Assurance Argument

Maricopa Community Colleges-Paradise Valley Community Colleges

Review date: 9/1/2028

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

College Mission and Vision

The Maricopa Community College District (MCCCD), in collaboration with an eight-member elected board oversees the MCCCD Mission. At Paradise Valley Community College (PVCC), the Mission, Vision, and Values are harmonized with the MCCCD Mission, and intricately woven into the college's strategic planning process. This alignment is critical to ensure that PVCC upholds its Mission and contributes effectively to the Governing Board's outcomes.

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

PVCC's Mission is intended to be a beacon of holistic education, aiming to nurture the whole person while serving students and the community. The college proudly displays its Mission, Vision, and Values across campus, on its website, and in its college catalog, ensuring these guiding principles are visible and accessible to all.

PVCC's Vision is to stand as the preferred institution for higher learning, cultivating enduring educational relationships that empower all learners. This vision is focused on personal growth and fostering positive social change.

Core Value of Learning

PVCC, a Learning-Centered College, champions learning across three key levels: student, employee,

and organizational, emphasizing the synergistic relationship among them. Learning at PVCC is an expansive concept. From employee learning to single-parent support, the college recognizes and embraces organizational learning as a pivotal tool for its continuous evolution and improvement.

Response to 1.A.1

PVCC's mission documents are reviewed every two to three years to ensure they align with the college's planning and priorities. Mission, Vision, and Values documents were revisited in 2010, 2016 and 2022. The arrival of new presidential leadership in Summer 2022 prompted a comprehensive self-study, ensuring that the college's Mission and Vision remain aligned with its dynamic student body and community partners. Even through leadership transition, in the Fall of 2023, interim leadership and the Strategic Planning Task Force, with its 21 diverse members, played a crucial role in confirming the operationalization of the college's Mission and Vision. The Task Force's composition reflects the college's broad spectrum of stakeholders. Various inputs were analyzed, such as feedback from college-wide listening sessions, surveys, enrollment trends (Hispanic, DACA), and 'Puma Talks'. In Spring 2023, the Task Force concurred that the existing Mission and Values resonated well with the college's strategic aims, current initiatives, and student support mechanisms. The Task Force team is scheduled for a reflective gathering in Fall 2024.

A student senator action report is a living example of PVCC supporting its Mission of *providing learning opportunities designed to help students achieve their goals*. A student senator at PVCC committed to advocating for all student's needs and interests. The objective of the survey was to gather insights into student preferences and aversions concerning various aspects of PVCC. All participants in the survey were on-campus students at PVCC during the Fall 2023 and Spring 2024 semesters. The senator gathered data directly from the students by visiting classrooms and learning commons. The student senator then presented the findings to the college's executive leadership.

Another example of living the PVCC mission, *by providing learning opportunities that are designed to help them achieve their goals*, is the contracting of one of PVCC's alumni for food Fall 2024 convocation catering. This former PVCC student received the PVCC-Wells Fargo-Maricopa Foundation Capital Seeds Funding grant (2024) and a Maricopa Foundation scholarship. Additionally, the student won 2nd place in the 2024 PVCC Innovation Challenge.

Student feedback from PVCC advisors, student senators, declining enrollment, and the HLC Student survey identified an opportunity to reexamine the class schedule to better align with student needs and availability. As a result, three significant initiatives emerged from this ongoing feedback: Calling Campaign, Puma Sprint Schedule, and Ad Astra Comprehensive Scheduling Software.

Response to 1.A.2

In 2020, the College Advance brought together over 100 attendees, including employees and students, to engage in dialogues aligned with the college's Supporting Values. These principles play a crucial role in forming the identity of the college. This collaborative endeavor led to a reaffirmation of these values. Additionally, PVCC Art Faculty worked with students to create a visual display of our values across campus. In October 2024, PVCC will also have a ribbon cutting for the wellness mural that was developed over the past year. This beautiful reminder of our values serve to keep us grounded every day on campus. More recently, the College President convened a cross-functional Strategic Planning Task Force to holistically review the current Mission, Vision, and Values, culminating in the creation of the new PVCC 2023-2026 Strategic Plan.

Supporting Values (PVCC Values Song, written and performed by students)

- Integrity is the cornerstone of PVCC, where ethical conduct, accountability, transparency, fairness, and honesty are upheld.
- Diversity is celebrated and respected, acknowledging the richness that different perspectives bring to an inclusive campus environment.
- Innovation is encouraged, with informed risk-taking viewed as a pathway to enhance learning.
- Partnerships are vital, with a solid commitment to nurturing relationships that bolster learning experiences.
- Excellence is not just a goal but an expectation, driving progress in every facet of the institution.
- Sustainability is practiced with a focus on responsibility across various organizational, social, economic, and environmental domains.
- Wellness is championed, recognizing the integral role of health and well-being in the learning process, spanning emotional, mental, physical, and social aspects.

Response to 1.A.3

PVCC's Mission, emphasizing *educating the whole person*, encourages personal growth and positive social change. The college's purpose is clearly articulated through various documents and platforms, ensuring its Mission is current, comprehensive, and accurately reflects the scope and nature of its programs and services. PVCC actively engages with its external constituents, aligning its offerings to meet their needs and interests.

The college offers various educational experiences within a welcoming and nurturing setting. These include:

- Programs for Workforce Development
- Career Panels
- Courses for general education
- Initiatives for student development
- Programs for Honors Education
- Educational opportunities for the community
- Activities focused on global engagement
- Training in civic responsibility
- Adoption of the Guided Pathways framework executed through the Field of Interests (FOI) model (FOI/Guided Pathways)

Moreover, as an institution dedicated to learning and ongoing enhancement, PVCC conducts yearly evaluations and releases reports on the efficacy of our programs and services. Criterion 4B will provide more detailed information on program review.

4DX work in 2022-2023, aligned with mission, vision, and values.

Response to 1.A.4

Academic Programs

PVCC takes pride in offering an array of academic programs that resonate with the college's Mission, accommodating various learning preferences through traditional and alternative formats. Each

academic division curates a course schedule that caters to diverse student needs, encompassing in-person, online, live-online, hybrid, and hybrid/virtual modalities. The class schedules are annotated to clarify course modalities, enhancing student understanding and expectations. To further support the diverse lifestyles of its students, including working adults, the divisions extend their offerings to evenings and weekends. PVCC students embark on academic journeys leading to certificates, associate degrees, and/or bachelor's degrees. Students can search the schedule of classes and select accelerated formats, such as 14, 12, and 8-week class pathways that may lead to university transfers for advanced degrees. Finally, all syllabi maintain a uniform presentation regardless of modality to satisfy previous reviewer feedback.

MCCCD initiated a transformative approach by encouraging the Guided Pathways framework across its colleges. At PVCC, the Guided Pathways framework is executed through a Field of Interest (FOI) model. This model is dedicated to enabling students to complete foundational courses in Math and English within their first academic year. PVCC further personalizes this journey by allowing students to choose their Field of Interest (FOI) during orientation, grouping them into cohorts with dedicated advisors, peer leaders, and faculty. After the FOI model implementation, PVCC has maintained success rates above 75%.

PVCC has an innovative student onboarding process, incorporating a mandatory first-year experience (FYE) class, supplemented by peer leaders in each FOI. The college has also established a cross-functional Success by Design committee to address developmental education holistically. In collaboration with this committee, the Puma Tutoring Center offers comprehensive support for students in their academic pursuits. The Success by Design committee provides professional development for faculty and staff coordinated through various internal resources to enhance the educational experience.

General Education at PVCC aligns with the Mission of educating the whole person. The college offers a range of programs, from Global Scholars and Study Abroad to Video Game Production, designed to equip students with essential skills for workplace success. The comprehensive approach to General Education is outlined in the College Catalog, extending beyond the Arizona General Education Curriculum (AGEC) to encompass additional requirements for various MCCCD transfer degrees. The AGEC is tailored to support different majors, ensuring students receive a well-rounded education regardless of their chosen path.

PVCC's Mission passage of providing *education that is designed for students to meet their goals* is evident in the assessment conducted by the Assessment for Learning Team (ALT). The ALT developed nine General Education Assessment (GEA) rubrics, each with critical thinking elements measuring outcomes such as Civic Engagement, Critical Reading, Diversity, and Global Awareness. These assessments, conducted by faculty and staff both in and out of the classroom, are recorded in the Online GEA Tool. Curricular and co-curricular assessment is presented in Criterion 4B.

The college's transfer education is supported by MCCCD's Center for Curriculum Transfer and Articulation (CCTA), providing consistency at the district level in articulation and transfer of courses and programs with other postsecondary institutions. This facilitation extends through the Instructional Councils (ICs), which coordinate within Maricopa for faculty roles in curriculum proposals, General Studies designations, and student transfer options.

PVCC has established effective transfer partnerships with local state universities, offering students time- and cost-efficient pathways. These partnerships, such as the 2NAU Pathway Program with Northern Arizona University (NAU) and MyPath2ASU with Arizona State University (ASU), ensure

a seamless transfer process for students pursuing their Bachelor's Degrees.

Student Support Services

PVCC is committed to its Mission of educating the whole person, in partnership with the college's faculty, and reflected in its comprehensive student support services. These services aim to maximize student access, ease the transition for new college students, and create enriching learning, retention, and success opportunities. PVCC empowers its students to become active and engaged learners through collaboration with community and campus partners. The college provides various support, from admissions and registration to athletics. Each service is tailored to address aspects of student life and learning, ensuring a holistic support system. Some examples include:

- Admissions & Registration Records Office (A&R)
- Advising
- Athletics: | All Academic Student Athletes | PVCC Athletics Director
- Athletic Academic Mentors
- Campus Bookstore
- CARE and Conduct
- Career Services
- College Police
- Computer Commons (CC)
- Counseling
- Disability Resources and Services (DRS)
- Early College Programs
- Financial Aid | tuition, fees, books, and living costs
- Fitness Center
- Honors Program
- Intercultural Center
- Library
- Puma Empowerment Center
- Puma Tutoring Center | Puma Tutoring Center Statistics
- Student Life and Leadership (SLL) | On campus events
- Student Recruitment Office
- Technology Help Desk
- Testing Services
- Veterans Services Office
- Welcome Center

Guided Pathways Framework at PVCC

Guided Pathways represents a comprehensive redesign model implemented across the entire college to assist all students in exploring, selecting, planning, and completing programs aligned with their career and educational goals, efficiently and cost-effectively. At PVCC, the Guided Pathways framework is executed through the Field of Interest (FOI) model.

As part of the Puma Pre-Advising process, each student completes an Educational Plan, which connects them with their designated FOI Analysts. These analysts provide personalized guidance, ensuring students receive the support necessary to navigate their academic journey.

All students receive an FOI t-shirt contributing to a sense of belonging and identity. This symbolic

gesture unifies the student body and reinforces their commitment to their chosen field of interest.

A student peer leader is assigned to each FOI, enhancing the support network available to students. Together, students participate in campus-based tours that include classrooms relevant to their FOI.

Students receive messages from three key individuals through HubSpot inviting them to FOI-related events. These events, which range from three to five annually, include career fairs, marketplace conversations, recruitment activities, and alumni panels. Signature events such as Puma Palooza offer additional opportunities for students to engage with their FOI community, promoting connections and enhancing their overall college experience.

PVCC is distinguished within MCCCD as the only campus that mandates in-person student orientation, with exceptions for special circumstances. This unique requirement underscores PVCC's commitment to ensuring that students are prepared and integrated into the college environment, boosting their potential for success.

Enrollment Profile

PVCC's diverse student profile mirrors its Mission and Vision, serving the community through accessible learning opportunities. In Fall 2023, the PVCC student body was a mosaic of backgrounds and experiences. This demographic composition reflects the diversity of the surrounding community.

The continued efforts of college outreach and commitment to serve the community have helped PVCC earn the designation of a Hispanic Serving Institution (HSI). In response to previous review feedback, PVCC has actively embraced its HSI designation with workshops, Hispanic Convocation, and heritage days. The Recruitment Office hosted a "Noche Familiar", an all-Spanish presentation on higher education and PVCC's services. This on-campus event is designed to target Hispanic families. As an additional resource to the Hispanic community, PVCC translated several marketing pieces into Spanish. With the recent acquisition of a Title III grant, PVCC is introducing enhanced services, and innovative resources. Highlights include Supplemental Instruction using High Impact Practices (HIP) and updating the English as a Second Language (ESL) software. Hispanic and DACA student populations have grown from 2021 to the present. The PVCC college website includes an English-Spanish translation mode for ESL students and families. AZ Proposition 308, passed in November 2022, amended the Arizona Constitution to allow all high school graduates to pay in-state tuition, regardless of immigration status. PVCC is working towards gaining the Excelencia in Education Seal. High school district parents interest survey for ESL classes.

Undergraduate Population (Fall 2023): 5,624 students

- 29.6% full-time, 70.4% part-time
- 43.6% male, 55% female
- 64.4% under 25 years old
- 44.9% first-generation college students

Ethnic Composition:

- 1.5% American Indian/Alaska Native
- 4.8% Asian-Pacific Islander
- 3.8% African American
- 30% Hispanic

- 51.7% Caucasian
- 3.5% Other or Undisclosed

Community Ethnic Comparison:

- 2.1% American Indian/Alaska Native
- 3.9% Asian-Pacific Islander
- 7.3% African American
- 42.7% Hispanic
- 41.4% Caucasian

Strategic Implementation Example: 4DX work in 2022-2023, aligned with mission, vision, and values.

Response to 1.A.5

PVCC's Mission, Vision, and Values are publicly shared, ensuring transparency for students, employees, and the community. The college's planning and budgeting align with its Mission, reflecting a strong commitment to these principles, as discussed in Core Component 5.C.1.

Sources

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1.B - Core Component 1.B

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

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

Argument

Response to 1.B.1

PVCC's Community and Academic Partnerships

PVCC is a beacon of commitment to the public good, a principle deeply embedded in its Mission Statement, Supporting Values, and strategic goals. This dedication is particularly evident in PVCC's focus on encouraging positive social change, a commitment reflected in its community-based partnerships.

PVCC's Mission statement explicitly emphasizes the college's role in serving communities. This service manifests through a range of initiatives, including community education, workforce development, global engagement, and civic responsibility promotion. Within PVCC's framework of supporting values, two pivotal elements include partnerships and sustainability.

PVCC's Community and Academic Partnerships

PVCC's 2023-26 Strategic Plan emphasizes community engagement, with Strategic Priority 4 reinforcing the college's commitment to the public good. This focus underscores PVCC's dedication to education and community involvement. Examples of PVCC's Community and Academic Partnerships include:

- Center for Performing Arts (CPA)
- Office of Strategic Partnerships
- Emergency Medical Technology & Fire Science Program
- Entrepreneurship Education Center (EEC)
- Festival of Tales | Festival of Tales participant list | Feedback
- Food Forest
- Fresh Start
- High School and University Partners | Increased headcount
- Internships
- Career Panels/Job Fairs/Marketplace Conversations
- Junior and Senior Night
- Nursing Partnerships

- [Puma Explorer Program](#)
- [PVCC at Black Mountain](#)
- [Work-Based Experiences](#) | [Reporting](#)
- [Astronomy Star Parties](#)
- [St. Mary's Food Bank Food Distribution](#) | [Distribution Data](#)
- [Valley of the Sun United Way](#)
- [Volunteer Income Tax Assistance Program](#)

Supporting Sustainability

[Sustainability](#), a core value at PVCC, is demonstrated through initiatives promoting organizational, social, economic, and environmental responsibility. In response to prior feedback, the college emphasizes educating the community on sustainable practices, as evidenced by:

- Celebrating [Earth Week](#) annually.
- Creating the [Civic Engagement Rubric](#), incorporating Sustainability.
- Expanding the student STEAM Club to include sustainability efforts.
- Operating the [Seed Library](#) in partnership with a local nursery.
- Managing the [Food Forest](#), educating about local plants, and distributing produce.
- [Implementing recycling bins](#) and water filtration refill stations on campus.
- Offering academic classes and a [certificate program in Sustainability](#).
- Providing [electric car charging stations](#) and upgrading to energy-efficient lighting.

Response 1.B.2

PVCC's principal focus is educational development and benefit for a broad spectrum of individuals. This includes prospective and [enrolled students](#), the [dedicated employees](#) who serve them, and visitors who come to the campus to [participate in college-sponsored events](#).

The heart of PVCC's Mission lies in nurturing lifelong learners. These learners are not just equipped with knowledge and skills but are also encouraged to actively engage in professional growth and [positive social change.](#)

Response to 1.B.3

PVCC actively engages with various external constituencies and communities of interest, responding to their needs within its Mission and capacities. This engagement is exemplified through several key initiatives and practices:

[Office of Strategic Partnerships:](#) Functioning as a bridge, this office cultivates and strengthens relationships between PVCC and its external stakeholders. It manages various facets such as donor relations, gifts to the college, resource development activities, alum programming, advocacy efforts, and special events.

[President's Community Advisory Council (PCAC):](#) Demonstrating its dedication to public welfare, PVCC maintains engagement with its constituencies and communities through the PCAC. Comprising community members from [diverse sectors, including local school districts,](#) businesses, non-profits, Chambers of Commerce, elected officials, and representatives from local universities such as ASU and NAU, the PCAC plays a critical role. The mission of PCAC includes strong advisory, communication, and advocacy ties between PVCC and individual

business and community leaders, creating mutually beneficial partnerships and propelling the college's Mission forward.

PVCC values the input of students and employees in improving services and learning practices. Their feedback is essential for gathering data on campus experiences and ideas. PVCC leadership supports this input through various interactive and inclusive platforms:

- **Open-door policies:** Maintained by the President, Vice Presidents, Deans, and Associate Deans, ensuring accessibility and open communication.
- Puma Talks**:** Monthly forums for faculty and staff to express opinions and share ideas. The college president utilizes the opportunity to inform and update the campus on upcoming and continuous events.
- Student Affairs Newsletter: Student-focused messaging to inform and identify resources, critical deadlines, and student engagement opportunities.
- Pizza with the President: An opportunity for direct dialogue with the college president in an informal setting. Sweets and Treats Executive Team
- Student Listening Sessions: These sessions are integral to understanding and addressing students' needs and experiences, promoting a culture of continuous improvement and responsiveness. Six listening sessions were conducted, and 121 students participated.

Advisory Councils

PVCC's occupational degree and certificate programs are guided by advisory councils of industry professionals. These councils ensure programs meet regional employer needs and professional standards. Active advisory councils support various programs, including:

- Administration of Justice
- Business/IT
- Economics
- Dietetic Technology
- Early Childhood Education
- EMT/Paramedicine/Fire Science
- Nursing

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1.C - Core Component 1.C

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

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

Argument

Response to 1.C.1

Co-Curricular Activities

PVCC promotes co-curricular activities that equip students with the opportunity to broaden their scope of knowledge and experience. These experiences align with the PVCC mission and are leveraged to prepare students for a multifaceted world and workplace. Examples of co-curricular activities include:

- Festival of Tales
- Student Life and Leadership (SLL)| various campus events
- Veterans Events
- Phi Theta Kappa (PTK) | Honors Excellence
- Creative Writing Competition | League of Innovation Winner
- Club Zeitgeist
- Fine Arts Performances | Concerts | Showcases
- The Honors Debate and Showcase
- The Innovation Challenge
- Music Industry Studies Showcases
- Artist of Promise
- Cultural Artwork | Student Art Exhibit
- Community Involvement
- Diversity
- Intercultural Center
- STEAM Art Competition

Response to 1.C.2

Inclusivity

PVCC's commitment to diversity and inclusion is evident in its transparent, accessible non-discrimination policies. Section 5 of the Administrative Regulations outlines these policies, covering Non-Discrimination (5.1), Equal Opportunity (5.1.3), and Affirmative Action for specific groups

(5.1.7). Updated in 2020, these policies ensure continued relevance and effectiveness.

The 2023-2026 Strategic Plan of PVCC further illuminates the college's commitment to diversity. The first goal explicitly articulates the dedication to diverse learners. The remaining strategic goals highlight PVCC's deliberate efforts to prioritize equity and inclusion in all its endeavors. PVCC actively contributes to regional economic development and exerts a positive social impact on the local community by providing affordable, high-quality education in a nurturing environment of care and belonging. This approach advances PVCC's Mission and reinforces its role as a pivotal agent of societal progress and inclusivity.

PVCC addresses diversity, equity, and inclusion through various programs and initiatives:

Diversity Advisory Council (DAC): Since 2001, the DAC has been instrumental in advocating for and promoting inclusive and equitable policies, training, and practices across the district. The DAC Awards of Excellence, hosted annually, acknowledges significant contributions to diversity and inclusiveness. PVCC hosted the Maricopa DAC Awards in 2022 and launched its Diversity Champions awards ceremony. In 2023, the DAC began reporting to the Center for Excellence in Inclusive Democracy (CEID), with representatives from each college and Maricopa Affinity groups.

Diversity, Equity, Inclusion, and Engagement (DEIE) Committee: Established in 1987, the DEIE committee underwent a restructure in 2007 to include formal leadership from faculty and staff. Currently led by co-chairs, the committee promotes change at individual, group, and institutional levels, using the Multicultural Change Intervention Matrix to raise awareness and effect paradigm shifts.

Diversity Equity, Inclusion, and Engagement (DEIE) Webpage: This online resource reflects PVCC's commitment to inclusion, highlighting diverse Heritage Month programming, funding for employee-led activities, and training opportunities to bridge equity gaps. These events and training sessions are accessible to the campus and local community members.

Early College Programs: The Achieving a College Education (ACE) program offers scholarships to underrepresented high school students, enabling them to take college credit courses. The Hoop of Learning (HOL) program focuses on increasing Native American enrollment and college participation and strengthening partnerships with Native American communities and other organizations.

Facilitate Access to Supplemental Funding: PVCC provides grants to address barriers to student success, covering basic needs such as childcare and emergency assistance.

Foster Care Advocacy and Support: The college has dedicated faculty and staff who serve as champions and coaches for foster care youth.

International & Intercultural Educational (IIE) Committee: This committee offers programs and study-abroad opportunities to enhance students' understanding of diverse cultures and societies.

OER/ZTC Initiatives: PVCC is committed to affordability and has expanded open educational resources and zero-textbook-cost programs. The college employs an OER Specialist and an OER and Academic Engagement Librarian to lead these efforts.

Inclusive Accessible Programming

PVCC annually curates event programming that conscientiously reflects and celebrates human diversity. Notable examples of these initiatives include:

- Black History Month
- Desperado LGBTQ Film Festival | Showcases films
- Hispanic Heritage Month
- Native American Heritage Month
- International Artists, Lecturers, and Scholars Speaker Series: Speakers
- International Film Festival | (2024)
- Lunar New Year
- National Library Week
- Veterans Appreciation Week
- Women's History Month
- First Generation Programming
- Mental Health Awareness Month
- LGBT History Month (October) & Pride Month (June) | Equality Maricopa | Desperado Film Festival
- Disability Empowerment Month

Professional Development for Faculty and Staff

At PVCC, a robust commitment to professional development is evident, particularly in the realm of diversity, equity, and inclusion (DEI) including:

PVCC Implicit Bias Training (IBT): This training is mandatory for all employees involved in search/hiring committees. Developed internally by PVCC's Executive Director of DEI and externally through the Kirwan Institute, it is accessible in person and online.

DEI Training Portfolio: Under the guidance of the Executive Director of DEI, PVCC offers a diverse range of DEI training options. Employees have the flexibility to choose from an established menu of training programs or to request training content uniquely crafted for their needs.

DEIE Committee's Initiatives: The DEIE committee at PVCC is instrumental in supplementing the professional growth of faculty and staff. Through various sessions, the committee addresses crucial topics such as Civil Dialogue Moderator Training, Safe Space Training, Trauma-Informed Care, Culturally Safe Spaces for American Indian Students, Race Literacy, Anti-racism, and the Intersections Between Gender and Race. Mental Health First Aid is also a significant part of their offerings, highlighting the committee's dedication to comprehensive development. | Co-curricular Assessment of DEIE initiatives.

CTLEE Learning Week: The Center for Teaching, Learning, and Employee Engagement (CTLEE) is key to professional development at PVCC. CTLEE collaborates with employees to offer Learning Week sessions on topics like course design, intercultural considerations, accessibility, and communication, enhancing faculty and staff skills.

Student-Centered Support

Puma Empowerment Center and Little Free Pantries: At PVCC, the [Puma Empowerment Center,](#) powered by Dress for Success Phoenix, along with the Puma Food Pantry, stands as a testament to the college's dedication to community service. This center provides vital services such as food security and professional attire, coaching, and workshops on job procurement, resume writing, and interview skills training.

Student Clubs and Organizations: PVCC's vibrant [student life and leadership](#) department oversees 18 clubs, each reflecting the rich tapestry of societal diversity and inclusion. These student clubs and organizations engage in [various activities](#), including fundraisers and collaborative programs, enabling students to garner additional funding for their club activities. [Clubs are presented in FOI format](#) so that students can understand what activities may be of personal interest.

Intercultural Center: [The Intercultural Center at PVCC](#) is a hub for student diversity and success. It is home to local chapters of significant initiatives such as Women Rising and the [Male Empowerment Network (MEN),](#) crucial in promoting student diversity and success within the college community.

Mental Health

In a significant move to bolster [mental health support,](#) a large cohort of PVCC faculty and staff underwent training to become Mental Health First Aid responders in September 2022. This initiative underscores the college's commitment to building a supportive and responsive environment for all its community members.

Human Diversity

PVCC recognizes the similarity between the ethnic makeup of its faculty and students while acknowledging room for improvement. [As of Fall 2023,](#) the full-time faculty was 5.8% Asian-Pacific Islander, 2.5% African American, 14% Latinx, and 77.5% Caucasian. PVCC remains dedicated to fostering an inclusive environment that mirrors the diversity of its community.

PVCC, as an EEO/AA employer, follows [MCCCD AR 5.1 Non-Discrimination policies](#). The college advertises nationally to attract diverse, top-tier candidates. Following the 2020 T[ake Action College Team (TACT)](#) report, hiring committees are required to include gender and ethnic diversity and members from various policy groups. [Implicit Bias Training is mandatory](#) for all hiring committee participants.

Cultural Diversity in Curriculum

At PVCC, cultural diversity is a focal point in many courses and seamlessly integrates into the curriculum across various disciplines. [Examples of courses that incorporate Cultural Diversity.](#)

In response to previous reviewer feedback, from 2019 to 2023, 632 students were assessed using the [Diversity & Global Awareness Rubric,](#) a key component of the General Education Assessment rubrics at PVCC. [Detailed results of the Diversity and Global Awareness Rubric](#) are available in Criterion 4 of this report.

Response to 1.C.3

Promoting a Climate of Respect at PVCC

PVCC is committed to cultivating a respectful and inclusive environment for all students, faculty, staff, and administrators. PVCC implements various initiatives to encourage meaningful exchanges within its community:

Community Guidelines: Developed by the Executive Director of Diversity, Equity, and Inclusion (DEI), these guidelines, introduced in July 2022, are applied in all DEI-led discussions. The PVCC Land Acknowledgement is also shared at official events such as graduation and convocation to acknowledge and respect our Indigenous community.

