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College Mission

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College Vision

Pima Community College will provide access to learning without the limits of time, place or distance.

College Values

We value:

- Accountability
- Diversity
- Innovation
- Integrity
- People
- Quality

Mission Statement

The mission of Pima Community College is to develop our community through learning.

College Goals

1. To improve access to all College programs and services.
2. To provide excellent teaching and responsive student services.
3. To prepare a highly skilled workforce.
4. To create student-centered partnerships with colleges and universities.
5. To provide effective developmental and adult basic education.
6. To create partnerships with business and industry, the local schools, government and other constituencies, that enhance the community.
7. To foster responsible civic engagement.


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Pima County Community College District Board Policy

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Board Policy Title: International Education

Board Policy Number: BP-3115

Adoption Date: 2/14/01

Revision Date(s): 2/19/02, 10/21/03

Sponsoring Unit/Department: VC Academic Affairs and Student Development

Motion Number: 6113

Legal Reference:

Cross Reference: Risk Management, [BP-2409](#); Admissions, [BP-3501](#)

Pima Community College will offer an international education program that encourages globalization of academic and occupational studies with the enrollment of students from other countries, study abroad, exchange opportunities and the College's curriculum. The program will include recruitment, marketing, new program development, instruction, and support services to meet the needs of participants in the program. All travel for international study programs must be authorized by the Board of Governors prior to departure.



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Pima County Community College District Board Policy

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Board Policy Title: Minority Education

Board Policy Number: BP-3121

Adoption Date: 3/13/91

Revision Date(s): 10/21/03

Sponsoring Unit/Department: VC Academic Affairs and Student Development

Motion Number: 4874

Legal Reference:

Cross Reference: Affirmative Action/Equal Employment Opportunity, [BP-1501](#); Student Success, [BP-3509](#)

Pima Community College recognizes the value of its multicultural student population and is committed to supporting programs and services that will enable students from ethnic minority backgrounds to achieve their educational objectives.



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Pima County Community College District Regulation

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Regulation Title: Minority Education

Regulation Number: RG-3121/A

Effective Date: 4/6/93

Approval Date: 4/6/93

Review Date(s): 10/21/03

Revision Date(s): 4/26/96, 10/21/03

Sponsoring Unit/Department: VC Academic Affairs and Student Development

Policy Title(s) & No(s): Minority Education, BP-3121

Legal Reference:

Cross Reference:

PHILOSOPHY

The Pima Community College policy on minority education is designed to establish a commitment to equity in programs and services. This regulation reaffirms the value of a diverse student body, and provides the standards necessary to achieve minority student success.

Pima Community College subscribes to the definition of cultural pluralism described by James A. Banks, editor, (in [Multiethnic Education: Theory and Practice](#), 1993): "Cultural pluralism in education is concerned with modifying the institutional environment so that it is more reflective of the ethnic diversity within society. This includes not only studying ethnic cultures and experiences but also making institutional changes within the school setting so that students from diverse ethnic groups receive equal educational opportunity. This concept implies reform in faculty and staff attitudes, assessment and testing procedures, the counseling program, teaching styles and strategies, institutional culture, College policy and politics, and the formalized curriculum and programs of study."

I. Purpose

The office of the Chancellor through the Vice Chancellor of Academic Affairs and Student Development delegates authority and responsibility to the Assistant Vice Chancellor for Student Services to foster a climate and support programs and services that will assist students from ethnic minority backgrounds to achieve their educational objectives.

The Assistant Vice Chancellor for Student Services will coordinate and monitor campus compliance with this regulation throughout the College District. Leadership for the implementation of this regulation shall be provided by the Chancellor, the Vice Chancellor, and the Campus Presidents.

II. Institutional Commitment

Commitment to multicultural/ethnic minority success in an academic setting is measured in three basic areas: access, equity, and positive institutional climate.

Access: College, courses, programs, and services that evidence a diverse enrollment reflective of the immediate community. This includes programs of selective admissions and indicates effective assessment and financial aid support.

Equity: Equal educational opportunity and the means to achieve comparable enrollment, retention, graduation, and transfer rates for multicultural/ethnic minority students as measured by student outcomes and college "indicators of success."

Positive Institutional Climate: A learning environment that stimulates and sustains an appreciation of cultural diversity in which students may enhance their self-esteem, develop problem solving skills, experience success, and receive recognition; a collegewide environment that acknowledges that the experience and presence of multicultural/ethnic minorities strengthens the College as evidenced in the Mission Statement and the master planning process.

III. Action for Minority Student Success

This regulation contains the standards necessary to attain multicultural/ethnic minority student success. This regulation places emphasis on, but does not limit action to the following:

- The recruitment of a proportionate number of multicultural/ethnic minority college faculty, administrators, and staff to the percentage of multicultural students with a plan for selection and retention and an established professional development program that includes diversity issues.
- The inclusion of multicultural elements in the curriculum.
- The offering of effective orientation to college systems, programs, and services with emphasis on opportunities at community colleges and four-year institutions.
- The training of counselors and advisors to understand individual and cultural differences of students.
- The availability of course and program offerings that provide student career options and the opportunities to participate in research projects or work in programs with business, industry, and service agencies.
- The attainment of equitable enrollment, retention, graduation, and transfer rates.
- The incorporation of effective teaching strategies and classroom research.
- The allocation of resources to accomplish the academic achievement of multicultural/ethnic minority students.
- The on-going evaluation of access, equity, and positive institutional climate through student outcomes assessment, college and campus strategic and master planning, and research applied to increase multicultural/ethnic minority student achievement, including follow-up surveys of students for program level information and for student perception of how well prepared they were when they transferred.