership
- 5C Co\_Curricular assessment reports
- 5C College and University Transfer Partners
- 5C General Education Assessment Rubrics
- 5C General Education Evidence
- 5C Global Engagement
- 5C Governing Board Outcomes\_Key Metrics

- 5C Individual Development Plan IDP
- 5C Learning Week Schedules
- 5C National Community College Benchmark Project NCCBP report
- 5C President Budget Message for FY18-19
- 5C Program Review Schedule
- 5C Program Reviews Examples ALL UPDATED
- 5C Recruitment and Outreach Evidence File
- 5C SEM.Team.Evidence
- 5C Strategic Planning
- 5C Student Engagement and Satisfaction Results
- 5C Technology Strategic Plan 2017-21
- 5C Trends in Higher Education
- 5C\_Supporting Values Survey and Results

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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#### Response to 5.D.1

Through a variety of reporting processes, PVCC documents the evidence it gathers to assess and report institutional effectiveness throughout all levels of its operations. Data are extracted from the department and unit [end-of-year reports](#) and then synthesized into the PVCC Annual Report of Accomplishments. Because of the changing terrain of where Marketing is located, PVCC has not published an Annual Report since 2014-15. 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, MCCCDD 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.

#### Response to 5.D.2

PVCC learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability. 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 is routinely considered and systemically incorporated into the college's learning processes, programs, and services.

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.
- [The Puma Pathway](#)

Core characteristics of organizational learning are freedom to act and innovate and a desire to improve. PVCC has maintained a commitment to organizational learning, evidenced in the following examples:

- [Learning Week sessions each semester](#)
- [Sharing the findings from faculty sabbaticals](#)
- [The Annual President's Advance](#)

## Sources

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- 5D College Advance 2019
- 5D End Of Year Accomplishments Reports
- 5D Executive Summary The Economic Value of PVCC
- 5D Learning Centered College in Action
- 5D Learning Week Schedules
- 5D PLT Meeting Agenda
- 5D Presidents College Advance
- 5D Puma Innovation Grant Web
- 5D Puma Pathways
- 5D puma-innovation-grant-process
- 5D PVCC Research Fellows
- 5D Sharing Faculty Sabbaticals

## 5.S - Criterion 5 - Summary

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

### Summary

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Relying heavily on shared governance across the college, PVCC's resource base supports its current educational programs and its plans for maintaining, strengthening, and expanding the effectiveness of those educational programs in the future. 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. The systematic evaluation of these resources allows the institution to anticipate change and apportion resources as necessary.

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. The college also utilizes a well-developed process for budgeting and monitoring expenses that is operated at all levels by appropriately qualified staff. All budget requests link to the college strategic plan and are vetted by the cross-functional FBC.

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 in both the development and implementation of governance and academic policy and procedure. The MCCC Board is knowledgeable about PVCC and provides appropriate oversight of PVCC's academic and financial practices.

PVCC engages in systematic and integrated planning by 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 parts and as a whole. This continuous assessment of learning, programming, and resources allows PVCC to effectively serve the North Phoenix Community now and in the future.

### Sources

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*There are no sources.*