Puma Talks: A monthly campus conversational series serves as a platform for faculty and staff to engage with the college president and executive team.

Puma Praise: An electronic forum enabling students, faculty, and staff to recognize and celebrate peers for hard work and dedication. Annually, the Puma Praise Committee reviews all submissions, and special recognition is awarded to those whose contributions exemplify excellence in alignment with College's Mission.

Take Action College Team (TACT): TACT was formed in response to national issues of police brutality and racism. TACT, composed of employees and students, convened in June 2020. The appointment of the inaugural Executive Director of DEI in July 2022 was a direct outcome of these recommendations.

Culturally Relevant Pedagogy (CRP): This resource aids faculty in adapting their curriculum and classroom activities to better cater to diverse learners. Efforts to secure funding from entities like the National Endowment for the Humanities and National Science Foundation are underway.

Artwork Celebrating Cultural Diversity: Art faculty have spearheaded several public art installations, each highlighting the community's diverse makeup.

Sources

- 1C 5_1 Nondiscrimination and EEO Veterans Affirmative Action Webpage
- 1C Achieving a College Education ACE
- 1C All_USA Scholars
- 1C AR 5_1 Non_Discrimination policies
- 1C Artist of PromiseUPDATED
- 1C ASB102
- 1C Black History Month
- 1C Center for Performing Arts CPA_V2_UPDATED.pdf
- 1C Center for Teaching Learning and Employee Engagement CTLEE UPDATED.pdf
- 1C Club Leaders Co Curricular Assessment
- 1C Club Z
- 1C Clubs by FOI
- 1C COM263
- 1C Community Involvment
- 1C CPD160
- 1C Creative Writing and Accolades
- 1C Cultural Artwork

- 1C Cultural Diversity in Curriculum
- 1C Culturally Relevant Pedagogy CRP
- 1C DEI Pre Post Summary
- 1C DEI Training
- 1C DEIE CoChair
- 1C DEIE Training Calendar 2021 2022
- 1C DEIE Training Workshop Feedback DataV2
- 1C Desperado Film Festival Flyer
- 1C Desperado Film Schedule
- 1C Disability Empowerment
- 1C Diversity
- 1C Diversity Advisory Council DAC
- 1C Diversity and Global Awareness Definition and Rubric
- 1C Diversity and Global Awareness Rubric Results
- 1C Diversity Equity Inclusion and Engagement DEIE Committee Webpage
- 1C Diversity Equity Inclusion and Engagement DEIE Libguides
- 1C Diversity Equity Inclusion and Engagement DEIE Website
- 1C Economic Impact of MCCCD Colleges Report
- 1C EDU230
- 1C End of Summer Music Showcase
- 1C Entrepreneurship Education Center EEC UPDATED V2.pdf
- 1C Equity Maricopa
- 1C Faculty and Staff Ethnicity Reporting
- 1C Festival of Tales Feedback and Participation Data
- 1C Festival of Tales Participant List Sample
- 1C Festival of TalesUPDATED
- 1C First Generation
- 1C Foster Youth Advocacy
- 1C Gender Based Violence_Armenian Perspective (2)
- 1C Hispanic Heritage Month
- 1C Honors Showcase and Rubric
- 1C Hoop of Learning HOL
- 1C Implicit Bias Training IBT
- 1C Intercultural CenterUPDATED
- 1C International Educational Committee IIE
- 1C International Film Festival
- 1C International Film Festival 2024
- 1C International Student Literary Awards Cert of Merit PVCC
- 1C Land Ackowledgement
- 1C LGBTQI
- 1C Lunar New Year
- 1C Mental Health
- 1C Music Industries Showcase UPDATED
- 1C National Library Week
- 1C Native American Heritage Month
- 1C OER ZTC
- 1C On Campus Cocurricular Events Sample
- 1C On Campus Events and Student Life UPDATED
- 1C Partnerships

- 1C Peer Leader _Mentor
- 1C Phi Theta Kappa PTK_UPDATED
- 1C Positive Social Change UPDATED.pdf
- 1C Pride Month
- 1C Psi Beta National Excellence
- 1C PSY132
- 1C Puma Empowerment Center
- 1C Puma Praise UPDATED
- 1C Puma Talks
- 1C PV_IBT Certificate of Completion_SampleJune 2024 Participant
- 1C PVCC _Community Guidelines
- 1C Section 5 Admin Regulations
- 1C STEAM Art Competition
- 1C Strategic Plan 2023 2026
- 1C Student Art Exhibit
- 1C Student Life and Leadership SLL_UPDATED
- 1C Student Performed and Produced Concert
- 1C Supplemental Funding
- 1C Take Action College Team TACT
- 1C Veterans Appreciation
- 1C Wellness UPDATED V2.pdf
- 1C Women History Month

1.S - Criterion 1 - Summary

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

Summary

Criterion 1 Areas of Opportunity

PVCC has thoroughly assessed its strengths and challenges, uncovering opportunities to strengthen its institutional efficacy and is dedicated to advancing strategic initiatives that leverage these insights for ongoing institutional enhancement.

- **Mission Review Cycle**: Ensure that mission and vision statements are revised, not just reviewed, during scheduled cycles to better reflect changing community needs and institutional growth.
- **Class Schedule Alignment**: Reexamine and optimize the class schedule to better align with student needs, particularly for working adults and non-traditional students.
- **Engagement with Diverse Communities**: Strengthen outreach and support for Hispanic, DACA, and first-generation students, leveraging the college's HSI designation and Title III grant.
- **Enhance Community Partnerships**: Expand partnerships with local industries, schools, and organizations to increase internship opportunities and strengthen workforce development programs. Ensure that follow-up on advisory council inputs are effectively documented.
- **Civic Engagement Initiatives**: Broaden opportunities for students to engage in civic responsibility and public service, further integrating these aspects into the college's mission.
- **Cultural Competency and Inclusion**: Advance programs that promote cultural competency, diversity, and inclusion among faculty, staff, and students, ensuring a welcoming environment for all.
- **Assessment of Campus Events**: Gather inputs from students, staff, faculty and community members on the impact of campus events.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

Response to 2.A.1

Mission Development and Adoption

Paradise Valley Community College (PVCC), as a self-governing institution, plays a pivotal role in formulating its mission. This autonomy was demonstrated in 2023 when the mission underwent a comprehensive review and affirmation by both internal and external stakeholders, aligning with the 2023-26 strategic plan.

The College's Mission and Vision were comprehensively evaluated upon the arrival of new presidential leadership in the summer of 2022 to ensure alignment with its diverse student body and community partners. Following the resignation of the presidential leadership in the fall of 2023, the Strategic Planning Task Force, consisting of 21 members from various organizational levels, played a crucial role in affirming and operationalizing the College's Mission and Vision. The Task Force comprised a broad spectrum of stakeholders, including students, faculty, and staff. Inputs were acquired from college-wide listening sessions, surveys, enrollment trends, and 'Puma Talks' feedback. In Spring 2023, the Task Force confirmed that the existing Mission and Values aligned with the College's strategic aims, current initiatives, and student support mechanisms. The team plans to gather for a reflective session in the Fall of 2024.

The college proudly displays its Mission, Vision, and Values across campus, on its website, and in its college catalog, ensuring these guiding principles are visible and accessible to all. Puma Praise: Additionally PVCC has developed the Puma Praise: An electronic forum enabling students, faculty, and staff to recognize and celebrate peers for hard work and dedication. Annually, the Puma Praise Committee reviews all submissions, and special recognition is awarded to those whose contributions exemplify excellence in alignment with College's Mission.

Response to 2.A.2

Integrity in Operations

PVCC is committed to conducting its operations with unwavering integrity across its financial, academic, human resources, and auxiliary domains. This commitment is not just a value, but a reflection of the college's ethical standards, as outlined in the Employment Standards of AR 6.7 by the MCCCD.

Local, State, and Federal Compliances

In adherence to local, state, and federal regulations, policies, laws, and disclosure reporting requirements, PVCC is compliant with the following legislations and guidelines:

- Affordable Health Care Act (ACA)
- Age Discrimination in Employment Act
- Americans with Disabilities Act
- Arizona Revised Statutes (ARS) 1-501 and ARS 1-502 regarding eligibility for public programs
- ARS 23-403 on Division of Occupational Safety and Health | Employer's Duty
- ARS 15-1404 through 15-1491 about 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)
- Higher Education Opportunity Act (HEOA) | Department of Education
- Health Insurance Portability and Accountability Act (HIPAA)
- Occupational Safety and Health Administration Laws (OSHA)
- Title IX
- Veterans Education Benefits Regulations
- Western Interstate Commission for Higher Education (WICHE)

College and District Compliances

PVCC, in alignment with the broad spectrum of Maricopa County Community College District (MCCCD) policies and procedures, ensures equitable, honest, and respectful treatment of all internal and external constituents. The College disseminates written policies and procedures to its internal constituents, promoting clarity, consistency, accountability, and transparency. PVCC also upholds a respectful, safe, and healthy work environment, conforming to relevant personnel and student policies. The MCCCD conducts training and education regarding these policies and procedures.

Employee Acknowledgments and Training

Every employee at PVCC is mandated to annually reaffirm their understanding and commitment to MCCCD's policies and regulations through a series of acknowledgments and disclosures through the Employee Learn Center (ELC). The nature of these acknowledgments and disclosures may vary depending on the employee's role and include:

- Hiring Practices and Processes
- Information Security and Privacy
- Legal Issues: Public Sector Employment

- MCCCD Employee FERPA Compliance
- MCCCD Public Stewardship
- Preventing Sex Discrimination and Harassment

Additionally, the MCCCD sends out annual notifications to students, faculty, and staff on behalf of the College. These annual notifications are also housed on the MCCCD district website and are available year-round. The annual notifications include:

- Clery Act Annual Notification
- Drug and Alcohol Prevention Annual Notification
- FERPA Annual Notification
- Higher Education Act Annual Notification
- Title IX Annual Notification
- Voter Registration Annual Notification

Institutional Disclosures

Federal law requires the College to disclose information to prospective, current, and college employees. Some disclosures (consumer information) are housed on the MCCCD website, and some are on the PVCC website. Examples of the disclosures/consumer include:

- Disability Resources and Services
- Accreditation
- Financial Aid
- Residency and Lawful Presence
- Campus Security
- Diversity
- Student Outcome Information
- EEO Policy Statement

Diversity and Inclusion in the Employment Process Training

Search committees for residential faculty and classified staff engage in in-person or online Implicit Bias Training (IBT) orientation. Community members interested in serving on a search committee must acknowledge their comprehension of the integrity of the hiring process, a process mirrored by employees via the Employee Learn Center.

Equal Employment Opportunity (EEO)/Non-discrimination Policy

PVCC is committed to fostering a diverse and inclusive environment, ensuring respect, dignity, and equitable treatment for all students and employees.

Grievance Procedure

PVCC provides a formal grievance procedure, offering employees and students a platform to voice complaints. This process aims to enhance employee-management relations by offering a prompt resolution mechanism. The grievance procedure is characterized by fairness, transparency, and respect, ensuring employees can file grievances without prejudice.

Operational Budget Guidelines and Procedures

To fulfill its fiduciary responsibilities and strategic objectives, PVCC's finance and budget adhere to a set of published guidelines and reports for budgeting processes. This includes submitting an annual Full-Time Student Equivalent (FTSE) report to MCCCD, which is utilized for funding allocation.

OSHA Compliance

MCCCD prioritizes employee safety and health, establishing policies to address job-related hazards and comply with OSHA regulations. FTSE PVCC submits an annual Form 300A report to the US Department of Labor detailing work-related injuries or fatalities.

Sexual Harassment Policy for Employees and Students

MCCCD's policy stipulates the provision of an educational, employment, and business environment devoid of sexual violence, unwelcome sexual advances, and other forms of sexual harassment, as delineated in AR 2.4.4 for students and AR 5.1.8 for employees, 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 MCCCD and PVCC have established various policy and procedural manuals delineating the roles and responsibilities of specific constituencies. These manuals include:

MCCCD Adjunct Faculty Handbook: This handbook encompasses personnel policies and references to Administrative Regulations pertinent to individuals employed part-time or on a semester-to-semester basis in instructional or service capacities.

MCCCD Administrative Regulations: Administrative Regulations cover a range of issues, including Students, Instruction, Fiscal Management, Auxiliary Services, Equal Employment Opportunity, Affirmative Action, and Board Resources.

MCCCD Public Safety Police Guidelines: These guidelines provide comprehensive procedural guidelines for Department of Public Safety personnel, ensuring uniform public safety administration within MCCCD.

MCCCD Residential Faculty Agreement (RFA): This is a negotiated document affirming the policies, roles, responsibilities, administrative regulations, and standard operating procedures for residential faculty.

MCCCD Specialized Funded Program Policy Manual: Outlines procedures and policies for employment, compensation, benefits, and the duration of positions funded through special programs.

MCCCD Staff Policy Manual: Includes policies applicable to all staff members.

PVCC College Catalog and Handbook: Details policies pertinent to students, including the Student Code of Conduct and Student Rights and Responsibilities

Oversight

To ensure compliance and improvement, MCCCD and PVCC have instituted various teams, panels,

and boards to ensure compliance with policies, procedures, activities, and laws, which include:

PVCC President's Community Advisory Council (PCAC): Summarized in 1.B.2, the PCAC is a communication conduit for college-wide initiatives, issues, and opportunities for external stakeholders and partners. The PCAC advises the President on improving policies, procedures, and practices aligned with PVCC's Strategic Goals and Planning Priorities.

PVCC Finance and Budget Committee (FBC): A cross-functional committee that oversees the integrity of PVCC's budget processes, reviews budget requests, ensures alignment with strategic and operational plans, and makes recommendations to the President.

MCCCD HR Solutions Center: This center facilitates ADA accommodation requests and coordinates compliance with non-discrimination requirements under the Americans with Disabilities Act and its Amendments Act.

MCCCD Office of Public Stewardship (OPS): Established for stakeholder accountability, it manages the Maricopa Concern line, Citizens' and Employee Ombuds Services, Public Records Disclosures, and Maricopa Governance. It also administers the MCCCD Tuition Waiver Program.

PVCC President's Planning Team (PLT/PPT): Composed of internal college administrators, faculty, and staff leadership, focusing on developing strategies to enhance learning and student success and ensuring operational integrity across PVCC.

MCCCD Staff Representation: This involves non-exempt and exempt staff from all Maricopa Colleges and the District Office. It ensures staff representation in the shared governance structure, informs policy matters, and provides a platform for staff concerns.

Sources

- 2A Mission Posters Posted Around Campus
- 2A 5_1 Non_Discrimination and EEO
- 2A Adjunct_Faculty_Handbook
- 2A Administrative Regulations and Policies
- 2A ALT Report on PVCC Graduates Achievement
- 2A Annual Acknowledgments and Disclosures
- 2A ARS 1-501
- 2A ARS 1-502
- 2A Budget Requests Recommendations and Approvals FY23-24
- 2A Canvas Training
- 2A CARE and Conduct Updated
- 2A Cleary Act _ Campus Security ReportsUPDATED
- 2A College Police Webpage
- 2A Consumer Information
- 2A Copyright and Plagiarism UPDATED.pdf
- 2A Disability Resources and Services Webpage
- 2A Diversity
- 2A Employment Standards AR 6_7
- 2A Enrollment Snapshot FTSE 20_24

- 2A Faculty Annual Acknowledgments and Disclosures Sample
- 2A Family Educational Rights and Privacy Act FERPA
- 2A Finance and Budget Committee FBC
- 2A Financial Aid
- 2A Financial and Budget Committee Charter 23-24
- 2A FY2023 All funds Balances as of 02-15-2023.xlsx - July 12 2022
- 2A GB Chancellor Colleges Org Chart
- 2A Grievance Complaint Portals
- 2A Hiring Committee Review_Reminders
- 2A HR Solutions Center
- 2A Leadership Transition Timeline
- 2A MCCCD Annual Notifications
- 2A Mission in Catalog pg 6 UPDATED
- 2A Office of Public Stewardship
- 2A Paradise Valley Fast FactsUPDATED
- 2A Presidents Community Advisory Council
- 2A Presidents Planning Team
- 2A Prop 308
- 2A Public Safety Police Guidelines
- 2A Puma Open House
- 2A Puma Praise UPDATED
- 2A Puma Talks
- 2A PVCC 23-26 Strategic Plan execution and accountability framework (1)
- 2A PVCC Accreditation Webpage
- 2A PVCC Employees Living the Mission
- 2A PVCC Human Resources Webpage
- 2A PVCC Mission
- 2A PVCC Mission Statement Web
- 2A PVCC Search Committee Implicit Bias Required Training
- 2A PVCC Vision
- 2A Residential Faculty Agreement RFA
- 2A Sexual Harassment Title IX and DiscriminationUPDATED.pdf
- 2A Specially_Funded_Group_Manual
- 2A Staff Senate
- 2A staff_policy_manual
- 2A Strategic Plan 2023 2026
- 2A Strategic Planning Task Force
- 2A Student Listening Sessions
- 2A Student Senator Report
- 2A Supervisory 101 Training
- 2A Supporting Values College Publication UPDATED.pdf
- 2A Veterans Services
- 2A Wellness UPDATED V2.pdf

2.B - Core Component 2.B

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

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

Argument

Response to 2.B.1

PVCC exemplifies transparency and thoroughness in [conveying information](#) to its students and the general public. This encompasses academic programs, faculty and staff details, student costs, governance structures, and accreditation affiliations.

Academic Offerings

PVCC publishes details about its current programs and requirements in the online course schedule and the College Catalog. The catalog comprehensively lists degrees, certificates, program requisites, and course descriptions. The catalog serves as the PVCC student handbook providing essential information on [campus services](#), the academic calendar, [conduct regulations](#), and v[arious critical policies and procedures](#).

The [Marketing and Communications Office](#) also employs many platforms to disseminate current policy and program-related information to students and the public. These platforms include the [Daily Growl,](#) an information email to all students and faculty, public social media accounts, and the [PVCC Student Affairs Newsletter.](#)

Disclosures

The Disclosures pages on the PVCC website present all mandatory compliance information, including:

- [Accreditation](#)
- [Student Right-To-Know (RTK) Disclosure Reports](#)
- [Athletic Aid](#)
- [Diversity of Student Body & Pell Grant Recipients](#)
- [Four-Year Average Graduation & Transfer-Out Rates](#)
- [Four-Year Average Graduation & Transfer-Out Rates for Athletes](#)
- [Graduation & Transfer-Out Rates](#)
- [College Catalog and Handbook 2024-2025](#)

Faculty and Staff

The College Catalog includes detailed faculty and staff information, such as names, titles, departments, and contact details for division chairs. The online Directory offers updated faculty and staff positions, contact info, and courses taught, accessible to students and the public. Faculty and management credentials are listed in the College Catalog and commencement program.

Financial Transparency

PVCC provides detailed tuition and fees on a dedicated webpage, mirrored on the MCCCD Tuition Information page. A Net Price Calculator on the PVCC website helps estimate tuition costs for transparency. The college monitors Department of Education policies on "gainful employment and value proposition" to ensure compliance and timely information disclosure. The Financial Aid department offers a cost of attendance link and provides a College Financing Plan to students who complete the FAFSA or apply for Veteran Education benefits. Admission requirements and costs are detailed in Administrative Regulations AR 2.2.

Governance and Accreditation

PVCC's governance structure is clearly defined. PVCC operates independently within the ten-college Maricopa District as a non-profit community college. PVCC is accredited by the Higher Learning Commission (HLC) and is a North Central Association (NCA) member. Current accreditation information is available on the PVCC accreditation webpage, which is linked in the website's footer. The college also displays accreditations for special programs that have their accreditation.

Response to 2.B.2

PVCC is committed to substantiating its claims regarding its impact and contributions to the educational experience. This commitment encompasses research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

Co-curricular Programs

Co-curricular programs align with PVCC's mission, and they significantly enhance students' educational experience. Student Life and Leadership (SLL) encourages student engagement in learning through leadership, service, recreation, wellness, and cultural activities. SLL, Intercultural Center, Career Services, Veterans Services, and Disability Resource and Services provide co-curricular programs encouraging student learning and development. Each organizes various events to foster student engagement, including:

- Club Rush Week
- Festival of Tales (participation list)
- Puma Palooza
- Finals Week Events
- Puma Empowerment Center
- Food Distribution
- Multiple Veterans Appreciation Events
- Paws Birthday
- First Generation Events
- Let'sLet's Talk Culture
- Women'sWomen's HERstory Month
- Native American Heritage Month

- [Hispanic Heritage Month](#)
- [Lunar New Year](#)
- [Student Resource Fair](#)
- [Volunteer Income Tax Assistance (VITA)](#)
- [Other co-curricular activities](#)

Clubs

PVCC currently [supports 18 active clubs](#) with over 200 student participants, each overseen by faculty or staff advisors. [Clubs are categorized](#) into leadership and academic clubs, diversity clubs, science clubs, education clubs, arts clubs, and business clubs. Additionally, SLL endorses [Leadership Development Programs](#) like Emerging Leaders, Student Public Policy Forum, and Student Government.

International Studies

The [International Studies](#) office offers [Study Abroad Opportunities](#) and hosts events such as an international film festival and the [Visiting Artists, Lecturers, and Scholars Series.](#)

Honors Program

[PVCC's Honors Program](#) emphasizes excellence in learning, academic achievement, leadership, and community engagement. The Student Honors Advisory Council (SHAC) organizes educational, cultural, and social activities to enrich the Honors Program. Honor students compete bi-annually in a multi-disciplinary [honors showcase](#). This event involved the entire college, as faculty and staff were invited to be judges of the semester event.

Research

> **Research Institutional Review Board (IRB):** [The IRB](#), comprising faculty members, administrators, institutional researchers, and community board members, supports human participation research.
>
> **Faculty Research**: Moreover, MCCCD facilitates a faculty development [leave/sabbatical](#) program, allowing faculty members to dedicate time to new course development, research endeavors, or doctoral dissertation completion. Notably, Dr. Tatjana Thomas, a Biology faculty member, was granted a sabbatical for the project "[Neurodegenerative Disease: Research and Awareness](#)" during the academic year 2023-24.
>
> **The Maricopa Center for Learning and Innovation (MCLI):** The Maricopa Center for Learning and Innovation (MCLI) offers [Horizon Grants](#) and Summer Projects funding opportunities, as well as a [Research Fellowship (MILRF)](#), which annually supports up to six faculty members in exploring significant teaching and learning issues within their disciplines. Since 2014, [PVCC has had five faculty members participate as MILRF fellows.](#)
>
> **Paradise Valley Community College Library:** [The PVCC library](#) is a central repository for faculty publications, including textbooks, journal articles, books, and creative works, accessible to students, staff, and the community online and in print. Faculty also share their scholarly contributions at regional and national conferences and [exhibit their creative output](#) on campus.

Community Engagement

PVCC explicitly emphasizes the college's role in serving communities. This service is demonstrated through various initiatives, including community education, workforce development, global engagement, and promoting civic responsibility. Within PVCC's framework of supporting values, two pivotal elements—Partnerships and Sustainability distinctly articulate the college's commitment to public welfare. A sample of the sponsored SLL events and activities that promote civic engagement:

- Adulting 101
- Out of the Darkness Campus Walk
- Free Haircuts
- Dress For Success
- High school outreach
- Student Life Activity Calendar

The Academic and Occupational programs provide the following community engagement activities:

- Festival of Tales (participant list)
- Saturday Night Concert Series
- Structured Autism Outreach
- Big Pitch Entrepreneurial Studies Competition
- Entrepreneurial Education Center
- PVCC Innovation Challenge
- AIA Esports
- Fine & Performing Arts Events
- PVCC Visual Arts Student Showcase
- CSI Day
- Mental Health Awareness Days

Service Learning

After a hiatus, Service Learning was reintegrated in 2014 with a committee guiding faculty on incorporating service learning in classes and adhering to safety and liability procedures as per MCCCD policy.

Economic Development

PVCC's occupational degree and certificate programs are supported by independent advisory boards. These boards, comprising professionals, university partners, and faculty, provide vital industry insights and curriculum guidance. Programs with advisory boards include:

- Administration of Justice
- Business/IT
- Dietetic Technician
- Emergency Medical Technology Advisory Board
- Nursing
- President's Community Advisory Council (PCAC)

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- 2B Festival of TalesUPDATED
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- 2B Global Scholars Abroad Video Game
- 2B Governing Board Agendas and Minutes
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2.C - Core Component 2.C

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

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

Argument

Governing Structure and Policy Framework

PVCC operates under the governance of the elected MCCCD Governing Board. As per Arizona law, this Board functions autonomously, ensuring the integrity of all ten Community Colleges within the MCCCD.

New Governing Board members undergo onboarding, which includes an introduction to MCCCD, policy and legal training, and a strategic plan overview. This training covers the Board's mission, goals, roles, administrative powers, policies, code of conduct, committee structure, meeting procedures, open meeting laws, and public records law. Periodic additional training is provided afterward.

In February 2011, the MCCCD Governing Board implemented a revised set of Board Policies, which have undergone various amendments. The most recent are sections 3.2 and 3.4 concerning the Accountability and Monitoring of the Chancellor's Performance. These amendments were adopted in the Board meeting held on June 27, 2023.

The MCCCD Governance Framework hierarchy outlines that the Governing Board Policies encompass Vision, Mission, Values, Strategies, Chancellor Responsibilities and Interpretations, Board-Staff Relations, and Governance processes. These policies, established in 2011 and amended as needed, are by the Open Meeting procedures outlined in ARS § 38-431. For transparency and public accessibility, meeting notices, agendas, and minutes are promptly posted in line with state statute requirements. The Board's regularly scheduled discussions adhere to the principles and outcomes outlined in its policies.

Per ARS § 15-1444, the MCCCD Governing Board creates policies in public forums to meet PVCC's educational needs. Following the 2002 Maricopa Ethics and Values Initiative, the Board established the MCCCD Guiding Principles. The Board's Broadest Outcome Statement commits MCCCD to providing diverse communities with practical, learner-centered, flexible, and affordable lifelong

education. In May 2023, aligning with MCCCD's Vision, Mission, and Values, the Board adopted specific outcomes with metrics to evaluate each one.

- [Vision, Mission, and Institutional Values](#)
- [Strategy One: Student Outreach & Success](#)
- [Strategy Two: Economic Resources & Sustainability](#)
- [Strategy Three: A Cohesive Identity](#)
- [Strategy Four: Organizational Talent](#)

Response to 2.C.2

Composition and Deliberations of the Governing Board

PVCC is governed by the MCCCD Governing Board, which ensures the integrity of all ten district colleges. On April 26, 2022, the Board adopted a [shared governance blueprint](#) to guide inclusive decision-making. [The eight-member Board](#) includes five elected from Maricopa County districts and two at-large members, all serving staggered four-year terms to ensure continuity and stability. The Board is dedicated to preserving and enhancing PVCC.

Scope of the Governing Board

[The Governing Board oversees all MCCCD](#), making decisions to improve PVCC. It has the power to adopt policies for governing community colleges. A key role is [setting goals to better serve Maricopa County residents](#), including students, employers, universities, and schools. The Board engages with various constituencies, including county residents, students, employers, higher education partners, and primary and secondary schools.

Arizona Law

In alignment with the [Arizona Open Meeting Law,](#) the Governing Board facilitates opportunities for constituent engagement. [During official Board meetings](#), constituents are allowed to address the Board. The [procedure for public participation](#) is detailed on the Governing Board's webpage and reiterated at each meeting during the Citizen Interim. The Governing Board's website also provides an email contact for direct communication with Board members.

Residential Faculty Agreement

In response to internal uncertainty and prior nullification, the 2019-20 Governing Board established the Faculty Administration Collaboration Team (FACT). This reaffirmed the [Residential Faculty Association](#) as the official body for residential faculty and recognized the Adjunct Faculty Association's governance role. On January 22, 2019, the Board resolved to form the [Residential Faculty Administration Collaboration Team (RFACT)](#), with [four faculty](#) members and four administrators tasked with creating a new Faculty Agreement. The Board also hired the Collaborative Brain Trust to help reinstate a staff organization, [showing a commitment to collaborative governance](#).

Response to 2.C.3

Governing Board Decision Making

The MCCCD's Governing Board [considers the diverse and pertinent interests](#) of the District's

internal and external stakeholders in its decision-making processes. This comprehensive approach ensures that all decisions reflect the collective needs and aspirations of the college community.

Board Policy 3, concerning Board-Staff Relations, delineates the framework within which the Governing Board establishes performance metrics for MCCCD. The Chancellor's prerogative is operationalizing strategies and actions to meet these metrics. Further, Board Policies 4.2 on the Manner of Governing, 4.7 on Board Linkage with the Community, and 4.10 on Board Members' Code of Conduct prescribe standards for Board members' conduct and interactions with MCCCD constituents and employees.

Central to the efficacy of the Governing Board is its autonomy, a crucial aspect that allows it to make decisions that are in the best interest of PVCC. This independence is rigorously maintained, safeguarding the Board from undue influence by donors, elected officials, ownership groups, or other external entities.

Response to 2.C.4

Governing Board Autonomy

The MCCCD Governing Board operates under a framework of Governing Board Policies and Administrative Regulations, with Board Policy 4.10 outlining the Code of Conduct for Board Members, emphasizing proper authority use and decorum. Administrative Regulations 1.7 and 1.18 set strict rules on accepting gifts and compensation, ensuring integrity and accountability. The Board maintains autonomy, safeguarding against undue influence from donors, officials, or other external parties.

Structure

The MCCCD Governing Board entrusts the District's operational responsibilities to the Chancellor. This delegation extends to the local operational responsibilities, including crafting a unique college plan. The Governing Board anticipates that faculty will address matters related to teaching and learning, emphasizing the faculty's pivotal role in educational excellence. The Chancellor, serving as the chief executive officer of MCCCD, is held accountable to the Governing Board, which acts as a collective entity under Governing Board Policy 3.1.

Response to 2.C.5

Delegation of Management and Academic Authority

In PVCC's governance structure, the MCCCD Governing Board assigns the day-to-day management of the College to its administration, while academic governance is entrusted to the PVCC faculty. | MCCCD Committee on Academic Freedom CAF.

As delineated in Governing Board Policy 3.1, known as Unity of Control, the operational management and oversight of MCCCD are delegated to the Chancellor, who serves as the Chief Executive Officer. This policy establishes the Chancellor as the primary conduit between the Governing Board and the operational activities of MCCCD. The Governing Board provides direction to the Chancellor through explicit policies that outline desired outcomes and specify organizational practices and scenarios that should be avoided, per Governing Board Policy 3.3, Delegation to the Chancellor.

The PVCC President collaborates with district leadership, including the Chancellor and other college presidents, to implement directives. PVCC's administrative team, guided by core values, consists of four divisions—academic affairs, student affairs, administrative services, and information technology —all reporting to the President. Each division, led by a vice president or dean, oversees functional unit leaders who implement planning objectives. In academic affairs, elected division chairs lead instructional units. The President, while collaborating with District leadership, is ultimately responsible for all PVCC activities, ensuring governance and integrity.

Academic Domain

The Residential Faculty Agreement (RFA) articulates faculty authority over academic matters. One significant feature ensuring faculty governance in academic affairs within MCCCD is the Instructional Council's (ICs) role. These discipline-specific councils comprise voting faculty representatives from each College in the District. The ICs' primary function is facilitating communication among college faculty and overseeing the joint course bank and shared instructional programs. This structure empowers faculty leadership in curriculum development and fosters ownership of educational quality.

Academic Authority

The Residential Faculty Agreement, particularly Article 3: Academic Freedom, grants Residential Faculty the responsibility for academic governance, including curriculum design, course content, teaching methods, and instructional materials. Faculty also hold autonomy over student grades and evaluations. Instructional Councils, composed of Residential Faculty from various disciplines, oversee curriculum, ensuring that faculty expertise guides PVCC's academic direction.

At PVCC, the role of the Faculty Senate embodies an additional mechanism reinforcing faculty governance in academic matters. The Senate serves as a platform for faculty to exercise their academic leadership, ensuring faculty voices are integral in shaping the College's academic policies and initiatives.

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- 2C Academic Freedom Guidance Papers
- 2C Academic Freedom pg 19
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- 2C Agenda MCCCD Governing Board Onboarding 12 14 2022
- 2C AZ Administrative Powers and Duties of District Governing Boards
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- 2C Board Governance
- 2C Board Meeting Schedule
- 2C Board Notice of Public Meeting
- 2C Board Staff Relations
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- 2C MCCCD Strategic Plan
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2.D - Core Component 2.D

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

Argument

Response to 2.D

Commitment to Academic Freedom and Freedom of Expression

PVCC steadfastly upholds the principles of academic freedom and freedom of expression, which are essential in the quest for truth in teaching and learning. The Residential Faculty Agreement (RFA), specifically sections 3.1 and 3.2, delineates the safeguards for academic freedom extended to Residential Faculty. Correspondingly, protections for Adjunct Faculty are outlined in the Adjunct Faculty Handbook.

Beginning in 2015, PVCC celebrates Free Speech during the 3rd week of October. This annual event raises public awareness of the importance of free speech in our democracy and on college campuses.

PVCC actively fosters a platform for diverse viewpoints and opinions, achieved through collaborations with community organizations and hosting various groups. These partnerships have enabled PVCC to become a hub for open discussion and exchange of ideas.

MCCCD Libraries uphold intellectual freedom, ensuring users can access materials without fear and maintaining confidentiality per the First Amendment, ARS 41-1354, and the American Library Association Bill of Rights. This includes protecting user records and disclosing them only to the individual, authorized persons, or as required by law. The PVCC Library also hosts a "banned books" week, showcasing books banned elsewhere.

Locally, PVCC faculty is underscored by the Faculty Senate, whose stated purposes include protecting and preserving academic freedom and providing a forum for free discussion of academic and professional issues. The Senate's role in facilitating these discussions underscores PVCC's commitment to a culture of open, scholarly exchange and academic integrity. Free Speech Brown Bag Series.

MCCCD Governing Board established a committee on free expression per the statutory requirements. The Committee on Free Expression now submits this report as required by Arizona Revised Statute §15-1868.PVCC Free Expression Report (2020, 2022, 2023)

Academic Freedom and Governing Board Policy

The MCCCD Governing Board, through its Board Policies and Administrative Regulations, expresses a firm commitment to preserving academic freedom. The MCCCD defines and upholds the expectation of freedom of expression for students, employees, and community members, as specified in Administrative Regulations (AR) 2.4.9 and AR 2.4.14. | MCCCD's definition of Expressive Activity

Sources

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- 2D Adjunct_Faculty_Handbook
- 2D Administrative Regulations College Environment
- 2D Brown Bag Lunch Sessions Free Speech
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- 2D Community Involvment
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- 2D MCCCD Academic Freedom of Speech
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- 2D Partnerships
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- 2D PVCC Free Expression Report 2022-23
- 2D PVCC Library Banned Book Week 2023
- 2D The Institute Team Five Strategic Goals

2.E - Core Component 2.E

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

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

Argument

Academic Integrity

PVCC is committed to fostering an environment where both basic and applied research is conducted in adherence to professional standards, ensuring regulatory compliance, ethical behavior, and fiscal accountability. Integrity, a core supporting value of the college, is integral to its decision-making processes. The Residential Faculty Agreement (RFP) at PVCC outlines explicit policies regarding academic freedom, academic integrity, and research ethics for faculty.

PVCC utilizes the MCCCD Administrative Regulations to reinforce academic integrity among students. Class syllabi and third-party software integrated into Canvas, such as Turnitin, play a pivotal role in upholding these values. The emphasis on fair-minded critical thinking in PVCC's academic framework is aligned with the aspiration for positive social change.

PVCC follows district regulations to uphold high scholastic standards. Administrative Regulation 2.3 covers academic load, attendance, grades, and graduation requirements. Faculty must include essential syllabus elements per AR 3.6, using syllabus generator software for consistency and alignment with district expectations. This ensures standardization and supports PVCC's mission to help students achieve their goals.

MCCCD Institutional Review Board (IRB)

PVCC, as an institution dedicated to higher learning, recognizes research as essential to enhancing the understanding of the world. Research undertaken by faculty, staff, and external researchers must adhere to AR 3.8 MCCCD Institutional Review Board (IRB). Any research conducted at PVCC requires prior approval from the Vice President of Academic Affairs (VPAA) before submission to the IRB. The IRB consists mainly of faculty members from research-intensive disciplines, administrators responsible for research, institutional researchers, and community members.

PVCC IRB

PVCC identifies its own IRB contact to review local research projects. The Honors Program at PVCC conducts informational sessions each semester, led by the Chair of the PVCC IRB committee, to

familiarize students with the IRB processes. This initiative aims to equip students with the necessary knowledge to navigate the IRB process at PVCC successfully.

Faculty Research

PVCC actively encourages and supports faculty research through grants and sabbatical opportunities. The Maricopa Center for Learning and Innovation (MCLI) offers Horizon Grants, enabling faculty to apply for funding to undertake special projects and research that advance the institution's instructional mission. Faculty engaging in research through Learning Grants must comply with the IRB-mandated procedures.

Per Article 12.8 of the RFA, PVCC faculty can apply for a compensated sabbatical every seven years. A faculty committee within MCLI oversees applications, with the Sabbatical Review Committee recommending to the Provost. Sabbaticals may be for one semester (100% pay) or one year (50% pay), with research subject to IRB procedures.

Response to 2.E.2

Commitment to Information Literacy

PVCC's dedication to teaching information literacy is evident in its inclusion of information literacy as one of the college's nine General Education Assessment (GEA) rubrics. Through this rubric, students are tasked with identifying the nature and extent of information required to define the scope of research for specific assignments or intellectual pursuits. The application of this rubric and the associated student outcomes are documented in the PVCC GEA Online Reporting Tool. Further details regarding this commitment can be found under Criterion 4B.

Information Literacy Support

PVCC enhances students' information literacy through instructional classes, offered upon instructor request and supported by citation resources on the library webpage. Faculty collaborate with Library Faculty to tailor classes to specific research projects. From 2019 to 2023, PVCC's Library faculty delivered 717 sessions to 12,404 students, both on campus and in Dual Enrollment High Schools.

PVCC Library Research Consultation Totals:

- AY 2019: 212 sessions and 5416 students
- AY 2020: 190 sessions and 3648 students
- AY 2021: 103 sessions and 84 students
- AY 2022: 131 sessions and 2012 students
- AY 2023: 81 sessions and 1244 students

Technology Resource Standards

The standards for technology resource usage are specified in AR 4.4 Technology Resource Standards. Faculty, staff, and students are made aware of these standards, and non-compliance is viewed as a breach of the Student Code of Conduct, potentially leading to disciplinary actions. Additionally, AR 3.2 Copyright Regulations outlines the expectations for all employees to comply with the U.S. Copyright Law.

Response to 2.E.3

Guidance on Research Ethics and Information Resource Use

PVCC communicates the expectations for academic honesty and integrity through multiple channels:

- The College Catalog/Student Handbook outlines the college's stance and guidelines on academic integrity.
- Class Syllabi: Individual course syllabi reinforce the importance of academic honesty and serve as a reminder of the college's expectations.
- Speak Up and Academic Grievance Portal
- New Puma Resources

Policy on Academic Misconduct

Academic Regulation (AR) 2.3.11, titled Academic Misconduct, comprehensively defines academic misconduct. This includes, but is not limited to, cheating, plagiarism, and behaviors that disrupt the learning environment. According to this policy:

- Students guilty of academic misconduct may face academic consequences, disciplinary sanctions, or both.
- The appeal process for academic consequences, known as the Instructional Grievance Process, is detailed in AR 2.3.5 and Appendix S-6 and is overseen by Academic Affairs.
- The appeal process for disciplinary sanctions is outlined in AR 2.5.2, Student Rights and Responsibilities, and is administered by Student Affairs.

Reporting Mechanisms

The Student Affairs Office facilitates the process for reporting incidents of academic misconduct. Faculty and students can report cases of misconduct through the dedicated CARE and Conduct webpage, ensuring a transparent and accessible reporting mechanism.

Through these measures, PVCC diligently fosters a culture of integrity and ethical research practices among its student body, ensuring that the principles of academic honesty are deeply ingrained in the college's academic ethos.

Response to 2.E.4

Upholding Academic Honesty and Integrity

PVCC places utmost importance on academic honesty and integrity, recognizing them as foundational values crucial to the educational process and the institution's integrity. PVCC's dedication to these principles is reflected in a comprehensive strategy to cultivate, communicate, and implement policies about academic honesty.

Accessibility of Policies

PVCC clearly defines academic honesty policies in the Student Handbook, Article 5 of the Residential Faculty Agreement, and on the college website. These resources detail academic misconduct, consequences, and guidelines for fair enforcement, ensuring transparency and understanding of academic integrity standards across the college community.

Educational Initiatives and Awareness

PVCC's Student Conduct Manager and Dean of Students regularly meet with AA Deans and Chairs to discuss academic integrity training and trends. This training is integral to new student orientations and is embedded in first-year experience courses.

Support Systems for Students

PVCC offers various support systems to guide students in adhering to academic integrity standards. Resources such as math tutoring, general tutoring services, and workshops on proper research and citation techniques are provided. These initiatives are designed to empower students with the necessary skills and knowledge to achieve academic success ethically.

With the recent acquisition of a Title III grant, PVCC is introducing enhanced services, innovative resources, and a revitalized environment to foster collaborative learning and personal growth. Highlights include Supplemental Instruction (SI) using High Impact Practices (HIP) and updating the English as a Second Language (ESL) software, in addition to the existing programs.

At the commencement of the semester, a survey was conducted among students concerning their perspectives on Supplemental Instruction (SI). The survey encompassed queries regarding their participation in SI sessions, expectations of format (in-person vs. online), motivations for enrolling in the course, preferred meeting times, and anticipated or desired final grades.

Monitoring and Technological Tools

PVCC upholds academic integrity by using Turnitin in all course formats. Integrated with Canvas, Turnitin checks submissions against extensive online sources, including journals and student work. With the rise of AI tools, Turnitin is vital for detecting plagiarism and offering feedback to improve teaching and learning.

With AI becoming increasingly prominent, MCCCD and PVCC have introduced task forces and learning opportunities to equip faculty better to navigate this emerging technology. The Artificial Intelligence Task Force (AITF) was established in March 2023 with a charge to "Dialogue about new developments with artificial intelligence, their impact on higher education and Maricopa's response." PVCC faculty have led the charge at a local level, providing on-campus teaching and learning opportunities.

Enforcement Procedures and Due Process

PVCC ensures fairness in handling academic dishonesty through a structured process involving investigation, student response, and, if needed, committee review. To address HLC's request for evidence on policy enforcement, the Student CARE Team created a Student Conduct Flow Chart. Data on the number, types, and outcomes of conduct and integrity hearings are included in the supporting evidence file.

Sources

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- 2E Academic Misconduct 2_3_11
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- 2E Instructor Syllabi Consistency Examples
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- 2E Positive Social Change UPDATED.pdf
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- 2E Sabbatical Example Reports
- 2E Scholastic Standards 2_3
- 2E Student Conduct Process Flow Chart
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- 2E Student Rights and Responsibilities 2_5
- 2E SubmissionPDF-GRANT13890679 -5-22-23
- 2E Supplemental Instruction (SI) Student Survey Feedback
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- 2E Technology Resource Standards 4_4
- 2E Writing Center

2.S - Criterion 2 - Summary

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

Summary

Criterion 2 Areas of Opportunity

PVCC has thoroughly assessed its strengths and challenges, uncovering opportunities to strengthen its institutional efficacy and is dedicated to advancing strategic initiatives that leverage these insights for ongoing institutional enhancement.

- **Enhance Training on Ethical Standards**: Regularly update and expand training programs on ethical standards and responsible conduct for all employees, ensuring consistent understanding and application across all roles.
- **Increased Stakeholder Involvement**: Enhance stakeholder engagement in mission development and review processes, ensuring that diverse perspectives are consistently represented.
- **Continuous Monitoring of Academic Integrity**: Regularly review and update policies on academic honesty and integrity, incorporating new tools and strategies to address emerging challenges such as AI-generated content.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

Response to 3.A.1

Appropriate Courses and Programs

Paradise Valley Community College (PVCC) offers a wide range of degree programs, including bachelor's, associate's, and certificates. Graduates with a bachelor's in elementary or special education from PVCC qualify for Arizona teaching certifications and a Structured English Immersion Endorsement. PVCC is also seeking HLC approval for a Bachelor of Business Administration (BBA) in Accounting, with an HLC site visit scheduled for September 2024

The rigor associated with the college's courses and programs is appropriately aligned with expectations agreed upon within each discipline's Instructional Council (IC) and, if applicable, advisory board. Finally, the assessment of these programs and courses is driven by student learning, guiding the following evaluative and reflective processes:

Program Reviews: Program reviews are conducted every three years. They are intrinsically linked to strategic planning and the allocation of resources, underscoring the college's dedication to excellence in education. The program review process was updated in 2023-24 with a program review matrix template guiding faculty in identifying courses that assess the program's learning outcomes. More on program review will be provided in Criterion 4.

Advisory Councils: PVCC's occupational degree and certificate programs are guided by advisory councils of professionals, ensuring relevance to regional employers and adherence to industry standards. These councils actively support various programs.

- Administration of Justice
- Business/IT
- Economics

- Dietetic Technology
- EMT/Paramedicine/Fire Science
- Nursing

Development of Offerings

Courses and programs at PVCC are thoroughly scrutinized to ensure they meet college-level performance standards. The Maricopa County Community College District (MCCCD) has established a rigorous procedure for developing new courses and programs, as detailed in the Curriculum Procedures Handbook. This handbook serves as a practical guide for those responsible for curating curriculum proposals, ensuring that new offerings adhere to approved academic standards and processes, and is reviewed annually.

Instructional Councils (ICs):

Instructional Councils (ICs) oversee MCCCD's course repository and shared programs. The Center for Curriculum Transfer and Articulation (CCTA) platform, a public database, catalogs course competencies, learning outcomes, prerequisites, and other academic requirements. ICs and their associates evaluate and refine the district's courses and programs.

Instructional Councils convene at least once monthly and are tasked with multifaceted responsibilities. Central to their role, IC members engage in disseminating information regarding proposed changes, be it additions, modifications, or eliminations, to courses or programs within their purview while functioning as liaisons for relative department communication.

In their capacity, ICs also play a vital role in the assessment and endorsement of dual enrollment courses. High schools within each college's jurisdiction may propose new dual enrollment courses. The ICs evaluate these courses based on their academic rigor, instructor qualifications, and competency requirements to achieve a consensus decision. Dual enrollment instructors must participate in required course assessments to ensure alignment with prescribed expectations.

Response to 3.A.2

Every academic program at PVCC is structured to immerse students in the rigorous engagement of gathering, scrutinizing, and disseminating information. PVCC dedicates itself to developing attributes and competencies that will benefit students throughout their lives. The general education framework at PVCC promotes student engagement in activities that:

- Critically access, evaluate, synthesize, and utilize information judiciously
- Enhance self-awareness, self-esteem, and self-confidence
- Excel in communication, both in personal and professional realms
- Reflect on the ethical dimensions of their decisions
- Assess the local, global, and environmental repercussions of their personal, professional, and societal choices
- Interweave historical insights, appreciating the continuum from past to present to future
- Acknowledge and honor diverse beliefs, traditions, capabilities, and customs
- Engage in critical thinking for informed decision-making and problem-solving
- Leverage technology effectively and efficiently
- Collaborate respectfully and effectively in community service

PVCC provides an array of academic programs:

- Bachelor's in Arts, Elementary Education/Special Education (BAEE)
- Associate in Arts (AA)
- Associate in Business (ABUS) with both General and Special Requirements
- Associate in General Studies (AGS)
- Associate in Science (AS)
- Transfer Associate in Arts with specializations in Elementary Education, Fine Arts/Dance, Art, Theater

When PVCC applied internally to the MCCCD for its first Bachelor's degree in 2021, PVCC's Assessment for Learning Team (ALT) undertook a comprehensive review of all rubrics and revised them to differentiate between Bachelor's and Associate levels of achievement. This proactive approach ensures that PVCC's learning outcomes remain relevant and rigorous, meeting the needs of both students and the community.

Syllabi for all courses are maintained within the relevant Division Office for accessibility to both internal and external constituencies. Comprehensive descriptions of programs, degrees, certificates, and individual courses are available on the CCTA website and within the college catalog.

Articulation for Transfer

The course process to receive the General Education designation for guaranteed transfer involves internal MCCCD and external university procedures, as outlined in the Process Flowchart for MCCCD Proposal, General Education, AGS Degree, and AAS General Education Requirements. Members of MCCCD's ICs participate in the statewide Articulation Task Force (ATF) for most disciplines, maintaining communication about articulation changes that may affect course transferability.

Response to 3.A.3

The consistency of program quality and educational objectives at PVCC is uniformly upheld across all modes of instructional delivery, which includes dual credit, online, live-online, hybrid, hybrid-virtual, and traditional face-to-face formats. This uniformity is promoted through the following mechanisms:

- The publication of standardized course competencies in a centralized repository
- Uniform faculty qualification requirements (assessment form)
- Uniformity in instructor's course syllabi for course competencies and other components
- Syllabus generator to ensure all other required elements are present
- Standardized course evaluations
- Thorough assessment across all modalities of learning, including Dual Enrollment assessment
- Canvas course template

All faculty members, irrespective of the instructional format, must satisfy the established minimum qualifications pertinent to their specific academic field. The evaluation of a faculty member's qualifications is conducted by Division Chairs, who then ensure that documentation of these credentials is securely maintained within the Human Resources Office. In June 2024, a comprehensive audit of the PVCC human resource files related to faculty qualifications was completed. The review confirmed that all PVCC faculty members meet the qualifications set by the

Higher Learning Commission and any additional Instructional Council requirements for faculty hiring.

Faculty delivering online or hybrid courses must complete training, including "Canvas Basics," "Canvas Advanced," and "Preparing to Teach Online." Since 2019, 422 individuals have completed the Canvas training, and 270 have completed the online teaching course. Course developers must also complete this training, and the finished courses are reviewed using the Quality Matters rubric. Systematic reviews were interrupted due to the COVID transition and a CTL director's absence, but new leadership will redesign the CTLEE for 2024-2025.

PVCC is committed to maintaining high standards of instructional quality in all learning modalities, including online education. PVCC faculty demonstrate a strong commitment to fostering meaningful and consistent interactions with students in online settings. This includes prompt and substantive feedback on assignments, regular communication through various platforms, and the integration of interactive activities designed to enhance student learning and engagement. These practices align with the principles of Regular and Substantive Interaction (RSI) in Online Classes, which are critical to ensuring that online students receive an educational experience that is comparable in quality to face-to-face instruction.

As PVCC expands its online courses, maintaining high RSI standards requires ongoing attention and support. While many faculty are proficient, comprehensive training is needed for all, especially new online instructors. Starting Fall 2024, PVCC will implement mandatory RSI training for online faculty, focusing on best practices for student engagement, effective communication, and providing substantive feedback to enhance learning and success.

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3.B - Core Component 3.B

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

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

Argument

Response to 3.B.1

All degree programs within the MCCCD incorporate core requirements that embed general education values across every curriculum. Central to this framework is the Arizona General Education Curriculum (AGEC), a collaborative accord among Arizona's universities and community colleges, delineating a core set of General Education core courses.

When comparing students' achievement of learning outcomes, data indicates that students who have completed 11 or more general education courses at PVCC demonstrate higher levels of outcome achievement in nearly all of the nine GEA learning areas compared to students who have completed no general education courses at the college. This data is leveraged by PVCC college advisors in the Council of Student Scheduling.

AGEC programs, comprising 35 - 37 semester credits of lower-division coursework, are designed to facilitate student transfer readiness. The three variants of AGEC – AGEC-A (Arts), AGEC-B (Business), and AGEC-S (Sciences).

PVCC offers an array of Certificates of Completion and Associate Degrees conferred upon students who fulfill the requirements of their chosen program of study. The credentials offered include:

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

Response to 3.B.2

Curriculum Development

The District Curriculum Committee within MCCCD includes a Curriculum Development Facilitator (CDF) and the Vice President of Academic Affairs (VPAA) from each college. This committee has crafted a statement for general studies, laying the groundwork for the district's adaptation of the AGEC. Furthermore, the curriculum committee has delineated learning outcomes for General Education Studies, encapsulating a comprehensive suite of foundational skills. The PVCC's CDF is the primary source for College's curriculum development, coordination, and coaching.

The processes for curriculum development and the formulation of course outlines are meticulously documented on internal web pages. These resources encompass Curriculum, Curriculum Handbook, General Studies, Instructional Council Handbook, and Transfer Articulation and University Partnerships information, providing comprehensive guidance for curriculum development. PVCC maintains a dedicated webpage, curated by the Curriculum and Scheduling Office, to assist in specific areas of curriculum development. The overarching goals and GEA curriculum are preserved on the MCCCD Academic Policies web page.

PVCC has established explicit guidelines for its Dual Enrollment Program and Early College Program, with requirements, guidelines, and distinctions for each program readily accessible for current and prospective students on external websites.

PVCC has five accredited programs: Early Childhood Education, EMT, Nursing, Nutrition and Dietetic Technology, and Paramedic. EMT and Paramedic programs are accredited by the Arizona Department of Health Services, and Nursing by the State Board of Nursing and ACEN. The Licensed Practical Nurse program is available at Gateway Community College, not directly at PVCC.

General Education Rubrics

The General Education Assessment (GEA) rubrics help faculty assess and improve student skills like critical thinking, communication, problem-solving, and information literacy, essential in today's job market. These skills are embedded across PVCC's academic pathways and evaluated in both curricular and co-curricular activities, supporting the college's learning-centered approach. The Assessment of Learning Team (ALT) developed nine rubrics for college-wide assessment of these outcomes, detailed in Criterion 4.

Response to 3.B.3

Career Services

The Career Services office at PVCC functions as the nexus for all work-based learning experiences within the college, work-based experiences, internships, clinical placements, job shadowing, service-learning opportunities, and mentorships. It is paramount for students in their initial and second years at PVCC to engage with various facets of Work-Based Experiences (WBE), which align with the student's field of interest (FOI). Career Services delineates four tiers of WBE: Career Exploration, Career Exposure, Career Engagement, and Career Experience, advocating for early student participation in Career Exploration (Maricopa Pipeline AZ) and Career Exposure (Job Shadow Programs) rather than deferral to the latter stages of their educational journey.

Diversity, Equity, Inclusion, and Engagement (DEIE)

PVCC acknowledges the relationship between our mission and the diversity of society and our local

communities in particular. PVCC provides access to these opportunities in a welcoming, inclusive, and supportive environment for our students, employees, and community members. Faculty are encouraged to consult with the executive director of DEIE for incorporation of conversations surrounding culture and human diversity into their curriculum or activities. As of Spring 2024, the Executive Director of DEIE is working closely with departments to promote the reduction of equity gaps in student performance. (DEIE Training Feedback)

In 2023-2024, the ALT analyzed General Education Assessment (GEA) outcomes by demographics to promote equity and transparency. Graduates' mean scores were consistently higher than the college average across all GEA areas. Outcome achievement was consistent across demographics, except in Written Communication. The analysis highlighted areas where Hispanic graduates outperformed non-Hispanic white graduates.

This detailed disaggregation of data sets a precedent for future analyses and is particularly significant as PVCC is a Hispanic Serving Institution (HSI). This focus aligns with PVCC's commitment to enhancing Hispanic students' educational experiences and outcomes. Full information on PVCC's role as an HSI is detailed in Criterion 1.

Global Awareness

To prepare students for a complex global landscape, PVCC creates diverse educational experiences both inside and outside the classroom. The institution's diversity goals provide a strategic framework for diversity and inclusion initiatives, including curriculum efforts, which are regularly reviewed and updated by the Diversity and Inclusion Committee.

Incorporating cultural, global, and historical perspectives enhances the curriculum and enriches the educational experience PVCC offers. Faculty and staff are encouraged to incorporate and evaluate diversity by applying the Diversity and Global Awareness GEA rubric.

PVCC's mission and commitment to offering diverse learning opportunities are pivotal in supporting students as they forge successful careers and engage actively in civic and global undertakings. Notable examples encompass:

- Courses designated with a Global Awareness emphasis
- International Studies Programs
- Initiatives by the MCCCD International/Intercultural Education Office, including Global Forums
- The online PVCC Diversity and Inclusion web presence
- A variety of student clubs/associations and campus events dedicated to fostering diversity and inclusion
- Study Abroad/Global Scholars Program
- PVReads

Reference section 1.C.2 for a comprehensive enumeration of diversity-related initiatives and the DEIE committee agendas, minutes, and charter. Since establishing the DEIE office in 2022, the DEI Committee website has accumulated evidence, such as archived flyers that help detail the office's activities. Similarly, documentation for the college's International Education Committee, including agendas, minutes, and the charter, is available in digital format.

Peer Mentor Program

As a skilled paraprofessional and peer leader, a [Peer Mentor](#) is pivotal in offering guidance, support, and role modeling to first-year students in a controlled academic environment. Peer Mentors engage with students directly in the classrooms of designated first-year courses, such as College Success or developmental classes in English, Mathematics, or Reading. Peer Mentors required training course, [CPD250](#), includes a module on [intercultural competence.](#)

Response to 3.B.4.

Faculty Contributions

While PVCC is not principally recognized as a research institution, it [significantly contributes to scholarship, creative endeavors, and knowledge discovery.](#)

MCCCD, in collaboration with the League for Innovation in the Community College, endorses the Maricopa Innovation of the Year Awards Program. This initiative encourages staff to exhibit innovative projects that have substantially enhanced student education. Numerous faculty members have been honored with the [John and Suanne Roueche Excellence Awards by the League for Innovation](#)

Numerous local and [national awards and accolades](#) are awarded to faculty and staff for endeavors in and out of the classroom. PVCC has been selected as an NISOD Excellence Award recipient since 2007. [Most recent award recipients included a communications faculty and VP of Academic Affairs.](#)

Moreover, MCCCD facilitates a faculty development [leave/sabbatical program](#), allowing faculty members to dedicate time to new course development, research endeavors, or doctoral dissertation completion. Notably, a Biology faculty member was granted a sabbatical for the project ["Neurodegenerative Disease: Research and Awareness"](#) during the academic year 2023-24.

The [Maricopa Center for Learning and Innovation (MCLI)](#) offers [Horizon Grants](#) and Summer Projects funding opportunities, and a [Research Fellowship (MILRF)](#) annually supports up to six faculty members in exploring significant teaching and learning issues within their disciplines. Since 2014, [PVCC has had five faculty members participate as MILRF fellows](#).

Faculty also share their scholarly contributions at regional and national conferences and exhibit their creative output on campus, as seen in performances by the [PVCC faculty jazz](#) band ensemble named "Union 32" (PVCC Main campus resides on 32nd Street) and [ceramic art displays](#). ([Faculty Artist](#) | [Faculty Photography](#))

Student Contributions

PVCC offers students numerous avenues to engage in formal academic research and creative publication at both the District and college levels, including:

- [Creative Writing Competition](#) | [International Literary Award](#)
- [Club Zeitgeist](#)
- [The Festival of Tales](#) | [Participation list](#) | [Participation Data](#)
- [Fine Arts Performances](#)
- [The Honors Debate and Showcase](#)
- [The Innovation Challenge](#)
- [Music Industry Studies Showcases](#)
- [Artist of Promise](#)

- PSY 290AB Research Methods is a capstone psychology course where students conduct and present their research.
- PTK All-USA scholarship projects, where Honors students undertake and complete significant projects as part of their scholarship application.
- The astronomy program
- Intercultural Center

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3.C - Core Component 3.C

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

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

Argument

Response to 3.C.1

PVCC is dedicated to ensuring that the diversity of its faculty and staff mirrors the spectrum of human diversity, aligning with its mission and the communities it serves.

- Undergraduate Population (Fall 2023):

  - Total: 5,624 students
  - 29.6% full-time, 70.4% part-time
  - 43.6% male, 55% female
  - 1.5% American Indian/Alaska Native
  - 4.8% Asian-Pacific Islander
  - 3.8% African American
  - 30% Hispanic
  - 51.7% Caucasian
  - 3.5% Other or Undisclosed
  - 64.4% under 25 years old
  - 44.9% first-generation college students
- Community Ethnic Comparison:

  - 2.1% American Indian/Alaska Native
  - 3.9% Asian-Pacific Islander
  - 7.3% African American

- - 42.7% Hispanic
    - 41.4% Caucasian
  - [Faculty Ethnic Composition (Fall 2023):](#)

    - 5.8% Asian-Pacific Islander
    - 2.5% African American
    - 14% Latinx
    - 77.5% Caucasian
  - Commitment to Diversity:

    - PVCC recognizes similarities between faculty, staff, and student ethnic composition.
    - PVCC is [dedicated to fostering an inclusive environment](#) reflecting diverse backgrounds.

Response to Criterion 3.C.2

Faculty Coverage

The institution is dedicated to employing qualified faculty, reflecting its commitment to academic excellence. In the [academic year 2023-24,](#) the college employed 119 Residential Full-Time Professors (RFP), 520 Adjunct Faculty, and six instructors for dual enrollment programs. PVCC has demonstrated a commitment to enhancing its full-time residential faculty positions by utilizing a shared governance approach with [staffing committees recommending](#) new positions in growing academic areas. This initiative underscores MCCCD's dedication to strengthening the presence of full-time faculty members within the institution. According to the 45th day of the Fall 2023 semester, the S[tudent-to-Faculty ratio was 11-1.](#)

Beyond contributing [15 load hours of classroom instruction](#), full-time faculty engage in activities such as textbook selection, mentoring adjunct faculty, leading and participating in committees at both local and District levels, community engagement, and developing co-curricular programs. Faculty serve as [FOI Leads for each field of interest.](#) In this role, they attend meetings representing their FOI and collaborate with analysts and Peer Mentors on orientation, onboarding, and co-curricular programming. The average tenure at PVCC for RFP is 11 years.

Faculty Oversight of the Curriculum

[ICs](#) manage MCCCD's centralized course repository and collective educational initiatives. [The CCTA](#) platform is an accessible online database that documents course competencies, learning outcomes, prerequisites, and academic requirements. The ICs and their partners are tasked with [overseeing the development, refinement, and alteration](#) of the District's academic offerings at individual course and program levels. The Instructional Councils also engage with the statewide [Articulation Task Force (ATF)](#) across most disciplines.

Faculty Course and Program Level Assessment

The following segments are constructed to specifically address the previous peer review recommendations, which emphasize the faculty's role in both course-level and program-level assessment of Learning. Criterion 4.B profiles the core elements of PVCC's assessment efforts.

[Assessment for Learning](#) is central to PVCC's commitment to being a learning-centered institution, directly aligning with its mission, core learning values, and strategic objectives. This process, spearheaded by the [ALT](#) for over 25 years, is driven by PVCC faculty and staff. Each individually

accredited college, including PVCC, develops and coordinates its unique assessment methodologies and systems.

[PVCC assesses student learning outcomes for curricular and co-curricular experiences](#) and measures achievement of outcomes at multiple levels, including:

- Course Learning Outcomes
- Program Learning Outcomes

Course Learning Outcomes

Course Learning Outcomes (CLOs), integral to the shared curriculum across Maricopa Community Colleges, are managed by the [CCTA](#) and governed by discipline-specific Instructional Councils (ICs). These councils handle developing, evaluating, and modifying course competencies, with [PVCC faculty contributing through local assessments and results](#). This process is embraced college-wide, and examples of its effectiveness in enhancing student learning are documented in the [GEA Online Tool](#). Documented course-level improvements include:

- [Fall 2022, NUR252 Obstetrical Emergency](#)
- [Spring 2023, PHY101](#)
- [Spring 2023, CHM130](#)

Program Learning Outcomes (PLOs)

[Program Learning Outcomes (PLOs)](#) are shared across Maricopa Community Colleges and evaluated by discipline-specific Instructional Councils (ICs). [PVCC faculty contribute](#) to these ICs based on local assessments, program reviews, and internal discussions to improve learning outcomes. PLOs are clearly listed on program websites, setting consistent learning expectations for students across MCCCD. Notable program-level improvements include

- [Emergency Medical Technology](#)
- [Accounting](#)
- [Biology](#)
- [English](#)
- [Criminal Justice](#)

Response to Criterion 3.C.3

Faculty Hiring Process

[The process of appointing](#) new faculty at PVCC involves a collaborative effort. The Academic Affairs Administration oversees the planning and management of faculty staffing at PVCC in collaboration with the [Faculty Staffing Committee.](#) This committee comprises an Academic Affairs administrator and a minimum of four Residential Faculty members appointed by the Faculty Senate President. The Faculty Staffing Committee examines vacancies within budgeted lines. It is subject to a review process to evaluate the necessity of filling the position in alignment with the College's strategic objectives and operational needs.

The residential, adjunct, and dual enrollment faculty qualifications at PVCC meet the minimal standards required for accredited instructional programs. The criteria for faculty positions, [accessible on a publicly available webpage](#), are categorized by academic and occupational disciplines to

facilitate searches. The 2023-2024 Residential Faculty Agreement and the 2023-2024 Adjunct Faculty Handbook detail these qualifications, ensuring consistent application across all faculty, irrespective of instruction mode, location, or scheduling. The Human Resources department is responsible for maintaining comprehensive records of faculty qualifications and ensuring adherence to these standards.

PVCC ensures smooth integration of new faculty through the First Year Experience (FYE) program, offering orientation, training, and guidance, fulfilling first-year committee service requirements. Probationary faculty receive additional support via the Peer Assistance and Review (PAR) process during their first five years. More details on PAR are in Criterion sub-section 4B.

Dual Enrollment

PVCC mandates that local high school faculty teaching dual enrollment courses possess qualifications equivalent to those required for academic and occupational courses offered at the college. Facilitated by the dual enrollment faculty liasion, the credentials of dual enrollment instructors are evaluated by the relevant division chair at PVCC before approving any Dual Enrollment course, ensuring that faculty qualifications and expectations are met. Syllabi are consistent and aligned with residential faculty.

Dual enrollment credits are standard college credits, transferable within Maricopa Community Colleges, Arizona state universities, and many institutions nationwide. Taught in high schools by college-certified instructors, these courses follow PVCC's curriculum and textbook guidelines. Dual enrollment students receive student IDs, giving them access to PVCC services like counseling, library, and advising. A grant is available to assist with program costs.

Currently, dual enrollment offerings are limited to two high schools and only 13 classes. However, school districts within PVCC's geographical domain are slowly transitioning away from their service college of Rio Salado to PVCC. This will include two school districts with a total of seven high schools currently participating in dual enrollment within the MCCCD. With this anticipated surge, a dual enrollment coordinator has been identified. PVCC is prepared for this transition over the next several years.

In Dual Enrollment course assessment, practices are harmonized with the college-wide approach to learning outcomes evaluation. Dual Enrollment Faculty measure official college course competencies, leveraging findings to enhance instructional strategies. For instance, within the Dual Enrollment MAT221 course, an assessment focused on the comprehension of function behavior and continuity via limits highlighted areas of difficulty for students. The instructor introduced preparatory activities and interactive lessons, resulting in a marked improvement in final exam scores for the topic, with 93% of students achieving success. Additional information regarding Dual Enrollment assessment processes can be found in section 4B.

Response to 3.C.4

PVCC acknowledges the critical role of faculty evaluation in promoting continual enhancement of educational quality, which aligns with the stipulations delineated in the Residential Faculty Agreement (RFA).

Probationary Faculty

The evaluation process for Probationary Residential Faculty members is conducted annually, employing a multifaceted approach that includes:

- Classroom observations by the Division Chair and either the Vice President of Academic Affairs (VPAA) or Dean of Academic Affairs (DAA)
- Student assessments of teaching effectiveness
- First-Year Experience Training
- They are required to formulate and complete an Individual Development Plan (IDP) throughout the initial five years of their tenure.

The tenure review process now includes input from the Peer Assistance and Review (PAR) team and Committee (PARC). Probationary faculty document their teaching skills, contributions, and professional growth in the IDP, supported by faculty developers, department chairs, mentors, and administrators. Annually, for five years, they submit an IDP report, after which the college President may choose Renewal, Renewal with Development, or Nonrenewal. The evaluation process is split into probationary and appointive stages, detailed in the 2024-2025 Residential Faculty Handbook (Article 17 and 18). New full-time faculty also participate in the First Year Experience program, introducing them to probationary status.

Adjunct Faculty

Adjunct faculty are evaluated at least once during their first three semesters, with periodic reviews afterward. Evaluations include student feedback, classroom observations, and self-reflection, focusing on professional growth. These assessments, conducted by Division chairs or senior faculty, reflect PVCC's learning-centered ethos. The 2023-2024 Adjunct Faculty Handbook, Section IV.F, details the annual evaluation plan.

Residential Faculty Evaluations

Upon completing the five-year probationary term, if the PAR/PARC team reviews and recommends renewing the faculty member *without concerns*, the probationary faculty member is granted "appointive status." Upon tenure, appointive residential faculty members must undertake a Faculty Evaluation Plan (FEP) every third year. Article 18 of the Residential Faculty Evaluation Plan for Core Work Improvement outlines. Residential faculty are encouraged to survey their students after every course is taught, and student feedback must be included in the FEP.

Response to 3.C.5

PVCC upholds processes and resources to ensure that faculty members remain current in their academic disciplines and proficient in their instructional roles, further supporting their professional development. The institution's commitment to a learning-centered philosophy underscores the importance of continuous quality education, advocating for faculty support in updating their pedagogical skills and disciplinary knowledge.

Moreover, MCCCD facilitates a faculty development leave/sabbatical program, allowing faculty members to dedicate time to new course development, research endeavors, or doctoral dissertation completion. Notably, Dr. Tatjana Thomas, a Biology faculty member, was granted a sabbatical for the project "Neurodegenerative Disease: Research and Awareness" during the academic year 2023-24.

Maricopa Center for Learning and Innovation (MCLI)

PVCC faculty avail themselves of development opportunities offered by the MCCCD and capitalize on MCCCD's resources to bolster effective teaching strategies. The MCLI is pivotal in facilitating professional development within the District's ten colleges. Services provided by the MCLI include:

- Monitoring Faculty Professional Growth (FPG) credits for salary progression
- Organizing training on effective teaching methods and leadership
- Workshops on grant writing
- Community-building events

Faculty Professional Growth (FPG)

MCCCD's faculty growth programs offer salary enhancements, sabbaticals, and funding for educational travel. Both residential and adjunct faculty are encouraged to present at professional events, with MCCCD covering travel costs. In 2022-2023, substantial resources supported faculty in academic coursework, professional development, and travel grants. These resources are available to all faculty through a Canvas Course.

Center for Teaching, Learning, and Employee Engagement

The Center for Teaching, Learning, and Employee Engagement (CTLEE) at PVCC offers a broad spectrum of professional development opportunities for all staff members, including workshops, webinars, and personalized training sessions. The CTLEE is instrumental in creating accessible educational content, supporting innovative teaching methods, and providing extensive technology support and training. In the Spring of 2024, the CTLEE hosted a Hispanic Serving Institution workshop facilitated by the University of Arizona, further illustrating the college's dedication to fostering an environment of continuous Learning and professional excellence.

Response to 3.C.6

Instructor Accessibility

PVCC ensures instructors are accessible to students both in-person and online. The Residential Faculty Agreement (RFA) 5.3 requires full-time faculty to provide contact information, maintain at least five student support hours weekly, and ensure general accessibility. These hours must be listed in the syllabus and posted on office doors. Adjunct faculty have designated areas for student interactions but are not required to maintain specific support hours.

Both residential and adjunct faculty must maintain a college-provided email address and a telephone number equipped with voicemail, facilitating seamless communication with students.

Additionally, PVCC employs Canvas, its Learning Management System (LMS), as an essential tool for faculty-student interaction. Through Canvas, instructors can efficiently disseminate grades, make announcements, and manage other course-related communications, further enhancing the educational experience at PVCC.

Response to 3.C.7

Student Support Services

PVCC ensures that its staff members involved in delivering student support services—including tutoring, financial aid counseling, academic advising, career counseling, and co-curricular

activities—are suitably qualified, thoroughly trained, and provided with opportunities for professional development. The Human Resources (HR) office at PVCC, with support from the MCCCD, guarantees the appropriate qualification of all personnel. For both full-time and part-time staff, the MCCCD HR department confirms credentials. At the same time, an external contractor performs background checks, underscoring the institution's commitment to maintaining high standards of professionalism and security.

Acknowledging the importance of recruiting and retaining exceptional professionals, PVCC implements a rigorous selection process for new hires, which scrutinizes applicants against specific criteria pertinent to each role. This process ensures that all staff members meet the standards outlined in the HR checklist and hiring guidelines.

The MCCCD Human Resources Center for Employee and Organizational Development actively offers a variety of professional development opportunities, including courses, workshops, and career advancement activities available both in-person and online. Noteworthy examples of MCCCD-sponsored staff development programs include:

- Foster Champions
- Green Zone Veteran Sensitivity Training
- Performance Success
- Maricopa Supervisor Development Training 101
- Preventing Sex Discrimination and Harassment
- Salary Professional Growth funding and staff sabbaticals
- Women's Mentor Program
- Workplace Violence Prevention

To provide seamless and comprehensive student services, the Welcome Center staff at PVCC are cross-trained in various domains, enabling them to offer extensive and consistent support to students. This cross-training equips staff to assist with financial aid, registration, and academic advising, enhancing student experience.

PVCC's Puma Tutoring Center staff are carefully selected and trained according to College Reading and Learning Association standards, ensuring certification at all levels. This guarantees high-quality academic support. Title III grant efforts further enhanced tutoring services through a thorough assessment of current offerings.

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3.D - Core Component 3.D

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

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

Argument

Response to 3.D.1

Guided Pathways Framework at PVCC

The Field of Interest (FOI) Implementation Team oversees most of the Guided Pathways work. Guided pathways represent a redesigned model implemented across the college to assist students in exploring, selecting, planning, and completing programs that align with their career and educational goals. At PVCC, the guided pathways framework is executed through the Field of Interest (FOI) model. An FOI tee is issued to all incoming students. This gesture unifies the student body and reinforces commitment to their chosen field of interest.

As part of the Puma Pre-Advising process, each student completes an Educational Plan, which connects them with their designated FOI Analysts. These analysts provide personalized guidance, ensuring students receive the support necessary to navigate their academic journey. Additionally, students can meet with their FOI Analyst and faculty lead, who will assist them in understanding their field of interest and how it relates to their career aspirations.

A peer leader is assigned to each FOI, further enhancing the support network available to students. Together, students participate in campus-based tours that include everyday classrooms relevant to their FOI, providing them with a tangible connection to their academic environment.

Students receive messaging from three key individuals through HubSpot inviting them to FOI-related events. These events, which range from three to five annually, include career fairs, marketplace conversations, recruitment activities, and alumni panels. Signature events such as Pumapalooza and faculty mixers offer additional opportunities for students to engage with their FOI community, fostering connections and enhancing their overall college experience.

PVCC, the only MCCCD campus requiring in-person student orientation, emphasizes thorough student preparation and integration for success. Following the FOI model, PVCC's success rates have consistently exceeded 75%.

Career Services

PVCC's Career Services boosts career prospects for students, alums, and the community by offering résumé critiques, job fairs, interview prep, and job search help. They also facilitate Work-Based Experiences like job shadowing, internships, and clinical placements. A partnership with CTLEE created a Canvas class for first-year students, introducing them to Work-Based Experiences via a LinkedIn assignment.

Career Services further enriches community and classroom engagement through workshops and collaborative initiatives to connect current students with alumni through Field of Interest (FOI)-specific Career Panels. This thereby links academic pursuits with career aspirations and provides a comprehensive framework for intentional career management.

Counseling, Career, and Personal Development (CCPD)

Counseling, Career, and Personal Development (CCPD) provides a confidential space for students to tackle academic, career, and personal challenges. Services include individual counseling, self-assessment inventories, and workshops on study skills, career planning, motivation, and goal setting, all aimed at boosting self-understanding and confidence. CCPD supports PVCC's learning-centered philosophy through these efforts.

Disability Resources and Services

Aligned with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, PVCC is committed to ensuring program accessibility for individuals with disabilities. Disability Resources and Services (DRS) offers guidance and accommodations to students with documented disabilities, promoting independence and facilitating the achievement of career and educational objectives while ensuring compliance with federal regulations.

Financial Aid Office (FAO)

The Financial Aid Office (FAO) is dedicated to providing students and their families with comprehensive information and support on financial aid options, application processes, and eligibility maintenance. FAO administers various scholarships from various sources, ensuring compliance with all applicable regulations and maintaining up-to-date professional development plans for staff to stay informed on financial aid regulations.

New Student Orientation (NSO)/Advising

NSO offers new students an immersive introduction to college life at PVCC, including meetings with advisors, faculty interaction, campus tours, and essential insights into academic success. Starting in the spring of 2019, PVCC introduced the Puma Pre-Advising Sessions as an additional requirement for new students to prepare them for their first semester at the college.

Student Recruitment and Outreach

The Student Recruitment and Outreach office collaborates with local high schools, organizations, and agencies to recruit new and returning adult students. Its focus is on enhancing student access, easing the transition to college, and forging opportunities for student success and retention.

Veterans Services

Veterans Services provides essential information and assistance to veteran students and their dependents on navigating Veteran Education Benefits, acting as a liaison with the Department of Veterans Affairs, and ensuring access to necessary resources and services for successful academic and personal outcomes.

Intercultural Center

Opened in the Fall of 2022, this center is a welcoming, inclusive space offering support and programs for students' personal and professional development. It hosts a variety of multicultural and mentoring programs.

Welcome Center

The Welcome Center is committed to providing students with success from day one. It offers a host of comprehensive services, information, and referrals in a one-stop environment that enable students to take advantage of the excellent campus resources that support enrollment, academic advising, financial aid, career services, cashiers, testing, student life, student development, disability resources and services, veterans services, and more. PVCC's ongoing assessment of these support services reflects a commitment to continuous improvement for holistic student support and success.

CARE and Conduct

The CARE and Conduct initiative addresses student academic challenges using Symplicity, an online system for tracking faculty-reported concerns like attendance, incomplete assignments, or behavioral changes. A process flowchart aids faculty and staff in managing conduct cases. Overseen by the Student CARE and Conduct manager, the CARE Team collaborates with Academic Advising, Counseling, and the Tutoring Center for timely interventions. They also support students with financial issues, housing, food insecurity, mental health, disabilities, and family challenges, ensuring comprehensive student welfare.

Managed by the CARE and Conduct office, PVCC received $25,000 in August 2023 from the Ellucian Foundation under its PATH Scholarship Program to provide financial assistance to students facing financial hardships that may adversely affect their ability to remain enrolled. PVCC was required to disburse the funds to eligible students by November 17, 2023, to enable them to meet their basic and emergency financial needs and remain enrolled in the college. This grant was applied to assist 32 students in overcoming complex financial challenges. The award range equaled between $150 to $1,500. These funds could be applied to assist with rent and prevent evictions, moving costs, car repairs, childcare, or groceries.

Response to 3.D.2

PVCC is dedicated to offering comprehensive learning support and preparatory instruction tailored to meet the diverse academic needs of its student body. This commitment is manifested through several key initiatives:

> **Testing Services**: Testing Services at PVCC aims to enhance educational outcomes by delivering a wide array of testing services consistent with the guidelines set forth by the MCCCD and the National College Testing Association (NCTA). Established to facilitate student achievement and broader access to higher education, Testing Services provides essential resources, including dedicated spaces, trained staff, and the latest technology. The

range of examinations administered encompasses placement tests, specialized program entry assessments, CLEP examinations, and various proctored exams designed to support academic success and progression.

First Year Experience: PVCC has an innovative student onboarding process, incorporating a mandatory first-year experience (FYE) class, supplemented by peer leaders in each FOI.

Success by Design: The college has also established a cross-functional Success by Design committee to address developmental education holistically. In collaboration with this committee, the Puma Tutoring Center offers comprehensive support for students in their academic pursuits. The Success by Design committee provides professional development for faculty and staff coordinated through various internal resources to enhance the educational experience.

Puma Tutoring Center: The Puma Tutoring Center (PTC) is pivotal in providing PVCC students with academic assistance and learning strategies. The center offers an extensive suite of services, including subject-specific tutoring, support programs for student-athletes (Pass Time), access to textbooks and educational resources, English Language Learner (ELL) conversation groups for students and community members, and academic coaching initiatives aimed at bolstering student achievement. Through these diverse offerings, the PTC embodies PVCC's commitment to academic excellence and student success. Student feedback is reviewed with supervisors and processes, like communication on the website and direct email responses, and adjusted as needed for student success.

Response to 3.D.3

Academic Advising

PVCC offers academic advising that is meticulously aligned with its academic programs and tailored to meet the diverse needs of its student body. Embracing the Guided Pathway/FOI Model and practicing a case management approach, PVCC advisors are assigned to students based on their "meta-major" or what PVCC designates as a Field of Interest (FOI). These advisors provide targeted support and guidance, creating meaningful and comprehensive relationships with students and faculty. To effectively sustain this model, PVCC aims to maintain an advisor-to-student ratio of 1 to 300, striving for a level of engagement that supports individualized attention. As reported by the National Community College Benchmark Project (NCCBP) in the spring of 2024, the advisor-to-student ratio at PVCC was 1 to 600, highlighting an area for ongoing improvement.

PVCC has integrated innovative communication strategies into advising efforts. We have harnessed the power of social media platforms such as Facebook and Twitter to connect with students, ensuring our messages are easily accessible and engaging. This digital approach is in addition to using ConexEd for case management.

New students: PVCC offers the Puma Pre-Advising program, a comprehensive resource that equips students with the necessary tools for a successful academic journey. This program not only teaches students how to access resources, register for classes, use the Canvas course platform, and understand the financial aspects of college but also provides a clear understanding of their Field of Interest (FOI) and their assigned advisor. By participating in this program, students are set up for success from the start of their academic journey at PVCC.

Case management advising: PVCC offers the Field of Interested case management advice so students can build relationships with their advisors. This case management model helps students select a path, stay on the path, and complete the path with the help of an advisor specializing in that Field of Interest.

To further address student needs, PVCC's advising department has organized additional events:

- Virtual advising option: Advisors engage with students virtually to assist them with advising.
- Nursing Major Information Sessions: These are conducted via canvas course to provide specific guidance for nursing majors.
- University Transfer Fair: Held in October and March/April annually, this event has expanded significantly, now hosting representatives from 25+ universities, thereby enhancing opportunities for student transfer and progression.

Advising is co-located with career services to ensure robust support for student academic and professional needs. Advising reports are sent to the Dean of Student Affairs, who oversees the retention and engagement areas of Advising, Career, Testing Center, DRS, Veterans Services, Tutoring Center, Student Life, CARE/Conduct, and Intercultural Center to ensure holistic, tailored wrap-around support for students.

Response to 3.D.4

Technology

PVCC ensures the infrastructure and resources to facilitate effective teaching and learning. In 2023, the institution supported approximately 2,400 computers and mobile devices across various academic and administrative sectors. The ratio of desktop computing equipment to the staff responsible for installation, repair, and maintenance stands at approximately 600:1, with around 141 print devices available throughout the college.

PVCC's approach to integrating technology is deeply rooted in its learning-centered philosophy. The Technology Strategy Plan enhances operational systems to cater to the evolving needs of students and staff alike. Regular assessments and modernizations of the campus's physical assets align with the institution's strategic planning, ensuring that resource planning remains a continuous and integrated effort.

The IT Infrastructure team is instrumental in supporting a wide range of services, including but not limited to:

- Network and telephony
- Application development
- Digital signage and directory services
- Systems administration
- College-specific databases and device/application deployment
- Printing and mobile device management

Additionally, this team plays a pivotal role in supporting various other initiatives, such as IT risk assessment, information security, and disaster recovery. More details related to technology infrastructure can be found in Criterion 5.

Technology Resources Planning

The Information Technology Department oversees PVCC's technology maintenance and planning with guidance from the Technology Coordinating Team (TCT). The TCT, informed by the college's Strategic Planning Steering Team (SPST), monitors and develops the campus's technological roadmap, addressing current and future needs. This planning includes a comprehensive obsolescence replacement strategy for essential technology assets and a designated portion of the budget for new technology implementations. Significant upgrades and replacements have been undertaken.

The following components collectively illustrate PVCC's strategic investment in technology and resources, which aims to support a robust, flexible, and inclusive educational environment that meets the dynamic needs of its students and the broader community:

- Computer Commons
- PVCC Help Desk
- Classrooms
- Buxton Library
- Fitness Center
- Music/Theater/Dance/Art and Labs and Studios
- Science Labs

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3.S - Criterion 3 - Summary

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

Summary

Criterion 3 Areas of Opportunity

PVCC has thoroughly assessed its strengths and challenges, uncovering opportunities to strengthen its institutional efficacy and is dedicated to advancing strategic initiatives that leverage these insights for ongoing institutional enhancement.

- **Expand Early College Programs**: Increase Early College offerings to more high schools within the community.
- **Strengthen Faculty Development**: Further develop professional growth opportunities for faculty, particularly in new teaching methodologies and technology use. The Center for Teaching, Learning and Employee Engagement is currently being redesigned which offers an opportunity to further advance teaching, learning, and training development efforts at the college.
- **Enhance Student Support Services**: Improve the ratio of academic advisors to students to provide more personalized and effective guidance, thereby enhancing student retention and success.
- **Optimize Use of Technology in Learning**: Continue to modernize classroom technology and expand the use of hybrid and hyflex course delivery to meet diverse student needs and learning preferences.
- **Increase Focus on Diversity, Equity, and Inclusion (DEI)**: Further integrate DEI initiatives into curriculum and campus activities, with a focus on reducing equity gaps in student performance. Specific focus will be with HSI initiatives and developing assessment on the impact of programs and trainings.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

Response to 4.A.1

Program Review Purpose and Process

The institution steadfastly upholds a tradition of regular program assessments.
Paradise Valley Community College (PVCC) enhances and refines its Program Review practices, aiming to scrutinize programs, pinpoint improvement opportunities, and strategically advance its offerings.

Central to PVCC's commitment to a Learning-Centered philosophy, Program Review underpins the college's dedication to the educational advancement of students, staff, and the institution. Through Program Review, PVCC strives to:

- Reflect on educational practices
- Continuously improve academic programs and services
- Engage in meaningful dialogue about program strengths, challenges, and future directions

- Align program objectives with strategic planning initiatives and goals
- Understand the impact of programs and services on students, the community, and the institution

The Academic and Student Affairs divisions participate in this critical process, with reviews conducted on a three-year rotation. To facilitate effective Program Reviews, PVCC provides:

- Orientation sessions on conducting Program Reviews
- Access to and support with Maricopa and PVCC Data Dashboards
- A detailed timeline and steps for completion
- Program Review Templates that align with Higher Learning Commission (HLC) accreditation criteria
- Assessment Coaching

An annual event celebrates program achievements, where results and improvement goals are shared. The outcomes of these program evaluations play a pivotal role in guiding the strategic and fiscal planning of each department and the college. Program Reviews, subject to any necessary revisions, are archived for future reference.

Student Affairs Program Review (Cocurricular)

The Division of Student Affairs recently undertook a program review where specific goals and timeline were produced.

These efforts allowed for refined strategic directions based on data-driven insights, exemplified by the Financial Aid department's enhancement of its outreach and educational programs.

This evaluative process empowered department leaders to harness the insights gathered, enabling strategic adjustments to future initiatives. Notably, the 2022 review of the Financial Aid department underscored the significance of incorporating learning outcomes within various financial aid workshops, encompassing application procedures for financial aid and scholarships, FAFSA guidance, and financial literacy. The department focuses on each student, devising personalized college financing plans. This initiative augmented the delivery of targeted presentations within First Year Experience (FYE) courses and broader campus workshops, enhancing student engagement and awareness regarding vital financial aid information. The outreach achievements for the academic year 2022-2023 were as follows:

- High School Financial Aid/Scholarship Outreach Events: 11
- PVCC Campus Financial Aid/Scholarship Outreach Events: 26

Projected outreach efforts for the academic year 2023-2024 include:

- High School Financial Aid/Scholarship Outreach Events: 3
- PVCC Campus Financial Aid/Scholarship Outreach Events: 33

In a significant development, the US Department of Education undertook a comprehensive revision of the Free Application for Federal Student Aid (FAFSA) for the 2024-2025 cycle, available from January 1. In response, PVCC organized six events on its campus from February to May, providing high school partners and their students with essential assistance in navigating the new FAFSA landscape.

The Division of Student Affairs is committed to maintaining a triennial cycle for program reviews. This structured approach ensures that student support services are continually refined and informed by data, enhancing future endeavors' effectiveness.

Academic Program Review

At PVCC, an "Academic Program" is a series of courses leading to a recognized degree or certificate, aligned with the Higher Learning Commission's (HLC) definition. Programs are listed in the Maricopa Center for Curriculum and Transfer Articulation (CCTA). Central to Academic Program Review is the evaluation of Program Learning Outcomes (PLOs). Over the past four years, PVCC has improved PLO assessment and strengthened collaboration with the Assessment for Learning Team (ALT), revising review documentation and methods to enhance the process.

- Mission alignment
- Teaching and Learning: Ensuring quality, resources, and support
- Comprehensive assessment of student learning outcomes within each program
- Resource allocation and strategic planning
- Formulating implications, setting goals, and devising an actionable plan

ALT developed a Program Assessment Matrix as a strategic tool for Academic Program Review, which has received strong faculty support. The revised framework improves the mapping of PLOs and fosters collaboration for program enhancements. In 2023-2024, ALT plans to strengthen Academic Program Review by proposing a faculty-led review team to enhance academic excellence and integrity. Further details will be provided in section 4B.

Response to 4.A.2

Skilled professionals at PVCC assess academic credits transferred from other institutions, collaborating with MCCCD staff to maintain quality and consistency. They use online tools like CollegeSource.com and the Transcript Evaluation System (TES) to ensure accurate credit evaluations, manage records, and share results with relevant parties.

The staff utilizes AZTransfer.com for equivalencies related to institutions within the state, such as universities, community colleges, and other colleges. The AZ Transfer Course Equivalency Guide (CEG) plays a pivotal role in streamlining the transfer process for Arizona's student body, ensuring a smooth transition between community colleges and universities within the state and vice versa. Credits from international institutions undergo evaluation by external credential evaluation services, as delineated in NACES.org.

The Admissions and Records (A&R) department fosters a collaborative relationship with PVCC Division Chairs across academic and occupational disciplines. This partnership is crucial for maintaining the caliber of transferred credits, especially when specific disciplinary knowledge is required. The college has established clear procedures and documentation for students pursuing credit through examination or for prior learning experiences. These protocols, from the initial briefing of students on necessary procedures to the final approval stages, are communicated and rigorously adhered to, ensuring transparency and fairness in the credit evaluation process.

Quality Assurance

MCCCD's curriculum development process ensures PVCC maintains course excellence by setting

prerequisites, academic rigor, and learning expectations. Residential faculty collaborate with Instructional Councils (ICs) and the Curriculum Development Facilitator to propose new courses and programs. These proposals, reviewed by Division Chairs, Deans, and Vice Presidents, consider university prerequisites, labor trends, student interest, and curriculum relevance.

MCCCD has agreements to simplify credit transfers to accredited private, public, and international institutions. PVCC participates in transfer programs with ASU (MyPath2ASU), UA (AZ Transfer Pathways), and NAU (2NAU), allowing up to 90 MCCCD credits to transfer, with the final 30 at NAU. These agreements ensure coursework meets requirements for Associate's and Bachelor's degrees, streamlining transfers for students.

Transfer Credit and Prior Learning Assessment Policy

PVCC acknowledges the value of prior learning and offers credit recognition through various means, including but not limited to:

- College-level equivalency examinations
- Credit by evaluation processes
- Placement examination outcomes
- Credits transferred from accredited institutions

Articulated Transfer Credit agreements

Credits from prior learning achievements don't count toward graduation residency requirements, except in some specialized programs. A maximum of 20 credits from prior learning can apply to the Arizona General Education Curriculum (AGEC). While MCCCD accepts these credits, they may not transfer to other institutions, so students should consult transfer policies and PVCC advisors to align with their degree goals.

Response to 4.A.3

Transfer Credit and Academic Standing Verification

PVCC requires official transcripts to verify eligibility for specific programs, authenticate course prerequisites, and confirm academic standing. These transcripts must be sent directly from the issuing institution to the Admissions and Records (A&R) office. High school graduates must provide high school transcripts, while those with a GED certificate must submit proof or the official GED score report.

PVCC accepts academic credits from institutions accredited by recognized regional accrediting bodies, such as the New England Commission of Higher Education (NECHE), the North Central Association of Colleges and Schools, and others listed in the College Catalog. Credits from other institutions are evaluated individually. PVCC maintains strict policies to ensure the integrity of accepted transfer credits, with evaluations conducted by the A&R department upon the student's request.

PVCC has established partnerships with various universities, including Arizona State University (ASU), Northern Arizona University (NAU), and the University of Arizona (UofA), to support seamless student transfers. Many university partners maintain offices on the Union Hills Campus, providing students with direct access to resources and guidance for developing their education and transfer plans. Additionally, PVCC collaborates with over 46 private and out-of-state transfer

partners to further enhance transfer opportunities.

Response to 4.A.4

Academic Standards and Program Integrity

PVCC maintains comprehensive authority over course prerequisites, academic rigor, student learning expectations, availability of educational resources, and the qualifications of its faculty across all its academic programs.

Prerequisites, Rigor of Courses, and Expectations for Student Learning

Each IC is responsible for determining the prerequisites and crafting each course's official course descriptions, competencies, and outlines. Following a thorough review and endorsement at both the college and District Curriculum Committee levels, these elements are forwarded to the Governing Board for official ratification. This process guarantees the uniformity of course content and expectations across the MCCCD. All pertinent course and program information is accessible to faculty and students through the MCCCD CCTA website. Similarly, dual enrollment offerings adhere to established course competencies, textbook selections follow college protocols, and course syllabi and assignments align with specified college standards.

In line with MCCCD regulations, PVCC defines a credit hour as one hour of class or faculty interaction and two hours of student work per week over 16 weeks. PVCC maintains academic rigor through faculty evaluations, including classroom observations, student feedback, and discussions. Full-time faculty in their first five years must create Individual Development Plans (IDPs) focused on teaching excellence. Ongoing professional development is provided by the CTLEE, the DEIE Committee, and the District.

Provision of Learning Support Services

PVCC offers a comprehensive suite of resources designed to bolster student learning. These services encompass:

- The Puma Tutoring Center
- Academic Advising
- Mathematics Tutoring
- Technology Assistance
- Library Guidance
- Support for Students with Disabilities
- Student Life and Leadership
- Specialized laboratory Access

Moreover, PVCC students can utilize various online resources, including the Maricopa District's Ask-a-Librarian service, online technical support, and virtual tutoring options.

In the fall of 2018, PVCC introduced an innovative online tutoring platform named Brainfuse. Brainfuse provides students enrolled in online, hybrid, and Black Mountain site courses with access to virtual tutoring and writing review services. Initially, students are allocated seven hours of online tutoring, with the option to request additional hours as needed.

By the fall of 2021, the Career and Advising services were strategically relocated to a ground-floor

office situated in a high-traffic area, optimizing support for students as they pursue their career and academic ambitions. This relocation positions these vital services near the Intercultural Center and Counseling Services, fostering opportunities for collaborative support. Additionally, 2021 saw the inauguration of a peer leader program to facilitate ongoing peer engagement with student support services from enrollment through to graduation. Peer leaders collaborate closely with each Field of Interest (FOI) Analyst. These touchpoints are integral to the PVCC student support structure, ensuring students are well-informed about essential services and engagement opportunities.

Faculty Qualifications and Dual Enrollment Oversight

PVCC upholds stringent qualifications for all faculty, including those instructing Dual Enrollment courses, in alignment with the standards set by the MCCCD. These qualifications, consistent with recommendations from the Higher Learning Commission (HLC) and criteria from the Instructional Councils, are regularly reviewed by department chairs, administrators, and students. In response to updated HLC standards, PVCC HR has thoroughly reviewed residential and adjunct faculty qualifications to guarantee compliance with all faculty, including dual enrollment faculty.

Dual enrollment credits are recognized as standard college credits, transferable across MCCCD, Arizona state universities. Classes are held at the high schools during regular hours, taught by college-certified instructors using PVCC's curriculum, and count toward high school graduation. Dual enrollment students receive student IDs, granting access to PVCC services like counseling and advising. A grant is available to assist with financial needs. Currently limited to two high schools and 23 classes, PVCC is expanding its dual enrollment program to include three additional high schools, with an experienced director overseeing the transition from Rio Salado College.

In dual enrollment course assessment, practices are harmonized with the college-wide approach to learning outcomes evaluation. The Chairs of Assessment for Learning Team conduct workshops at the dual enrollment serving high schools to coach and train dual enrollment faculty on the requirements of regular assessment. Dual faculty engage in the measurement of official college course competencies, leveraging findings to enhance instructional strategies. Additional information regarding Dual Enrollment assessment processes can be found in section 4B.

Response to 4.A.5

Program-Specific Accreditation at PVCC

PVCC maintains educational excellence by securing specialized accreditation for programs as required by their accrediting agencies. Below is an overview of PVCC programs that meet national accreditation standards, listing the accrediting bodies and current accreditation status.

> **Paramedicine:** The Commission on Accreditation of Allied Health Education Programs (CAAHEP) grants accreditation to PVCC's Emergency Medical Services - Paramedic program, acting on the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This program encountered a momentary challenge when placed on Probationary Accreditation as of March 15, 2019. A comprehensive progress report was submitted to CAAHEP by December 1, 2019, detailing the resolution of previously cited issues. The program proudly upholds its national accreditation, with a five-year accreditation cycle extending until 2025, through rigorous adherence to the standards set forth by CAAHEP and CoAEMSP. Please note that neither AZDHS certificate has an expiration date. The Department of Health Services (DHS) no longer issues a new

certificate every two years as they removed the expiration date. PVCC partakes in an AZDHS audit every two years in July. Additionally, the Paramedic Education Program at PVCC boasts accreditation in three distinct training domains.

Basic Emergency Medical Technician Program: This program operates under the affiliation of the Arizona Basic Life Support Training Center, which is accredited by the Arizona Department of Health Sciences Bureau of Emergency Medical Services (AzDHS/BEMS) biennially, with the forthcoming accreditation due in 2025. Additionally, it aligns with the American Heart Association Training Center for Basic Life Support (BLS) standards.

Dietetic Technology Consortium Program: Accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND), this program received its last reaffirmation of accreditation in July 2016 for seven years, with the subsequent reaccreditation taking place in July 2024. This Associate of Applied Science (AAS) degree program is focused on medical nutrition therapy and food service management. It prepares graduates for the national examination by the Commission on Dietetic Registration (CDR) to become a Dietetic Technician, Registered (DTR). Dietetic Graduation Outcomes.

Nurse Assisting Program: The Arizona State Board of Nursing has accredited the Nurse Assisting Program since 2002. Currently in good standing, the program anticipates its next site visit in the summer of 2024.

Early Childhood Education (ECE) Associate Degree: In 2013, PVCC's Associate of Applied Science in Early Childhood Education (AAS) degree became the first accredited AAS in ECE in the MCCCD. The National Association for the Education of Young Children (NAEYC) successfully reaccredited the degree from 2020 through 2027. The PVCC ECE AAS degree is the only AAS in ECE degree with a decade of proven commitment to meeting nationally recognized early childhood educational standards.

Nursing Program: The Associate of Applied Science (AAS) in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Graduates are prepared to take the national licensure exam and apply for licensure as registered nurses, with the State Board of Nursing overseeing licensing requirements. Following a site visit by ACEN in February 2018, the program outlined steps to ensure compliance with accreditation standards, including a two-year plan to assess and document learning and program outcomes. Upon review of this plan of action in October 2020, the ACEN Board of Commissioners granted continuing accreditation to the associate nursing program with the removal of conditions. It affirmed the next evaluation visit for Spring 2026.

Fire Science Program: MCCCD and PVCC do not acquire accreditation from the International Fire Service Accreditation Congress (IFSAC). As a result, we have no documentation to present as evidence. However, the Arizona Center for FPVCC ire Service Excellence is accredited by IFSAC to provide this particular certification. PVCC's Fire Science Program adheres to the standards of both agencies. Students who satisfy the PVCC Fire Science Program requirements are eligible to achieve this certification.

Eligible students can then apply to the Arizona Center for Fire Service Excellence for testing purposes. Students will be tested and required to complete both cognitive and psychomotor evaluations. If the student has satisfactorily completed all the Arizona Center for Fire Service

Excellence requirements, they are awarded IFSAC and [Arizona State Firefighter I & II Certification](#).

Response to 4.A.6

Success of PVCC Graduates

Student success at the college may be defined in various ways, including transfer, completion of a degree or certificate, or employment. To ensure that credentials effectively prepare students, the college tracks graduate [transfer rates](#) and [employment outcomes.](#)

Guided Pathways Framework at PVCC

As detailed in Criterion 1.A.4, at PVCC, the [Guided Pathways framework](#)is executed through the Field of Interest (FOI) model. As part of the [Puma Pre-Advising process,](#) each student completes an [Educational Plan](#), which connects them with their [designated FOI Analysts](#). These analysts provide personalized guidance to navigate their academic goals. The Educational Plan is designed to ensure that students know their required courses and expected educational timeframe.

Transfer Success

PVCC facilitates student transfers to Arizona's public universities. IE/IR tracks transfer rates and benchmarks via the Postsecondary Data Partnership (PDP).

[Total student transfers:](#)

- 692 (2019-20)
- 702 (2020-21)
- 611 (2021-22)

Full-time student transfer rates:

- 70% (2019-20)
- 68% (2020-21)
- 71% (2021-22)

[Combined full and part-time student transfer rates:](#)

- 11% (2019-20)
- 1% (2020-21)
- 13% (2021-22)

Preparation for Advanced Study and Employment

PVCC prepares students for further studies or the workforce by regularly updating academic [disciplines through faculty involvement in ICs](#). Statewide [Articulation Task Forces (ATFs),](#) composed of community college and university faculty, ensure maximum credit transfer to Arizona's public universities.

Each vocational program at PVCC is guided by an advisory committee, which includes professionals from relevant industries. These committees convene annually to offer insights on the applicability

and modernity of program curricula, emerging industry trends, and the performance of interns and graduates in the workplace.

- Administration of Justice
- Business/IT
- Economics
- Dietetic Technology
- EMT/Paramedicine/Fire Science
- Nursing

PVCC enhances the relevance of its AAS degrees by encouraging or requiring internships, cooperative education, or career experience classes. Programs like Nursing, EMT, Dietetic Technology, and Early Childhood Education mandate clinical rotations or internships. These hands-on experiences prepare students for careers and involve service learning, partnering with public and private sectors to address societal issues.

Since the academic year 2023 current date reports, the Dietetic Technology degree program began monitoring graduates' employment outcomes, with alumni reporting employment in diverse settings ranging from clinical Nutrition Dietetic Technician, Registered (NDTR) positions in healthcare facilities like Mayo Clinic to dietary management roles and community nutrition leaders in national organizations such as Women, Infant and Children (WIC). Additionally, approximately 25% of the AAS degree holders have progressed to complete bachelor's degrees in nutrition.

Occupational program students, particularly in Nursing and Paramedicine, often sit for national certification examinations, with the college proudly sharing these outcomes. In 2023, the pass rate for PVCC Nursing students on the NCLEX RN examination was 93%, with a significant improvement in our quarterly NCLEX pass rates for 2024, which was 98%.

Graduate Feedback and Sustaining Alumni Relations

The Institutional Effectiveness (IE) department has experienced a transition in leadership for several years, 2021-2023.

- 2021 Exit Survey
- 2022 Exit Survey
- 2023 Exit Survey | Free Responses and Comments
- Draft 2024, MCCCD Uniform Exit Survey

Nursing Program Exit Surveys

PVCC is a proud partner of Maricopa Nursing, a program committed to preparing students for an exciting and fulfilling career in Nursing. The Nurse Assisting (NA) program prepares students for entry-level employment as nursing assistants in various healthcare settings. Each year, the nursing program deploys a Healthcare Graduates Workforce Outcome Survey and the Maricopa Nursing Alumni Survey.

> **Healthcare Graduates Workforce Outcome Survey:** Each year, the Maricopa Community Colleges' Healthcare Education Department conducts a survey of graduates from the college's healthcare programs. The purpose of the survey is to find out about graduates' satisfaction with their education and career choice, their current employment status and earnings, and their

place of employment. The survey also asks for other thoughts about their experience with healthcare education at PVCC.

- Healthcare Graduates Workforce Outcome Survey 2022
- Healthcare Graduates Workforce Outcome Survey 2023

Maricopa Nursing Alumni Surveys: This report summarizes the 2024 Maricopa Nursing alum survey results for the PVCC nursing program. The survey aimed to find out about graduates' satisfaction with their education and career choice, their current employment status, professional activity, and future education plans. It also asked for suggestions to improve the program. PVCC Nursing students overwhelmingly report satisfaction with their preparedness for their profession, stating that PVCC professors were integral in preparing graduates for their careers in nursing.

- Maricopa Nursing Alumni Survey 2022
- Maricopa Nursing Alumni Survey 2023
- Maricopa Nursing Alumni Survey 2024

Alumni Employment

General alumni employment success is tracked using LiveAlumni vendor service. Data is extracted from previous PVCC graduate LinkedIn profiles. Data accumulated from 2020-2023 are provided in this following evidence file. Breakdown patterns are provided for computers, cybersecurity, healthcare, nursing, and engineering.

Sources

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- 4A Faculty Syllabus Requirements
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- 4A FOI College Leads - PVCC
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- 4A Puma Pre-Advising
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4.B - Core Component 4.B

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

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

Argument

Response to 4.B.1

Assessment for Learning represents the cornerstone of PVCC's ongoing endeavor to cultivate a learning-centered institution. This initiative is directly aligned with the college's mission, core value of learning, and strategic objectives, particularly Goal 1: To meet the needs of today's diverse learners. PVCC demonstrates a long-standing commitment to assessment, a faculty and staff-driven process led by the ALT for over 25 years.

While the evaluation of shared curriculum across the MCCCD occurs at the system level, the assessment process is developed and coordinated at each of the individual and singularly accredited colleges. Consequently, each college possesses unique assessment processes, cycles, operations, and systems tailored to its specific educational environment and student needs.

PVCC assesses student learning outcomes for curricular and co-curricular experiences and measures achievement of outcomes at multiple levels, including:

- Course Learning Outcomes
- Program Learning Outcomes
- Institutional Learning Outcomes

Course Learning Outcomes

Course Learning Outcomes (CLOs), commonly called course competencies, are crucial to the shared curriculum across Maricopa Community Colleges. These competencies are governed by discipline-specific Instructional Councils, which oversee their development, evaluation, and modification. Faculty at PVCC actively evaluate and make recommendations to the district Instructional Councils based on local experiences, including assessment projects and their results.

Course competencies are listed in course syllabi and on the CCTA site. Faculty utilize the curricular assessment process and form in the GEA Online Tool to execute the three essential parts of assessment:

1. Assess: Identify course competencies to measure, design an assessment project, and provide a rationale.

2. Intervene: Analyzing results, designing and implementing interventions.
3. Reassess: Measuring and analyzing results again, determining impact, and considering future implications.

Substantial and increasing participation in course-level assessment college-wide has occurred. The assessment reports archived in the GEA Online Tool document examples of faculty utilizing information obtained from assessments to enhance student learning. Faculty design common course assessments, where multiple residential and adjunct faculty assess the same competency across various sections of the same course. This practice promotes departmental collaboration and supports informed division improvement. Additionally, CLOs are measured in Dual Enrollment courses to ensure consistency across offerings.

Program Learning Outcomes

Program Learning Outcomes (PLOs), akin to course competencies, are shared and published across the district, and discipline-specific Instructional Councils conduct their evaluation. Faculty at PVCC provide recommendations to the district Instructional Councils based on local PLO assessments, program reviews, and intra-departmental faculty dialogue to enhance student learning.

The PLOs are prominently displayed on program websites, informing students of the expected learning outcomes as they progress toward earning a specific degree or credential. The consistency of shared PLOs across the district ensures that students can work towards a defined set of outcomes, facilitating seamless transitions even when moving from one Maricopa College to another.

PVCC has made significant strides in program assessment and the development of program pathways over the past three years. Program Learning Outcomes (PLOs) have been systematically mapped across pathway courses and are measured over time. The ALT has developed a PLO Matrix, which faculty utilize to plan PLO assessments, coordinate faculty efforts, align PLOs, Course Learning Outcomes (CLOs), and Institutional Learning Outcomes (ILOs), and track progress.

The PLO assessment process is documented using the three-part (Assess, Intervene, Reassess) curricular assessment form in the GEA Online Tool. These results are reported in the assessment section of PVCC's Program Review. The documented results are used to determine levels of success and inform program improvements. Programs with secondary accreditation measure and document PLO assessments according to the standards of their specific accrediting bodies, with assistance from ALT as needed.

For instance, when the National Association for the Education of Young Children (NAEYC), the secondary accrediting agency for the Early Childhood Program, recommended updates to the program's assessment practices, ALT collaborated with the Early Childhood faculty to revise PLO assessment language, metrics, and rubrics. This collaboration led to the successful reaccreditation of the Early Childhood Program without conditions.

PLO Mapping Process

Faculty align course, program, and institutional outcomes through PLO mapping, allowing them to measure multiple outcomes, identify learning patterns, and make changes to curriculum, instruction, program design, or support services as needed.

In recent years, the curricular assessment form has been updated to facilitate the documentation of

assessments for all three types of outcomes—course, program, and institutional—within a single form. This streamlined approach empowers faculty to comprehensively evaluate and enhance the educational experience, ensuring alignment and consistency across all levels of learning outcomes.

Institutional Learning Outcomes

PVCC strategically aligned its Institutional Learning Outcomes (ILOs) with General Education Learning Outcomes (GEA) to equip students with essential 21st-century skills. The college invested in developing GEA outcomes, rubrics, and materials through 20 years of research, collaboration, and professional development.

The nine GEA learning areas include Civic Engagement, Critical Reading, Diversity and Global Awareness, Information Literacy, Personal Development and Wellness, Problem Solving, Oral Communication, Technology, and Written Communication. Each of these nine areas comprises specific learning outcomes and analytic rubrics, encompassing forty-nine dimensions and guidelines for measurement. These outcomes reflect PVCC's unique culture, mission to educate the whole student, and goals for fostering positive social change.

Since critical thinking is the core learning outcome at PVCC, all rubrics are infused with critical thinking intellectual standards, stemming from the college's partnership with the Foundation for Critical Thinking and its work through the Higher Learning Commission's (HLC) Persistence and Completion Academy. As the college evolves, the ALT continually modifies and enhances the GEA outcomes. When the college applied internally to the Maricopa District for its first Bachelor's degree in 2021, ALT undertook a comprehensive review of all rubrics and revised them to differentiate between Bachelor's and Associa4B GEA Pre and Post Testing Resultste levels of achievement. This proactive approach ensures that PVCC's learning outcomes remain relevant and rigorous, meeting the needs of both students and the community.

Measurement of General Education Learning Outcomes

Faculty across PVCC select General Education Learning Outcomes (GEA) and measure them using rubrics defined by the ALT. Faculty have the flexibility to choose dimensions from these rubrics and can create custom rubrics containing multiple dimensions from various GEA rubrics in the GEA Online Tool. This tool also allows faculty to enter and record student scores in their classes.

The outcomes are assessed across different course modalities and particular cohorts, such as Honors. Faculty are empowered to analyze results directly since they can access aggregated data and implement appropriate changes to enhance learning. Additionally, results are analyzed at multiple levels, and GEA outcome achievement is tracked institution-wide.

Assessment scores, the curricular assessment form, and the three-part process (Assess, Intervene, Reassess) mentioned earlier are applied to GEA. This approach is consistent with course and program requirements to document assessment projects and narratives of learning improvement stories.

Measurement and Reinforcement of GEA Learning Outcomes

General Education Learning Outcomes (GEA) are systematically measured and reinforced in both courses designated by the MCCCD as part of the Arizona General Education Curriculum (AGEC) and in courses without this designation. Evidence suggests a positive correlation between the number

of general education courses completed at PVCC and the level of achievement of general education learning outcomes.

Data shows that students who complete 11+ general education courses at PVCC achieve higher outcomes in nearly all nine GEA areas than those with no such courses. College advisors use this data to guide student scheduling.

Co-Curricular Learning

During a 2017 evaluation of the assessment program using the National Institute for Learning Outcomes Assessment (NILOA) Excellence in Assessment Designation application, the ALT identified several key areas for improvement, including co-curricular learning. Consequently, the college has refined its co-curricular assessment processes over the past five years. ALT developed a comprehensive action plan, researched existing frameworks, and created a detailed chart to delineate curricular, co-curricular, and extracurricular learning experiences (page 6).

Co-curricular Assessment

Co-curricular assessment is conducted annually. Like faculty, co-curricular learning facilitators can initiate assessments in any given year as activities are developed and hosted. Critical or signature co-curricular learning experiences at PVCC, such as Honors, Puma Tutoring Center, Festival of Tales, and Peer Mentors, are mapped into a five-year cycle. The ALT collaborates with co-curricular facilitators to measure relevant outcomes, ensuring a comprehensive evaluation of these programs..

Extracurricular and Co-curricular Activities

Extracurricular activities at PVCC, typically voluntary and social, do not have specific learning outcomes but aim to foster a sense of belonging, inclusion, and fellowship within the college community. In contrast, co-curricular activities enhance students' academic work and foster positive relationships with peers, faculty, student service specialists, program directors, and other college professionals.

The ALT has mapped key co-curricular offerings, identified relevant learning outcomes, and established a cycle for assessment. ALT collaborates with co-curricular learning facilitators and institutional effectiveness to measure student learning outcomes and other co-curricular metrics for success. These co-curricular activities include Library events, Peer Leaders and Peer Mentors, Diversity, Equity, Inclusion, and Engagement (DEIE), Honors, Student Clubs, and the Puma Tutoring Center. Expansion on Co-curricular assessment outcomes is found in sub-component 4.B.2.

Co-curricular learning facilitators are encouraged to use one or more of the General Education Assessment (GEA) rubrics to assess student learning. Co-curricular templates are provided to assist in designing assessments. The documentation of the co-curricular assessment is completed using the co-curricular form in the GEA Online Tool.

Response to 4.B.2

Utilization of Assessment Information

Assessment data at PVCC is used to improve learning. Faculty and staff assess, analyze, implement data-driven changes, and reassess to gauge effectiveness. The process focuses on enhancing learning and providing evidence of success.

The curricular and co-curricular assessment forms, used to document assessment and convey learning improvement narratives, adhere to the promising practice of assess, intervene, reassess—also known among assessment scholars as "weigh the pig, feed the pig, weigh the pig" (NILOA Occasional Paper #23). These forms address the comprehensive assessment process, including the critical component of "closing the loop."

The ALT offers guidance and training to assist faculty and staff in understanding and executing the complete assessment process. Assessment results inform changes at various levels, ensuring continuous improvement and effective learning outcomes.

Course Level Improvements

Numerous data-driven changes have been implemented at the course level at PVCC, including using more explicit instructions, effectively utilizing resources, applying active learning and problem-based learning strategies, and redesigning instructional materials. Over the past ten years, hundreds of such improvements have been made across the college. Two contemporary examples include:

Nursing Theory and Science:

- In Fall 2022, NUR252 at PVCC focused on obstetrics clinical and lab rotation, assessing students' confidence in managing obstetrical emergencies.
- Initial pre-test results showed over 75% of students lacked confidence in all surveyed areas.
- Faculty adjusted the instructional strategy, using a High-Fidelity Mannequin, small group explorations, and relevant simulations with debriefing sessions.
- Post-test results showed a significant improvement, with 90% of students confident in recognizing changes in a pregnant client's condition.
- The improvement highlights the effectiveness of the targeted educational strategies implemented.

Introduction to Physics (PHY101) Course Improvement:

- PVCC Physics faculty, Peer Mentors, and Mathematics faculty collaborated to improve problem-solving skills in PHY 101, focusing on mathematical preparedness, problem-solving, and time efficiency.
- Data from 2018-2023 showed a decline in students' mathematical abilities post-COVID.
- In Spring 2023, the "Expert Approach to Solving Physics Problems" from West Virginia University was adopted, with Peer Mentors providing additional review sessions in PHY 111 and PHY 112.
- As a result, students' math skills improved, with failures in essential math components dropping from 14% to 4% between pre- and post-tests.
- The success underscored the value of Peer Mentors and led to the creation of a PVCC Physics YouTube channel for ongoing student support.

Program Level Improvements

Information derived from assessments is utilized at the program level to refine curricula, strengthen connections across courses, and augment resources or support for students within the program. Across both academic and occupational programs at PVCC, there are numerous instances where Program Learning Outcomes (PLO) assessment mapping and completed assessments have facilitated

program improvements. Below are two examples demonstrating how assessment results have been effectively used to enhance program offerings. These instances exemplify the strategic use of assessment data to drive continuous improvement within the college's programs, ensuring that educational offerings remain aligned with both student needs and industry standards:

EMT Program Improvements:

- PVCC EMT students struggled with accurately obtaining lung sounds in patient exams, traditionally taught through passive methods like videos and lectures.
- Faculty created a more realistic lab environment using a Tactical Simulator: life-size manikin with a Bluetooth speaker, enhancing practical learning.
- Students using both the traditional model and the simulator achieved a 95% success rate in airway assessments, compared to 87% for those using only the traditional model.
- Due to positive outcomes, the program expanded the use of this innovative teaching tool, investing in an Auscultation Trainer for EMT and Paramedicine programs.
- This approach improved training effectiveness, better preparing students for professional responsibilities in emergency medical fields.

Psychology Program Improvements:

- PVCC updated the AA Emphasis in Psychology to align with the latest APA standards.
- Psychology faculty mapped new Program Learning Outcomes (PLOs) across core courses, implementing a pre/post assessment in PSY101 based on APA's Introductory Psychology Initiative.
- A collaborative effort among the faculty teaching PSY101 led to implementing a pre/post assessment strategy guided by the APA Introductory Psychology Initiative (IPI) Student Learning Outcomes for Introductory Psychology.
- Assessment results showed variability in student scores across PSY101 sections, identifying both strengths and areas for improvement.
- Faculty adapted in-class interventions and teaching strategies, leading to increased student knowledge.
- The Psychology Program Review and future goals were showcased to the college community, emphasizing the program's commitment to continuous improvement and engagement.

General Education Level Improvements

PVCC faculty remain actively engaged in the assessment of general Education. Over the years, numerous improvements have been implemented across all nine General Education Assessment (GEA) Learning Areas. These interventions often include supplemental materials and a focus on enhancing meta-learning skills. Faculty frequently collaborate with colleagues with expertise in the various GEA Learning Outcomes to enrich the educational experience. Below are recent examples illustrating enhancements in each of the nine GEA learning areas:

Civic Engagement:

- FYE101 at PVCC includes career exploration activities; Library and Counseling faculty collaborated to measure integrative learning.
- Assessment showed students with clear career goals found validation, but some were disappointed by potential salaries in their chosen fields.

- Feedback revealed students discovered alternative career paths and the benefits of extending their education for better opportunities.
- The assessment highlighted the need for faculty to refine strategies, encouraging broader career exploration while minimizing discouragement.
- The goal is to help students better understand diverse opportunities and make informed decisions about their education and careers.

Critical Reading:

- PVCC Accounting faculty assessed students' critical reading and explication abilities in Fall 2023, focusing on business transaction comprehension.
- Historically, students scored lower on pre-tests in these areas.
- Faculty introduced three targeted exercises to improve understanding and application.
- The intervention led to improved scores and better identification of transaction components.
- Results highlight the effectiveness of these instructional strategies in enhancing critical reading and analytical skills in accounting.

Diversity & Global Awareness:

- In Fall 2022, PVCC Biology faculty aimed to enhance students' critical thinking, focusing on collaboration and fairness in considering diverse perspectives.
- Interventions included reflective questioning after lab assignments, prompting self-evaluation of collaboration efforts and critical thinking traits.
- Students categorized their behaviors as naive, selfish, or fair-minded during self-assessment.
  Assessments between weeks 6 and 9 showed improved scores, reflecting the positive impact of the interventions.
- The reflective practice led to more considerate and inclusive collaboration, integrating diverse perspectives in discussions.

Information Literacy:

- In Fall 2021, PVCC English and Library faculty collaborated to improve students' information literacy skills after a pre-assessment showed gaps in source integration.
- Targeted interventions included embedded tutorials and library instruction sessions for hands-on experience with research tools.
- Post-test results showed a 75% increase in student learning outcomes, with improved citation accuracy and evidence support.
- The progress highlights the effectiveness of the collaboration in enhancing essential academic skills.

Oral Communication:

- In PVCC's PSY101 course, faculty used the Oral Communication rubric to improve students' public speaking skills.
- Students gave two Psychology-related presentations, with an initial average score of 65%.
- After receiving feedback and guidance, the average score for the second presentation increased to 123%, an 89.23% improvement.

- The improvement highlights the effectiveness of targeted feedback and structured evaluation in building professional communication skills.
- These efforts reflect the faculty's commitment to aligning learning outcomes with academic standards and student needs.

Personal Development & Wellness:

- PVCC Criminal Justice students often have misconceptions about career opportunities due to media influence.
- In Spring 2023, faculty used the Career Planning dimension of the Personal Development & Wellness Rubric in AJS 101 to address this gap.
- A pre-unit worksheet revealed limited career knowledge, leading faculty to compile a list of criminal justice careers for students to research and present on.
- Guest speakers and internship opportunities were introduced to provide real-world insights and further exploration.
- The approach led to improved assessment scores (from 0.7 to 1.5) and increased student awareness and preparedness for criminal justice careers.

Problem Solving:

- PVCC Science faculty identified deficiencies in Biology students' graphing skills, particularly in selecting appropriate graph types and labeling components.
- In Fall 2023, faculty integrated direct data collection and graphing into lab sessions, requiring students to plot data as homework.
- Post-assessment scores improved to an average of 1.57, with 21 out of 27 students showing progress.
- The initiative significantly enhanced students' graphing accuracy.
- Faculty plans to build on this success with hand-drawn graphing exercises in future assessments.

Technology:

- PVCC Business faculty identified the need to improve students' Google Sheets skills for business analytics.
- In Fall 2023, the GBS221 course was moved to a computer lab to facilitate hands-on learning and skill application.
- Initially, few students could perform computations using basic statistical formulas in Google Sheets.
- Faculty increased classroom time for spreadsheet training and assigned relevant statistical homework.
- Spreadsheet proficiency showed measurable improvement.
- Student surveys indicated increased comfort with Google Sheets:
  - *At the start, only 1 of 13 students felt confident using spreadsheets for employer tasks.*
  - *By the end, 9 of 13 students felt comfortable performing spreadsheet functions professionally.*
  - *"Approval rating" for spreadsheet software use significantly improved, reflecting enhanced proficiency and appreciation.*
  - *Course adjustments successfully equipped students with essential business analytics competencies.*

Written Communication:

- PVCC Communication faculty emphasized draft development in Spring 2021 to improve public speaking skills.
- Historically, rough drafts were encouraged but not graded, leading to lower submission rates despite better performance among those who submitted drafts.
- To increase submissions, faculty assigned point values to rough drafts, aiming to improve idea organization and development.
- After grading drafts, the average "Development" score in final speeches increased by 60.23%, from 0.88 to 1.41 on a 0-2 scale.
- Graded drafts and detailed feedback were made standard in COM225, highlighting the faculty's commitment to enhancing student outcomes in public speaking.

Co-curricular Level Improvements

Library:

- The PVCC Library plays a key role in hosting co-curricular activities that provide diverse learning experiences, using participant feedback to refine future events.
- In Fall 2021, the Library organized a Day of the Dead event, attracting students from multiple departments, and enhancing cultural awareness, especially among Education students.
- Feedback from the Day of the Dead event led to plans to extend the activity's duration in future iterations to maximize its impact.
- The Library's Lunar New Year celebration aligns with PVCC's Diversity & Global Awareness goals, with continuous assessment improving the event over several years.
- The Library collaborates with faculty across disciplines to assess learning outcomes, enhancing instruction, communication, and student learning, thereby supporting PVCC's mission.

Peer Leaders & Peer Mentors:

- During the 2020-2021 academic year, PVCC's Peer Leader and Peer Mentors programs collaborated to assess co-curricular learning and enhance program experiences.
- The Peer Leader program, aligned with Fields of Interest (FOI), plays a key role in raising awareness about FOI-related events and activities, and assisting students with referrals and connections to support services.
- A communication-centric assessment was initiated by the Peer Leader Program Director to improve Peer Leaders' communication skills with their peers.
- Peer Leaders completed a communication inventory tool, enabling them to evaluate and enhance their communication habits, and acquire new strategies for interacting with students, faculty, and staff.
- The initiative highlights the programs' commitment to continuous improvement and skill development, ensuring Peer Leaders are equipped to effectively support their peers and contribute to the college community.

A Peer Mentor:

- Peer Mentors at PVCC are trained paraprofessionals who guide, support, and serve as role models for first-year college students, both in and out of the classroom.

- They facilitate student engagement in classroom activities under the instructor's direction and offer peer guidance, including referrals to campus resources.
- Program directors assessed the impact of Peer Mentors on first-year students and aimed to strengthen relationships between mentors and faculty.
- The assessment results were overwhelmingly positive, with students reporting increased feelings of support and connection, and expressing a preference for having a Peer Mentor in future classes.
- The assessment also showed a 6% improvement in the interpersonal communication skills of the Peer Mentors, demonstrating the program's effectiveness in enhancing both academic and social integration for first-year students.

Honors:

- PVCC Honors Program scholarship students are required to participate in co-curricular learning experiences each semester to enrich their academic experience.
- The Honors Program Director observed that students often do not fully realize the intended benefits of these co-curricular assignments.
- In the 2023-2024 academic year, the Honors Program assessed Integrative Learning, a key aspect of PVCC's Civic Engagement Rubric, to evaluate students' perceptions and benefits from these activities.
- Initial assessments revealed that students' summaries of their co-curricular experiences did not meet expectations, showing a gap between the program's goals and students' understanding.
- In response, the Honors Program implemented strategic enhancements to help students better synthesize and articulate the impact of these activities on their learning and personal growth.

Center for Performing Arts (CPA):

- In Fall 2023, PVCC's CPA introduced post-event feedback forms and convened meetings to evaluate and improve event production processes.
- The feedback focused on logistical aspects such as pre-planning, scheduling, communication, technology usage, and personnel-related issues, including working conditions.
- Insights from the feedback led to the implementation of strategic changes to enhance CPA operations and event management.

Organizational Level Improvements

ePortfolio Institute

Over the years, PVCC faced various challenges and identified opportunities that necessitated a more systematic approach to several key areas:

- Measuring Program Learning Outcomes (PLOs)
- Increasing student involvement in assessment
- Adopting a social justice approach to foster more significant equity and inclusiveness
- Developing assessment plans for the college's inaugural Bachelor's Degree

The ALT addressed these needs through a dual-tiered strategy. Initially, ALT focused on creating a

framework for faculty and program directors to engage in continuous assessment planning throughout a program's pathways. This led to the development of a PLO Assessment Matrix to streamline and enhance the assessment process across various academic disciplines.

Subsequently, ALT prioritized increasing student agency and creating equity-centered assessments. To achieve these goals, ePortfolios were identified as a suitable tool. In Fall 2021, PVCC's ALT was selected alongside 29 other institutions to participate in the AAC&U's year-long ePortfolio Institute. This engagement began with a survey conducted in collaboration with the Career Services Advisory Council to evaluate the relevance of ePortfolios to local employers lending to the Institute Team five strategic goals.

In collaboration with their institute mentor and the Center for Teaching, Learning, and Engagement Excellence (CTLEE), the ALT developed the Puma Portfolio template and comprehensive guidelines for faculty and staff, supported by resources from various college departments such as the FYE Coordinator, Career Services, and Academic Advising. The subsequent academic year saw the integration of the Puma Portfolio in specific classes, including the new Bachelor's in Education Program. Feedback from students and faculty has been instrumental in guiding periodic revisions.

In the 2023-2024 academic year, PVCC hosted its inaugural ePortfolio Competition, which demonstrated the strong potential of ePortfolios to empower students and enhance their engagement through high-impact educational practices. ALT will reflect on this progress and expand these efforts in the upcoming academic year, aiming to embed ePortfolios within the college's educational landscape.

Bachelor's Degree and Student Professionalism

As PVCC embarked on developing a new Bachelor's Degree in Early Childhood Education, key college stakeholders engaged with the ALT to ensure that the Institutional Learning Outcomes (ILOs) were appropriately calibrated to encompass 300-400-level academic work. To this end, ALT conducted an exhaustive review of the nine ILO learning areas alongside the corresponding General Education Assessment (GEA) Rubrics.

Throughout this review, the team refined and added to the existing metrics across all 48 dimensions, introducing additional measures to differentiate between the learning achievements expected at the Bachelor's and Associate's degree levels. During this process, ALT identified a notable gap in the existing learning outcomes framework, particularly in addressing the needs of students at the Bachelor's degree level, preparing them for employment, and setting clear expectations for Work-Based Experiences (WBE).

To address this gap, ALT introduced a new dimension to the ILOs titled "Student Professionalism." This addition was guided by a comprehensive review of relevant literature, standards set by the National Association of Colleges and Employers (NACE), and discussions on professionalism through an equity-focused lens. Following this, ALT meticulously drafted the new ILO, developed a scoring metric, and integrated it into the GEA Personal Development and Wellness Rubric. This new dimension, Student Professionalism, has been designed to be measurable across the college.

Measurement of Student Professionalism commenced in Spring 2024, and the college will analyze the initial results in Fall 2024. This initiative represents a significant step forward in aligning the college's ILOs with the specialized requirements of Bachelor's degree programs and ensuring that graduates are well-prepared for professional success.

Critical Thinking Academy

PVCC has dedicated over two decades to fostering an environment focused on critical thinking, identified as the college's core learning outcome. Insights from the assessment process, including data from the Critical Thinking Assessment Test (CAT), revealed the necessity for a more deliberate and structured approach to teaching critical thinking. This approach necessitated developing a consistent framework aligned with the college's mission and values. It also became apparent that faculty and staff would benefit from targeted professional development in this area.

From 2015 to 2019, PVCC engaged in the Higher Learning Commission's Persistence and Completion Academy, adopted the Paul-Elder framework for critical thinking, and established the Critical Thinking Academy. This Academy serves as a personal and professional development program designed to deepen faculty and staff understanding of critical thinking, promote fair-minded critical thinking, and enhance their ability to encourage this skill among students.

Over subsequent years, PVCC has maintained its commitment to fostering a community of practice centered on critical thinking. Feedback from participants between 2019 and 2023 led to the diversification of professional development programs, including expanding critical thinking themes through seminars and increased opportunities for staff engagement. The college utilized results from CLASSE surveys and performance evaluations on critical thinking activities to enhance strategies that help students connect the concept of critical thinking to their specific disciplines or career contexts.

Despite challenges during COVID-19, efforts to integrate the Critical Thinking Academy at PVCC have persisted. The college is now embedding the Academy into the Faculty Professional Activity Report (PAR) years 2-4 and adjunct training, underscoring a lasting commitment to critical thinking.

Response to 4.B.3

Assessment Leadership, Guiding Principles, Equity, and Scholarship

As delineated in section 4.B.1, the assessment processes at PVCC have been driven by faculty and staff under the leadership of the ALT, for over 25 years. ALT is co-chaired by two residential faculty members who also serve on the Maricopa Assessment Committee (MAC), bridging district-wide and college-specific assessment initiatives. The ALT membership includes representatives from all academic divisions, adjunct faculty, Student Affairs, Student Services, Institutional Effectiveness (IE), and Administration.

ALT is committed to recommending, facilitating, and supporting policies, processes, and practices crucial for assessing and enhancing learning across the college. It endeavors to make assessment a sustainable, collaborative process that sharpens learning expectations, fosters meaningful dialogue about teaching and learning, utilizes evidence for learning enhancement, and supports organizational change (2022-2023, 2023-2024). ALT has embraced evidence-based promising practices and a culturally responsive assessment framework guided by the principles outlined in the ALT Charter.

In the 2023-2024 academic year, ALT undertook a detailed analysis to disaggregate General Education Assessment (GEA) learning outcome data by key demographic groups. This analysis aimed to advance more equitable outcomes and enhance transparency in assessment results. The findings revealed that graduates' mean scores were consistently higher than the overall college mean across all GEA Learning Outcome areas. Furthermore, the distribution of the achievement of

outcomes was consistent across demographics for nearly all GEA Learning Outcome areas, except for Written Communication. Notably, this analysis allowed for a detailed comparison of Hispanic graduates' mean scores against those of non-Hispanic white graduates, identifying areas where Hispanic graduates excelled.

This detailed disaggregation of data sets a precedent for future analyses and is particularly significant as PVCC is a Hispanic Serving Institution (HSI). This focus aligns with PVCC's commitment to enhancing Hispanic students' educational experiences and outcomes. Additional information on PVCC's role as an HSI is elaborated in Criterion 1, further underscoring the institution's dedication to serving its diverse student body.

The ALT at PVCC is actively engaged in the scholarship of assessment through a variety of initiatives. ALT attends the IUPUI Assessment Institute, engaging with publications and webinars from the Association of American Colleges and Universities (AAC&U) and the National Institute for Learning Outcomes Assessment (NILOA), completing the Student Affairs Assessment Leaders (SAAL) Online Course on Applying and Leading Assessment in Student Affairs, and participating in the Higher Learning Commission (HLC) Program Assessment Workshop, among other professional development opportunities.

One of the ALT Co-Chairs contributed to the Grand Challenges in Assessment Project Equity Team, further underscoring the team's commitment to equity in assessment practices.

Continual Improvement of Our Assessment Practices

The assessment methodologies, processes, instruments, and practices employed by PVCC are subject to continuous evolution and enhancement. The Academic Leadership Team (ALT) sets goals and priorities for each academic year, which are systematically tracked and reviewed prior to the commencement of the subsequent academic year. This review process informs the establishment of new goals for the upcoming year.

ALT regularly reviews and updates the General Education Assessment (GEA) Rubrics. A recent review identified a gap related to work-based learning in the rubrics. In response, ALT examined the National Association of Colleges and Employers (NACE) standards and subsequently added a dimension of student professionalism. When developing new rubric dimensions, ALT consults the Association of American Colleges and Universities (AAC&U) VALUE rubrics, reviews relevant literature, examines samples from other colleges, and seeks input from content experts.

When appropriate, ALT performs crosswalks (Honors Crosswalk, Dual Enrollment Crosswalk), such as the one completed for the GEA Rubric Dimensions and the recent First-Year Experience Outcomes developed by a team from the MCCCD. The co-chairs and team representatives share transparently across the college improvements to assessment practices and results. Feedback is discussed during ALT meetings and used to drive continuous improvements.

The GEA Online Tool

PVCC has developed and continuously expanded its proprietary assessment management software, the GEA Online Tool, over the years. The Academic Leadership Team (ALT) collaborates closely with IT personnel to maintain and enhance this software to better meet assessment data and reporting requirements.

The GEA Online Tool, integrated with the Student Information System (SIS), is used to document, share, and archive curricular and co-curricular assessment data. Faculty submit GEA scores, analyze results, and document learning improvements, sharing their work across the college. This tool enables immediate access to course results, aiding year-to-year tracking of successful strategies that improve student achievement.

The GEA Online Tool houses a repository of completed assessment projects spanning all academic disciplines from 2013 to the present. ALT utilizes the data and forms entered into the software to track various assessment results college-wide, ensuring a comprehensive and systematic approach to enhancing educational outcomes at PVCC.

Assessment Support and Resources

PVCC offers a variety of resources to enhance awareness of effective assessment practices and foster a shared understanding of assessment. The Academic Leadership Team (ALT) publishes the "Learning to Assess" newsletter each semester and the "PVCC Assessment Chronicle" annually. Additionally, the team maintains an Assessment Library Research Guide, conducts orientation sessions, the Assessment for Learning Website, and the GEA Online Tool.

Assessment information is disseminated through various channels, including email reminders, articles in the CTLEE Newsletter, and presentations to critical groups across the college. Each semester, an assessment session is hosted during Learning Week to support faculty further. Open assessment labs are also offered multiple times each semester to provide faculty with support in assessment design and the analysis of results.

President's Assessment Award (PAAW)

PVCC established the President's Assessment Award (PAAW) in the Spring of 2022 to highlight assessment efforts, recognize excellence in assessment, and increase participation. Award Winners (23-24, 22-23, 21-22) are featured in the assessment newsletters, acknowledged during the Fall Assessment Learning Week Sessions, and receive monetary prizes. This award is funded through the MCCCD Foundation and is open to all PVCC employees.

Excellence in assessment is demonstrated by completing all three parts of the assessment process:

- Using data to make improvements to learning
- Applying interventions or learning strategies creatively
- Clearly articulating the purpose and impact of the project

All projects submitted to the GEA Online Tool are reviewed and scored using a rubric developed by ALT. This comprehensive approach ensures that exemplary assessment practices are recognized and rewarded, fostering a continuous improvement and innovation culture at PVCC.

Assessment Participation

ALT builds relationships through various channels to achieve substantial participation in assessment across the college.

Residential Faculty Engagement in Assessment

The requirements for faculty participation in assessment activities at PVCC are outlined in the ALT

Charter and regularly communicated to faculty. Faculty members are responsible for measuring the achievement of learning outcomes and documenting the results on an annual cycle. These assessment results are subsequently incorporated into a program review scheduled on a three-year cycle.

General Education Assessment (GEA) participation rates are tracked and reported annually. Although participation declined during the COVID-19 years of 2019-2021, it has consistently improved yearly since 2021.

Probationary Faculty Engagement in Assessment

Probationary faculty at PVCC undergo a five-year Peer Assisted Review (PAR) process. Within this process, assessment is incorporated into the PAR Rubric as a key component of faculty development. Probationary faculty receive feedback on their assessment projects from the ALT. This helps first-year faculty understand the college's assessment processes and utilize assessment to enhance student learning. ALT also provides professional development specifically tailored to their needs.

Over time, ALT has recognized that a more structured and immersive assessment experience is most effective for guiding first-year faculty. In 2021, the ALT Co-Chairs began coordinating with the PAR facilitator to offer more comprehensive training throughout the first year. This training includes four sessions, one-on-one coaching for assessment design, and a showcase for faculty to share their learning improvement stories.

Additionally, residential faculty are required to complete the Faculty Evaluation Plan (FEP) every three years. Within this plan, they are encouraged to include evidence and reflection on their assessment work, further embedding assessment into the fabric of faculty development and continuous improvement at PVCC.

Engagement of Adjunct Faculty in Assessment

The ALT at PVCC works with Faculty Chairs to involve adjunct faculty in the assessment process. Adjuncts have access to the same tools and resources as residential faculty and contribute to the assessment repository. To support this, ALT added an Adjunct Faculty Coordinator to represent adjunct interests and act as a liaison.

ALT also offers professional development tailored to adjunct faculty, including targeted sessions for disciplines such as Mathematics and Administration of Justice Studies (Math, AJS).

Role of Faculty Chairs in Assessment

Throughout the academic year, PVCC faculty Chairs actively engage in assessment efforts, Which include integrating assessment discussions into division meetings, coordinating with the division's ALT representative to establish assessment goals, and promoting promising assessment practices within their divisions.

Faculty Chairs also complete a Chair Form in the GEA Online Tool to summarize the division's assessment efforts at the end of each academic year, with documented efforts spanning from 2019 to the present (23-24, 22-23, 21-22, 20-21, 2019). This systematic approach facilitates continuous improvement and alignment with the college's assessment objectives.

Engagement of Dual Enrollment Faculty in Assessment

PVCC's Dual Enrollment faculty actively participate in Course Learning Outcome (CLO) assessment. The ALT provides targeted professional development and training in assessment specifically designed for Dual Enrollment faculty. To encourage participation, the college offers Continuing Education Units (CEUs) for those who attend the assessment seminars.

These seminars equip Dual Enrollment faculty with essential knowledge about assessment and provide coaching to help them measure official course competencies in alignment with PVCC practices. ALT also develops proprietary crosswalks to assist Dual Enrollment institutions in aligning their CLOs with Arizona State Standards or AP standards, where applicable.

Moreover, Dual Enrollment faculty have opportunities to collaborate with other PVCC faculty to enhance their support for students in developing general education skills. This collaborative approach ensures that Dual Enrollment faculty are well-prepared to contribute to the college's assessment objectives and effectively support student success.

Other Learning Facilitators

Academic and Student Affairs professionals facilitating learning at PVCC actively participate in the co-curricular assessment. Academic Affairs and Student Services representatives serve on the ALT, contributing to developing inclusive assessment practices. This collaborative involvement ensures that assessment efforts encompass academic and co-curricular learning environments, fostering a holistic approach to student development and success.

Student Involvement in Assessment

The student voice is critical to practical learning assessment at PVCC. Students are encouraged to complete an Institutional Learning Outcome (ILO) self-assessment using the General Education Assessment (GEA) Skills Inventory. Faculty engage students in discussions about General Education and share GEA Rubric criteria in their classes.

Recognizing the importance of student involvement in assessment, the ALT has identified this area as an opportunity for growth. ALT has concerted effort to share strategies with faculty and staff to increase student participation. Some faculty members have begun to involve Peer Mentors in their assessment activities.

PVCC continues to explore additional avenues for amplifying student voice and agency in assessment. Recent initiatives include supporting ePortfolios and hosting the ePortfolio Competition, both of which aim to enhance student engagement in the assessment process.

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- 4B Student Seminar Fall 22
- 4B Technology Rubric
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- 4B Types of Outcomes at PVCC
- 4B Work Based Experience Reporting
- 4B Written Communication Rubric

4.C - Core Component 4.C

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

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

Argument

Response to 4.C.1

PVCC's goals for student retention, persistence, and completion are guided by the MCCCD Strategic Plan. The systemwide strategic plan serves as a map for student success through four core strategies

- Student Outreach and Success
- Economic Resources and Sustainability
- A Cohesive Identity
- Organizational Talent

The MCCCD plan includes specific goals associated with each strategy.

- **Goal 1.2**: Focuses on retention, persistence, and completion, ensuring students reach academic, personal, and professional goals.
- **Goal 1.2.A**: Optimizes student support services and resources.
    - **1.2.A.1**: Implements guided pathways.
    - **1.2.A.2**: Designs structured activities to support student success.
- **Goal 1.2.B**: Scales high-impact practices.
    - **1.2.B.1**: Utilizes the Excelencia in Education Seal framework to enhance Latino and student success.
    - **1.2.B.2**: Supports high-impact cohort-based programs

The Paradise Valley Community College (PVCC) Strategic Plan emphasizes four key priorities to enhance student retention, persistence, and completion. Notable among these are: Strategic Priority 1 and 2.

The PVCC Strategic Enrollment Management (SEM) plan further outlines retention, persistence, and

completion goals, which align with the college's and district's missions, strategic plans, and guided pathways framework. The 2024-2027 PVCC SEM plan is structured to align with the system-wide SEM plan while addressing the specific needs of PVCC's student population through defined priorities, strategies, activities, and metrics.

All colleges within MCCCD, including PVCC, employ the [Four Disciplines of Execution (4DX) methodology.](#) Beginning in Fall 2022, PVCC identified its Wildly Important Goal (WIG) as increasing student enrollment (unduplicated headcount) from 5,677 to 5,800 by October 31, 2024. Two Sub-WIGs were established to focus on retention and course completion:

1. Increase Fall-to-Fall retention from 56% to 59% by October 31, 2024.
2. Increase course completion rates for traditionally underserved students from 72.5% to 74.5% by May 31, 2024.

Each department or division within PVCC develops its department WIG, directly related to enhancing student enrollment, retention, or course completion and thus contributes to the College's overarching goals.

Response to 4.C.2

Institutional Effectiveness and Research (IE/IR)

PVCC systematically collects, analyzes, and applies data on student retention, persistence, and completion. The [Institutional Effectiveness (IE) Office](#) supports this by creating Tableau dashboards to monitor student success.

PVCC employs a [Course Success Dashboard](#) at the course level to track course completion rates at multiple levels: institutional, divisional, departmental, prefix, course, and section. This data can be disaggregated using filters such as course length, modality, age, first-generation status, gender, race, and income level. Faculty members use these trends to review and refine their pedagogical practices, enhancing course completion rates.

PVCC's [Student Performance Trends Dashboard](#) tracks success by location, department, course, and student demographics. The Annual Integrated Planning Review Process engages faculty, staff, and administrators in using data to develop retention strategies and innovative teaching, supporting continuous improvement across instructional and student services units.

PVCC uses retention, persistence, and completion data to align campus efforts with common goals. Data is shared through the [PVCC Data Dashboards](#) and the Institutional Effectiveness website, [getData@PVCC](#). This data helps answer key questions about student success in various formats, program effectiveness, and whether students achieve their goals. Access to this data enables faculty and staff to improve teaching, learning, and student outcomes.

The [IE/IR office also maintains dashboards](#) for crucial student success, persistence, and completion metrics, which are identified collaboratively with the [Institutional Effectiveness offices at PVCC and the Maricopa Colleges.](#)

- PVCC's successful course completion rate decreased from 77.1% in Fall 2019 to 75.4% in Fall 2023.
- Online course completion remained steady at around 69.7% in Fall 2019 and 69.8% in Fall 2023.

- In-person course completion slightly decreased from 78.8% in Fall 2019 to 78.2% in Fall 2023.
- The number of online sections increased from 260 in Fall 2019 to 453 in Fall 2023, while in-person sections decreased from 1,339 to 500.
- Year-over-year retention dropped from 57% in 2018-2019 to 52% in 2022-2023, with a pandemic low of 48%, emphasizing the need to improve online course success.

Response to 4.C.3

PVCC employs diverse methodologies to leverage student success information and improve retention, persistence, and completion rates.

The Quality Initiative and ACUE

PVCC utilized the Quality Initiative (QI) to concentrate on student success, dedicating significant resources to identify and address equity and inclusion opportunities. This focus on evaluating student success through an equity lens led to establishing new and ongoing priorities. Consequently, the Targeted Momentum Project, designed for the QI, identified equity gaps, particularly in the success and retention rates of Black, Hispanic, and first-generation students. The project emphasized faculty development to institutionalize diversity and inclusion principles through instruction and professional development of culturally responsive teaching practices.

PVCC selected specific courses—First-Year Composition (ENG 101 & 102), College Mathematics (MAT 141), College Algebra (MAT 151), and General Biology (BIO 181)—as they had significant potential for improved success rates. Twenty-three faculty members teaching these courses participated in professional development during Fall 2021. These faculty members engaged in the eight-week Association of College and University Educators (ACUE) course, "Creating an Inclusive and Supportive Online Learning Environment." The expectations for participating faculty included:

- Engaging with course materials
- Completing weekly discussion boards and reflection assignments
- Implementing new techniques and assignments weekly
- Participating in discipline-specific cohort meetings

Following the ACUE course and the conclusion of the fall semester, faculty were expected to redesign their courses to embed equity-based, supportive, and inclusive practices for Spring 2022 and future courses. Faculty Reflections (ENG, MAT, BIO)

Multiple measures were employed to monitor and document the initiative's outcomes, including faculty cohort meetings, surveys for faculty and students, reflection and journal writing for faculty, student success data, and documentation of specific course changes. The results of the project included:

- Faculty implemented numerous course changes, such as providing more assignment choices, adjusting syllabus language to emphasize a growth mindset, and enhancing access to college resources.
- Most students (>80%) surveyed about inclusive teaching practices agreed or strongly agreed with the questions, with specific comments highlighting the inclusive environment and accessibility to instructors.
- Retention rates from fall to spring for students of color in the ACUE courses were higher than those in non-ACUE classes, demonstrating the initiative's positive impact.

Despite these successes, work remains to improve the success rates of ABCP grades for students of color in all courses. The data underscores the need to continue embedding evidence-based, supportive, and inclusive practices throughout the College.

Guided Pathways

Implemented in 2018, PVCC's Guided Pathways represent a comprehensive redesign of the student success framework to improve persistence, retention, and completion. Detailed in Criterion 1.A.4, the framework is executed through the Field of Interest (FOI) model, making PVCC the first campus within the MCCCD to adopt an FOI-specific advising model. PVCC mandates in-person student orientation by FOI in partnership with FOI faculty. PVCC's Career Center Supervisor has led proactive FOI-specific career exploration events and FYE course career exploration opportunities connected to FOIs.

Hispanic Serving Institution (HSI)

The continued efforts of college outreach and commitment to serve the community have helped PVCC earn the designation of a Hispanic Serving Institution (HSI) (detailed in 1.A.4). In response to previous review feedback, PVCC has actively embraced its HSI designation with workshops, Hispanic Convocation, and heritage days. The Recruitment Office hosted a "Noche Familiar", an all-Spanish presentation on higher education and PVCC's services. This on-campus event is designed to target Hispanic families. As an additional resource to the Hispanic community, PVCC translated several marketing pieces into Spanish, highlighting the Mission-driven values of PVCC and the steps to complete the enrollment processes. With the recent acquisition of a Title III grant, PVCC is introducing enhanced services, and innovative resources, including Rosetta Stone for college and community use. Highlights include Supplemental Instruction using High Impact Practices (HIP) and updating the English as a Second Language (ESL) software. AZ Proposition 308, passed in November 2022, amended the Arizona Constitution to allow all high school graduates to pay in-state tuition, regardless of immigration status. PVCC also launched a web page option to translate text into Spanish. In 2021-2022, PVCC began working to apply for the Seal of Excelencia in Education.

Intercultural Center

The Intercultural Center promotes intercultural knowledge, competency, and leadership. It serves underrepresented student groups through programs such as Male Empowerment Network (MEN), Women Rising, Bridging Success Initiative (for foster youth), First Generation Students, international students, and more. The center also hosts workshops and events focusing on cultural heritage and intercultural understanding.

Puma Tutoring Center

The Puma Tutoring Center offers enhanced services and resources supported by a Title III grant. It includes supplemental instruction and updated ESL software and is aligned with the Division of Student Affairs for holistic support. (Engagement Statistics)

Student Basic Needs and Resources

PVCC supports students' basic needs, recognizing their impact on academic success. Services include:

- Puma Empowerment Center

- [Basic Needs Webpage](#) | [Basic Needs HOPE Survey](#)
- [CARE and Conduct](#) | [Ellucian PATH Scholarship Report](#)
- [Peer Leaders and Peer Mentors](#)
- [Disability Resources and Services (DRS)](#)
- [Embedded Advisors](#) and College Navigators: Embedded Advisors support Early College programs within local high schools, while College Navigators assist new and undecided students through their first semester, ensuring a smooth transition to college life.
- [Title III Federal Grant:](#) In September 2023, PVCC was awarded a $2 million Title III Strengthening Institutions Program (SIP) grant to enhance student success, retention, persistence, and completion by improving the Puma Tutoring Center and providing supplemental instruction.
- [Developmental Education Redesign:](#) In 2019, PVCC adopted a new framework to increase student access and success while decreasing equity gaps. This includes multiple measures of placement and corequisite support through resources like the Puma Tutoring Center and Success by Design Committee.
- [CCAMPIS Grant](#) | [2024](#)
- [Veteran Supportive Campus](#)
- [Improving Success for Student Athletes:](#) The Paradise Athletic Web System (PAWS) tracks [student-athlete performance](#), ensuring academic success. Faculty mentors provide additional support, contributing to numerous [NJCAA Academic Achievement Awards](#).

These comprehensive and multifaceted initiatives underscore PVCC's commitment to improving student success through targeted and data-driven approaches.

Response to 4.C.4

PVCC's Processes for Collecting and Analyzing Student Success Data

PVCC employs robust processes and methodologies for collecting and analyzing information on student retention, persistence, and program completion. These practices reflect industry standards and are reinforced through comprehensive campus-wide dissemination of information via the [President's Planning Team (PPT)](#), campus-wide "[Puma Talks](#)" meetings, academic division meetings, student affairs division meetings, [Tactical Strategic Enrollment Management (TSEM)](#), and other stakeholder groups dedicated to continuous improvement.

National Surveys

PVCC participates in two national surveys: the [Community College Survey of Student Engagement (CCSSE)](#) and the [Noel Levitz Student Satisfaction Survey (SSI)](#). Administered biennially in alternating years, the CCSSE was last conducted in 2023, and the Noel Levitz in 2022. Survey results are shared across the College and posted online for internal and external stakeholders.

Data from CCSSE and SSI is instrumental in understanding student experiences across various domains, such as student services, academic services, and their sense of belonging, particularly regarding equity. This data informs the establishment of measures and targets for college planning priorities.

MCCCD Governing Board Monitoring Report

[MCCCD Governing Board publishes an annual report](#) that overviews district-wide progress on key

metrics: Leading Indicators of Student Success, Completion Outcomes, Enrollment, Awards, and Transfers. This report evaluates the district's overall performance and compares trends with peer institutions. In the 2021 report, PVCC was specifically recognized for its achievements in Credit Momentum (page 8) and Years to Completion (page 15).

Integrated Postsecondary Education Data System (IPEDS)

In compliance with federal regulations, PVCC participates annually in the Integrated Postsecondary Education Data System (IPEDS) for data collection and reporting. This ensures that PVCC adheres to national standards for data reporting and contributes to the broader educational data landscape.

Sources

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- 4C Biology Survey Results - Fall 2021
- 4C Call for Faculty Targeted Momentum Project
- 4C CARE and Conduct Updated
- 4C CCAMPIS 2024
- 4C CCSSE Report Survey Results September 2023
- 4C Clubs by FOI
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4.S - Criterion 4 - Summary

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

Summary

Criterion 4 Areas of Opportunity

PVCC has thoroughly assessed its strengths and challenges, uncovering opportunities to strengthen its institutional efficacy and is dedicated to advancing strategic initiatives that leverage these insights for ongoing institutional enhancement.

- **Enhance Program Review**
  - Increase faculty and staff engagement in program reviews to identify areas for curriculum and service enhancement.
- **Strengthen Assessment**
  - Enhance support for faculty in developing and implementing effective assessment strategies.
  - Improve the alignment of Program Learning Outcomes (PLOs) with course competencies and assessments.
- **Expansion of Dual Enrollment**
  - Develop strategies to transition more high schools into the college's dual enrollment program.
  - Ensure that dual enrollment courses maintain equivalency with higher education standards.
- **Focus on Graduate Success and Employability**
  - Increase the tracking and analysis of graduate outcomes to ensure programs meet employment and advanced study needs.
  - Strengthen partnerships with industry and advisory committees to align curriculum with workforce demands.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

Response to 5.A.1

The [Maricopa County Community College District (MCCCD) Governing Board's](#) primary role encompasses establishing policies and procedures and overseeing administrative regulations, as delineated in its Online Policy Manual. [The Board conducts its operations](#) in strict adherence to applicable laws and regulations, ensuring compliance with its legal and fiduciary duties as mandated by state legislation, the Arizona Constitution, and pertinent administrative rules. [Board duties summary](#).

The MCCCD Governing Board holds sessions twice a month, focusing on the oversight of the district and college's financial and academic policies. As stipulated by ARS 38-4301.02, all [notices and agendas](#) for the MCCCD Governing Board meetings are publicly posted online and on the noticeboard outside the Governing Board Room.

The [Governing Board of MCCCD](#) comprises eight members, five geographical district representatives, and two at-large representatives, are elected for four-year staggered terms. On April 23, 2019, the Board ratified the appointment of a [student board member](#) to serve a one-year term starting July 1 of each year. The Board's responsibilities extend to the approval of district policies and the [annual budget.](#) Presently, four out of the seven Governing Board members are newly elected. The Maricopa Governance model and Administrative Regulations play a crucial role in ensuring the Board's effective oversight of financial and academic policies. These policies are heavily focused on [Board Outcomes and corresponding performance metrics,](#) developed by previous Board members and intricately linked to the [MCCCD Mission.](#) These outcomes are annually reviewed during the Annual

Outcomes Monitoring Retreat, providing a forum for district administration and Governing Board members to engage in substantive discussions on enhancing the District's core operations.

PVCC's shared governance and administrative framework promote effective leadership and support collaborative processes essential for the College to achieve its mission. The College's overarching organizational structure is designed for efficient and cooperative leadership, through transition, promoting the accomplishment of its mission. Four main divisions—academic affairs, student affairs, administrative services, and information technology—report directly to the College President. Each division is led by a Vice President and an Associate VP of Technology, overseeing teams of functional unit-level leaders responsible for executing the College's planning objectives. Moreover, elected division chairs who are actively involved in academic leadership guide each instructional unit within the academic affairs division.

- Faculty Senate
- Staff Senate
- Adjunct Faculty Employee Group

Budget Development Process

The College undertook a comprehensive review of its Budget Development Process, reinforcing its commitment to shared governance. The PVCC Finance and Budget Committee plays a crucial advisory role to the President and the Executive Team, offering insights into the College's mission, long-term objectives, strategic planning, and budgetary priorities. This Budget Process fosters strategic dialogues, prioritization, and shared decision-making within a shared governance framework, aiming to cultivate a transparent, data-informed college budget planning process involving faculty and staff senate, and students.

Response to 5.A.2

PVCC uses a data-driven approach for decision-making and budgeting, prioritizing its mission and stakeholders. Beyond standard planning, data is used year-round to address diverse community needs. In Spring 2020, faced with a growing Nursing student body, space, and resource limitations, PVCC sought additional funding for new construction projects to support expansion.

Nursing Expansion:

- In January 2020, approximately 2,600 students were awaiting entry into the Maricopa Nursing program.
- PVCC secured three years of bridge funding totaling $4.8 million in January 2020.
- This funding was designated for Nursing Expansion at PVCC and was obtained through collaboration with the Office of the Arizona State Governor.
- The funding enhanced the existing Health Science (HS) program at the PVCC Main campus, increasing capacity for the growing nursing curriculum.
- Labor market analyses indicated a rising demand for specialized training for over 900 incumbent nurses in the Phoenix metropolitan area.
- PVCC planned to provide specialized training to approximately 100 incumbent nurses annually from 2020 to 2022.
- The expansion was projected to increase enrollment in the nursing program by at least 10% annually.
- This growth was expected to boost the number of entry-level nurses ready to join the

workforce.

Student feedback from PVCC advisors, student government, declining enrollment, and the HLC Student survey indicated an opportunity for examining the class schedule that more succinctly accommodates student schedules and needs. Three significant initiatives grew from this consistent feedback.

Strategic Operational Puma Grant

PVCC has enhanced additional budget dollars through the Strategic Operational Puma Grant. This grant encourages employees with new and innovative ideas to execute their ideas. In aggregate, these initiatives invite faculty and staff to engage in solving the enrollment challenges.

Strategic Enrollment Management (SEM) Plan

College leadership developed a comprehensive Campus SEM Plan (CSEM). PVCC's CSEM plan is written in alignment with the MCCCD's SEM Plan and the MCCCD Governing Board Outcomes. (SEM Definitions) The SEM Plan focuses on the complete life cycles of student success: Marketing, Recruitment, Outreach, Enrollment, Retention, Persistence, Completion, and Alumni. The plan addresses major trends, implications, and critical opportunities. The tactical team that drives the implementation of the CSEM is the TSEM.

Title III Grant

College metrics identified equity barriers, which motivated our Title III grant application. The Title III grant, awarded in Fall 2023. Highlights of grant usage include Supplemental Instruction (SI) using High Impact Practices (HIP) and updating the English as a Second Language (ESL) software, in addition to the existing programs. The apparent success of SI classrooms has led to increased participation. In Fall 2023/Spring 2024, there were four sections with SI and embedded tutors. During the Summer of 2024, there were two sections with embedded SI. In Fall 2024, the number of SI sections is expected to increase to seven. (HSI Title III Grant Ideation)

Response to 5.A.3

Faculty Contributions to Governance

Faculty engagement in governance, formulation, and execution of academic policies and procedures at the district level primarily occurs through the Residential Faculty Administration Collaboration Team (RFACT) Process (previously known as Meet and Confer) and the Faculty Executive Council (FEC). Another substantial contribution of faculty in setting academic requirements is through the work of the Center for Curriculum and Transfer Articulation (CCTA), and specifically the Instructional Councils (ICs).

The Faculty Association's governing body, the FEC, is primarily composed of faculty senate presidents from the ten colleges, with up to 22 seats based on membership size. FEC members represent both their College's and the FA's interests, managing financial decisions as authorized by its incorporation articles.

PVCC Faculty Senate includes a President, President-Elect, and representatives from 13 divisions. The President meets twice monthly with the College President and VPAA and represents PVCC at the MCCCD faculty association level. Faculty are expected to serve on at least two college or

MCCCD committees annually, contributing to governance, policy revisions, and academic initiatives.

Faculty also influence academic strategy through course and program development recommendations facilitated by various Instructional Councils (ICs) that oversee program, degree, certificate, and course approvals.

Governance contributions extend beyond faculty and include the President's Community Advisory Council (PCAC), Faculty Senate, and other internal and external advisory boards. Additional advisory boards contributing to and confirming the curriculum at PVCC:

- Nursing Advisory Board
- Emergency Medical Technology Advisory Board
- Administration of Justice Advisory Board
- Dietetics
- Business
- Economics

Staff Contribution to Governance

PVCC demonstrates best practices and shared governance through its committee structure. The Finance Budget Committee (FBC) consists of 22 faculty and staff, while the Strategic Planning Work Team includes over 12 members. Classified staff play a key role in the Shared Leadership Group (SLG), participating in strategic and operational discussions.

Student Contribution to Governance

PVCC and MCCCD prioritize student-centric values, with students represented on the Governing Board and active in governance through StuGo. StuGo engages with administrators, sharing survey results and concerns. The College President also meets with student leaders from groups like Student Public Policy Forum and the Honors Program for dialogue and collaboration.

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5.B - Core Component 5.B

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

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

Argument

Response to 5.B.1

Faculty Staffing Plan

The Academic Affairs Administration oversees the planning and management of faculty staffing at PVCC in collaboration with the Faculty Staffing Committee. This committee comprises an Academic Affairs administrator (serving in a non-voting capacity) and a minimum of four Residential Faculty members. The Faculty Staffing Committee examines vacancies in alignment with the College's strategic objectives.

Residential Faculty increased from 115 in 2014 to 121 in 2023. The number of Adjunct Faculty also rose from 450 in 2013 to 475 in 2023. Several of these can be directly attributed to PVCC's growth of Career and Technical Education (CTE) degrees and certificate offerings.

Non-faculty Staffing

Vacant non-faculty staffing includes review by respective Deans, Associate Vice Presidents, and Vice Presidents, leading to a recommendation to the College President. Staff vacancies within budgeted lines are subject to a review process to evaluate the necessity of filling the position in alignment with the College's strategic objectives and operational needs.

Ensuring Qualified Employees

PVCC's employment practices are designed to ensure that all faculty and staff members are suitably qualified for their roles, with provisions for ongoing skill enhancement. As part of this hiring process, PVCC faculty members are measured against Faculty Minimum Qualifications to ensure adherence to HLC Assumed Practices. Post-hire, faculty are required to submit their qualifications and competencies, with annual performance reviews facilitating skill updates and addressing deficiencies.

PVCC staff positions adhere to MCCCD minimum qualifications. PVCC's hiring process rigorously identifies essential job qualifications, focusing on candidates who meet these criteria.

Diversity and inclusivity training form part of the requisite preparation for all hiring committee members, a practice initiated in FY 2014. All participants on a hiring team are required to complete the Implicit-Bias training.

Staff and Faculty have access to a renewable annual training budget, supporting professional development in alignment with public stewardship and job-specific training needs. Additionally, PVCC offers employees opportunities to further their education through college courses, available through tuition waivers, encouraging personal and professional growth beyond immediate job functions.

Development, Alumni, and Community Relations

Overseen by the Office of Strategic Partnerships, PVCC is laying the groundwork for a comprehensive development strategy. The College awarded 227 scholarships amounting to $171,638 in 2021-2022. Annual fundraising initiatives include the Athletics Golf Tournament, Fine and Performing Arts Scholarship Benefit Concert, and Desperado Film Festival.

Human Resources

PVCC's Human Resources department plays a crucial role in supporting the community college's mission by recruiting and retaining talented employees, aiming for a positive work environment, and ensuring compliance with relevant laws and regulations.

From FY2014 to FY2023, full-time employees increased by 7.7%, from 271 to 292. Faculty positions grew from 115 in FY2013 to 121 in FY2023. The organizational structure, detailed in the PVCC Organizational Chart, illustrates the comprehensive scope of leadership and workforce alignment with the institution's mission.

Physical Infrastructure

PVCC's infrastructure management is guided by the Project Management Team (PMT). Established in 2018, PMT coordinates significant facility projects in collaboration with key departments, ensuring comprehensive project management and campus-wide updates.

PVCC's main campus spans 102 acres and is complemented by the 77-acre Black Mountain site. (130 classrooms at the Union Hills campus and 13 at the Black Mountain) Ongoing development and expansion efforts focus on constructing new educational facilities and renovating existing structures. PVCC and MCCCD will participate in the Carnegie Classification Update that profiles college reviews and prompts the alignment with trends in higher education.

A subsequent environmental scan by Smith Group in 2021 was a precursor to a new facilities master plan, offering an extensive review of infrastructure needs. This analysis facilitated the creation of a deferred maintenance schedule for essential campus renovations. The College's total square footage, including all new constructions, stands at 406,328 square feet.

PVCC is dedicated to sustainability in its operations and construction projects, focusing on green building practices, recycling, and promoting sustainable living. A notable initiative in 2020 was receiving a $4 million Arizona Governor STEM grant, jointly with Gateway Community College, to expand nursing training facilities by 6,900 square feet, addressing the increasing demand for nursing professionals.

The [Facilities Service Department](#) is responsible for maintaining the campus's physical environment ensuring that all instructional spaces are conducive to learning. The department manages maintenance, repairs, renovations, and construction across the College. The staff has grown to 19 full-time and nine part-time employees by FY 2022-2023, with an operational budget of $3.7 million.

College Police Services at PVCC

PVCC [College Police](#) ensure campus safety by providing security, [assisting individuals, safeguarding property, managing traffic, handling lost and found, preventing loss](#), identifying hazards, and conducting safety training for employees and students. They also contribute to the safety of physical infrastructure.

- [Implementation of a comprehensive video surveillance system.](#)
- Maintenance of a voice and fire alarm system integrated with a public address system.
- Operation of the access control system. This system includes badge access, facility scheduling, and campus lockdown capabilities.
- Ensure that phones are available in every classroom and [emergency phones](#) are placed throughout the campus.

The College Police Department has seven full-time and 13 part-time employees and an annual budget of $1,013,079 for the fiscal year 2022-2023.

Information Technology Organizational Infrastructure

The technological infrastructure at PVCC is designed to support the needs of students and staff, ensuring the campus's physical assets and services are continuously reviewed and modernized to meet the institution's dynamic requirements. The foundation of the [IT organizational infrastructure includes three distinct tiers](#) to assist PV stakeholders.

Information Technology Resource Planning Overview

- [The Information Technology Department](#) maintains PVCC's technology with guidance from the [Technology Coordinating Team (TCT).](#) TCT initially reviews all recommendations for capital technology expenditures in support of business and instructional needs.
- TCT, informed by the College's Strategic Planning Steering Team (SPST), guides the review of capital prioritizations using the Technology Strategic Plan ([21-23](#), [23-25](#)), which makes final budget recommendations to the College President.

Pandemic Response and Technology Enhancement

- [HEERF funds](#) were used to update nearly 100 instructional spaces with [HyFlex capabilities](#) for live-online and hybrid courses.
- In 2020, a 300-unit laptop checkout program was instituted using HEERF funds, providing mobile devices for student access at no cost.
- Purchasing site-licensed academic software products to allow for on-campus and at-home use to support the increase in online and hybrid learners.

Operational and Capital Investment Examples

- Operationally, the campus evaluates and institutes cloud-based SaaS services to reduce capital

investments. While this approach optimally outsources services to SaaS providers, it increases operational budget costs.

- In 2021, PVCC started a Cisco Network Academy program, updating a lab classroom for network programming studies. This infrastructure update fostered the pathway to the current Cybersecurity programs, with over 117 declarations in AY 2023-24.
- In 2018, PVCC IT collaborated with Facilities to upgrade data center power and cooling equipment, installing new HVAC and UPS systems and a generator. The generator was added to ensure 24/7 operation using diesel fuel during power outages.
- In Fiscal Year 2023, a one-time HEERF allocation was approved to replace PVCC's entire access layer and data center switching network infrastructure, as most equipment was approaching its end-of-life.

Response to 5.B.2

PVCC's goals, aligned with its mission, are realistic given the College's organization, resources, and opportunities. The Strategic Planning framework connects closely with system-wide master plans, departmental plans, and strategic action agendas.

Maricopa County Community College District System Wide Strategic Plan

In August 2023, the Maricopa County Community College District (MCCCD) launched its system wide strategic plan, "Excellence 2026." The plan was formally approved by the Governing Board, which endorsed its comprehensive framework, which encompasses the mission, vision, values, four primary strategies, and associated goals. After this approval, the Chancellor's Executive Council developed a series of activities and milestones to advance the Governing Board-approved strategic goals outlined in the published plan. A crosswalk was completed to ensure coherence and alignment across the district, illustrating the alignment between individual college strategic plans and the overarching system-wide strategic plan. This exercise was instrumental in helping colleges identify and address gaps in their existing efforts, thereby facilitating the forward momentum of the system's strategic plan.

The Chancellor's Executive Council further determined that strategies to advance Strategy 3, which focuses on creating a cohesive identity, were most appropriately addressed at the system level. This determination was based on the necessity for collaborative efforts among the colleges rather than actions taken by individual institutions.

Implementation Strategies

The Chancellor's Executive Council will oversee the strategic plan's implementation, ensuring college alignment with systemwide goals. Regular reviews will track progress and adjust initiatives as needed. This approach keeps MCCCD on course to achieve the objectives of "Excellence 2026" while fulfilling its mission, vision, and core values.

Evaluation and Reporting of the Strategic Plan

The board-approved strategic planning framework mandates an annual evaluation of the systemwide strategic plan. The executive sponsors responsible for leading the initiatives across the system meticulously track and report each milestone's progress monthly. These progress updates are presented quarterly to the Governing Board, with examples in the agenda and the April Board meeting presentation. They are also published after the fiscal year in the 2023–24 strategic planning

year-end report. The data gathered through these evaluations is utilized to inform the Systemwide Strategic Planning Retreat, a pivotal event held on June 4, 2024. This retreat, which is of significant importance, brought together the Chancellor's Executive Council and the Systemwide Strategy Planning Steering Team for comprehensive discussions on necessary modifications, additions, and revisions based on insights gained from the previous year.

Currently, the Systemwide Strategy Planning Steering Team is diligently working to integrate the recommendations from the annual retreat. Their role in this process is crucial. The aim is to publish an updated system wide strategic plan for the 2024–25 year, ensuring continuous improvement and alignment with the strategic goals.

Critical Components of the Reporting Process

- Annual Evaluation
- Monthly Reporting
- Quarterly Updates
- Year-End Report
- Strategic Planning Retreat
- Integration of Recommendations

PVCC Strategic Planning

PVCC's Strategic Plan outlines goals and focuses, with the budget allocating resources to achieve them. The plan is reviewed annually and adjusted based on internal and external factors to meet the needs of students, the community, and stakeholders.

Response to 5.B.3

The annual budgeting development cycle commences with a directive from the President detailing the institution's strategic priorities and planning framework.

PVCC has an established process in place for budgeting and monitoring its finances. MCCCD's financial operations adhere to a fund accounting structure, which aligns with the principles set forth by the Government Accounting Standards Board (GASB). The fiscal year 2022-2023 saw the adoption of a $1.601 billion budget, marking a $50 million (3.0%) reduction from FY 2018-19 and a $63 million (3.79%) decrease relative to FY 2013-2014. PVCC's funding emanates from several sources, including:

- **General Fund (Fund 1):** This fund, which is the primary operating fund, supports the MCCCD's essential operating expenses, such as salaries, benefits, utilities, and supplies, without restrictions.
- **Auxiliary Fund (Fund 2):** This fund encompasses revenues from contract training and self-sustaining activities like skill centers, non-credit instruction, course fees, and food services.
- **Restricted Fund (Fund 3)**: These funds are earmarked for specific uses, including student financial aid, grants (e.g., Title V, Title III, Carl Perkins), contracts, Proposition 301, Proposition 207, and First Things First initiatives.
- **Plant/Bond Fund (Fund 7)**: This fund is allocated for new construction, significant remodeling, maintenance, and capital equipment purchases, with an assumption of a continued suspension of capital state aid.

PVCC's annual budget was approximately $41.2 million in 2019, which increased to $44.4 million by 2023. The institution finances its general operations, auxiliary activities, restricted projects, and capital expenditures through various funding sources.

MCCCD benefits from stringent fiscal systems, adequate controls, and well-established planning and budgeting protocols across its network. This fiscal prudence is underscored by MCCCD's attainment of AAA ratings from the three leading bond rating agencies, distinguishing it as one of the select community college districts nationwide to earn the highest possible ratings across the Board.

On March 19, 2024, the Maricopa County Community College Governing Board approved a resolution to forward a ballot referral to voters to permanently adjust the base on which the expenditure limit is calculated. This will allow the community colleges to use their existing budget and is not a request for additional funds.

Tuition and fees represent MCCCD's second-largest revenue stream within the General Fund. In fiscal year 2022-2023, these contributions amounted to $164.2 million, a decrease from $202.7 million, or 17% of the General Fund's $948.4 million budget in FY 2018-19.

MCCCD has established a Carry-Forward Program, permitting colleges to transfer up to 3.5% of their unutilized Fund 1 base budgets into the subsequent fiscal year. PVCC actively participates in this program, utilizing these funds to address forthcoming instructional requirements, initiate short-term projects, and mitigate budget deficits. These carry-forward allocations are critical for the sustained operation of the College, especially in accommodating emerging finances linked to enrollment expansions. PVCC strategically manages its budget to carry forward an average of $1.5 million annually.

Historically, MCCCD has provisioned an increase in the Carry-Forward limit to 5%, allowing an additional transfer of 1.5% into PVCC's capital accounts to address expenditures like deferred maintenance and technology upgrades. Commencing Fiscal Year 2023-2024, the maximum Carry-Forward allocation has been standardized at 3.5%.

All financial resources (operational, auxiliary, grants, and capital) are meticulously managed via the Financial Management System (FMS). The Base Budget is planned and overseen through the Management Performance Budget system (MPB) for the forthcoming year.

Response 5.B.4

PVCC ensures its educational goals are well-funded, consciously avoiding diversifying resources to non-educational purposes that could compromise its academic goals. Each program or department has an annual permanent operational base budget, amounting to an operational budget of $44.4 million for the Fiscal Year 2023. In alignment with the College's Strategic Plan and Priorities, PVCC also disburses additional annual budgets to its programs and services. These supplementary allocations are determined in response to strategic objectives and priorities as devised by the departmental units across the institution.

The College's annual planning and budget development process mandates that all units submit an action plan aligned with the strategic goals and priorities of the College, accompanied by budget requests for additional funding necessary to fulfill these plans, each linked to one of the College's Strategic Planning Priorities and a strategic operational goal.

Budget requests, including operational, personnel, and capital expenses, undergo a thorough vetting process through the College Budget Development Process. The Executive Team, TCT Chair, and Finance and Budget Committee (FBC) review and recommend these requests, with final approval by the college president. The process is managed within the Strategic Planning Online (SPOL) system, ensuring transparency and accessibility.

The responsibility for developing and managing the annual college-wide budget, including budget transfer management, comprehensive financial planning and forecasting, and the provision of financial strategic recommendations, falls to the PVCC's Finance and Budget Office. This office oversees:

- Budget schedules and reporting
- Capital funds and requisitions
- Financial training
- College business services
- Student business services
- Grants
- Facility rental
- Auxiliary contractual services and the continuous assessment of the College's financial needs

The FBC, reporting to the college president, selects its co-chairs with the Director of Finance and Administration. Members serve three-year terms, ensuring shared governance and transparency. At the fiscal year's end, the FBC Co-Chairs present an annual financial report to the president and Executive Team, while the Strategic Plan Committee Chair submits a report on priorities and actions. Vice Presidents work with the Director of Finance to oversee divisional budgets and track expenditures.

FMS gives departments access to financial data to ensure spending aligns with strategic goals. Institutional controls manage expenses and prevent overspending. PVCC's Finance and Budget Office produces monthly reports comparing expenditures. Budget plans for the next fiscal year are integrated with HRMS and FMS, creating a framework for college-approved decision-making.

The Grants Development and Management Office plays a pivotal role in advancing PVCC's strategic goals, priorities, and initiatives by guiding and supporting stakeholders in acquiring and administrating external funding. This concerted effort ensures that PVCC secures necessary funding and effectively manages grant budgets and expenditures, aligning with the College's overarching strategic plans.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

Response to 5.C.1

Alignment of Resources with Learning-Centered Philosophy at PVCC

PVCC ensures resources align with its learning-centered philosophy through collaborative strategic planning. This process connects community needs with resources, linking long-term master plans, departmental plans, and operational action plans. The Strategic Plan guides budgeting and resource allocation to support key initiatives.

The Strategic Plan, spanning 2023 to 2026, aims to steer the College in enhancing student learning, assessment, employee development, and organizational integrity. The PVCC 2023-2026 Strategic Plan is built around four primary goals:

- Addressing the diverse needs of today's learners
- Providing affordable, high-quality education in a welcoming environment
- Promoting a culture of care and belonging for employees, students, and the community
- Acting as a catalyst for regional economic development by being a center for workforce development and training in sectors of high-impact

Budget and Institutional Planning Processes

PVCC, adopts the incremental budget model within MCCCD. This strategic approach to budgeting involves adjusting financial allocations based on changes from the prior budget cycle rather than initiating from a blank slate annually. This budget method allows for incremental adjustments in resource allocation from MCCCD District's budget, accommodating shifts in enrollment, inflation, personnel benefits, cost increases, and new initiatives while maintaining stability.

The Strategic Planning Team follows the goals of the MCCCD Governing Board, College President,

and Executive Team. The FBC guides budget development for the next fiscal year. Annually, the Executive Team and Director of Finance allocate 3.5% of the PVCC operational carry-forward fund and possible additional funds from MCCCD. Departments then create action plans and budget proposals based on Strategic Planning Goals, which are evaluated and prioritized by department heads, executive leadership, and the TCT committee.

Forces Influencing Planning at PVCC

PVCC continuously evaluates internal and external factors, such as enrollment trends, demographics, new programs, partnerships, compliance, and technological advancements. By aligning mission and planning with budget priorities, PVCC ensures resources support its mission. The college's planning and assessment activities reflect this alignment.

- Academic Program Review
- Assessment of Student Learning Outcomes
- Co-Curricular Program Review
- Governing Board Outcomes Key Metrics
- PVCC Integrated Planning and Budgeting Process
- PVCC Strategic Planning Process

Response to 5.C.2

PVCC's Strategic Planning Process

At PVCC, strategic planning is deeply rooted in the institution's mission and goals. This planning framework is initiated and concluded with contributions from the Strategic Planning Taskforce, the College President, and the FBC, embodying a cross-functional representation that epitomizes shared governance.

The Strategic Planning Task Force plays a pivotal role in collaborating with the College President to formulate and propose the College's strategic direction, which subsequently informs the allocation of new resources and the budgeting process. In the spring of 2023, the Strategic Planning Task Force finalized its efforts to reaffirm the College's supporting values.

Assessment and Planning at PVCC

PVCC conducts comprehensive evaluations to align programs and services with its mission, guided by the Strategic Plan. The triennial program review covers academic, co-curricular, occupational, student services, and administrative functions, including departments like Financial Aid . Reviews inform assessments, improvements, and departmental planning. The Assessment for Learning Team (ALT) uses the General Education Assessment (GEA) to measure student learning outcomes.

Response to 5.C.3

Institutional Planning Process at PVCC

PVCC's strategic planning involves the entire institution and incorporates input from stakeholders. The College collaborates with industry partners to ensure curriculum relevance and engages with local chambers, nonprofits, and other organizations for planning and program development.

PVCC uses the SPOL system to develop action plans, submit budget proposals, and document

outcomes related to strategic initiatives. During the Fall term, each department creates an action plan aligned with the College's Strategic Goals. The Finance and Budget Committee reviews, prioritizes, and forwards these proposals to the College President for final approval.

Budget proposals submitted via SPOL are mandated to explicitly link to the College's strategic goals, planning priorities, and the Governing Board Outcomes. Following this, department managers and division chairs must also delineate metrics for assessing the effectiveness of their proposed action plans and budget allocations.

The Director of the College Finance and Administration Office conducts multiple training sessions annually on the SPOL and Financial Management System (FMS), thereby enabling directors, division chairs, and department account managers to establish action plans and, when necessary, apply for additional funding during the College Budget Development period.

Response to 5.C.4

Comprehensive Information Analysis

PVCC uses data from environmental scanning, including SCUP's Trends in Higher Education, to inform capacity planning and strategic decisions. Insights from these scans, discussed during President's Leadership Team Retreats, involve contributions from various departments.

Proactive Financial Management

The Finance and Business Office at PVCC monitors enrollment changes, funding shifts, and budget expenditures to address financial challenges early. Anticipating COVID-19's impact, PVCC projected:

- a 1% budget cut for FY 2023-2024 and FY 2024-2025 due to declining enrollment.
- Each district college submitted a budget reduction plan.
- PVCC's Executive Team and Director of Finance reviewed the financial plan, personnel resources, and vacancy reports to address challenges.

Response to 5.C.5

Strategic Planning in Response to External Factors at PVCC

PVCC proactively designs its strategic planning initiatives with an acute awareness of evolving external influences such as technological advancements, demographic transitions, globalization, economic shifts, and variations in state support.

Technology Adaptation and Planning

PVCC has instituted the Technology Coordinating Team (TCT) to forecast and address emerging technological challenges, providing tailored recommendations. This committee collaborates with various departments and divisions to formulate three-year technology plans (21-23, 23-25), assessing the cost-benefit of enhancements to the College's technological infrastructure and academic technology resources. The TCT's charter is to facilitate and support computer software, hardware, and cloud services for students, faculty, and staff engaged in academic or administrative activities at PVCC.

Demographic Analysis and Engagement

The Office of Institutional Effectiveness (IE) at PVCC conducts comprehensive data analysis across several domains aimed at continual institutional improvement, reporting findings to the Executive Team and Strategic Enrollment Management (SEM) teams. This includes examining U.S. Census data, local high school engagement, and national college surveys such as the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory. Insights from these analyses are shared during Learning Week and with individual departments to refine action plans.

Recent U.S. Census data from 2020 reveals increased diversity within PVCC's service area, with the Hispanic population growing from 53,283 in 2014 to 66,128 in 2020. Correspondingly, the diversity of PVCC's student body diversity has also increased, with Hispanic students comprising 29% in Fall 2022, up from 24% in 2018. Acknowledging this demographic shift, PVCC has enhanced its marketing and recruitment planning, with the Office of Diversity, Equity, Inclusion, and Engagement introducing diversity-focused courses, events, clubs, and grants. HSI is fully explored in Criterion 1.A.4.

Embracing Globalization

PVCC's foundational statements underscore a commitment to diversity, inclusion, and global and civic awareness. The College offers diverse learning opportunities, including university transfer programs, general education, global engagement, and civic responsibility initiatives. PVCC documents and assesses its institutional effectiveness through annual reports, synthesizing data from departmental and unit reports. However, due to shifts in the marketing domain, the most recent Annual Report was published in 2024, detailing the alignment of findings with plans and disseminating these insights to the MCCCD Governing Board and the PVCC community.

Learning and Organizational Improvement

PVCC is dedicated to leveraging its operational experiences for institutional enhancement, recognizing learning at the student, employee, and organizational levels. The College's commitment to organizational learning is evidenced by:

- The design and evaluation of its systems and environments to support learning.
- Employee engagement in continuous learning programs.
- Incorporation of research on learning into the College's educational processes.

Response to 5.C.6

Guided Pathways Framework at PVCC

Detailed in 1A, the Guided Pathways framework uses the Field of Interest (FOI) model. As part of the Puma Pre-Advising process, students complete an Educational Plan that connects them with their designated FOI Analysts. These analysts provide personalized guidance, aiding students in navigating their academic journey and understanding their field of interest and career aspirations. A peer leader is assigned to each FOI. Students receive messages inviting them to FOI-related events, including career fairs, marketplace conversations, recruitment activities, and alums panels.

PVCC stands out within the MCCCD as the sole campus requiring in-person student orientation, (2024) with exceptions for specific circumstances. After the FOI model implementation, PVCC has

maintained its stellar [success rate above 75%](#).

Institutional Effectiveness at PVCC

PVCC employs a [multifaceted approach to documenting](#) and assessing its institutional effectiveness across all operational levels. This process involves collecting data from departmental and unit end-of-year reports, compiled into the PVCC Annual Report of Accomplishments.

One [section of this annual report focuses](#) on how the year's findings align with the strategic plans for the forthcoming year. This document is disseminated to the Office of the Chancellor, the MCCCD Governing Board, and the broader PVCC community.

Learning-Centered Institution

Central to PVCC's identity as a [learning-centered institution](#) is recognizing that learning occurs across three distinct but interconnected levels: the student, the employee, and the organization. A significant portion of the College's learning-centered indicators emphasize aspects of organizational learning, highlighting:

- **Design and Assessment:** The college designs and assesses its systems—including human resources, policies, procedures, structures, technologies, strategic planning, budgeting, and processes for institutional effectiveness—based on their capacity to support learning. [Co-curricular Assessment.](#)
- **Commitment to Professional Development:** PVCC's workforce is committed to engaging in [employee and organizational learning programs,](#) which underscore a culture of continuous professional development.
- **Integration of Research and Best Practices:** The College [systematically integrates research](#) on learning and pedagogical best practices into its educational offerings, programs, and services.

Systemic Enhancements

Through its dedication to organizational learning, PVCC has initiated several systemic enhancements, including: [Technology Infrastructure, Institutional Research and Planning, Innovative Student Support, and Course and Program Assessment.](#)

Commitment to Organizational Learning

PVCC champions the core principles of organizational learning, characterized by a culture of [innovation,](#) the freedom to undertake new initiatives, and a collective aspiration toward continual improvement. This commitment is evident in various institutional activities and programs, such as:

- **Professional Development Activities:** [Learning Week sessions](#) are conducted each semester for professional development and the exchange of ideas.
- **Faculty Sabbaticals:** Insights and innovations from [faculty sabbaticals](#) are disseminated to promote a shared knowledge base.
- **Annual Program Review Presentations:** Campus-wide inclusion of annual [program review presentations](#) enhances organizational learning.

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5.S - Criterion 5 - Summary

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

Summary

Criterion 5 - Areas of Opportunity

PVCC has thoroughly assessed its strengths and challenges, uncovering opportunities to strengthen its institutional efficacy and is dedicated to advancing strategic initiatives that leverage these insights for ongoing institutional enhancement.

- **Enhance Shared Governance**: Strengthen collaboration among faculty and staff in decision-making processes, particularly in strategic planning and budgeting to ensure diverse perspectives are effectively integrated.
- **Data Informed Decision Making**: Expand the use of data analytics across the institution to further inform strategic planning, budgeting, and resource allocation, enhancing the institution's ability to respond to emerging challenges and opportunities.
- **Strategic Enrollment Management**: Refine and optimize enrollment strategies, including the use of new technologies and targeted outreach initiatives to address declining enrollment and meet the needs of diverse student populations.
- **Infrastructure and Technology Upgrades**: Prioritize ongoing investment in physical and technological infrastructure, ensuring the campus remains equipped to support modern educational delivery and student success in a rapidly evolving environment.
- **Resource Alignment with Strategic Goals**: Improve the integration of strategic planning with budgeting processes, ensuring resources are allocated effectively to advance the institution's mission and long-term objectives.
- **Expenditure Limitation:** Maricopa County residents approved an annual expenditure limit for community college districts in 1980, and MCCCD is now seeking voter approval in November 2024 to adjust this limit's base calculation.
  - The outcome of the election will determine if MCCCD must cut up to $100 million in expenses.
  - If the measure passes, it will permanently adjust the expenditure limit base, impacting MCCCD's overall budget.

Sources

There are no sources.