



Maricopa County Community College District Governing Board Minutes February 17, 2015

Agenda Review and a Work Session of the Maricopa County Community College District Governing Board was scheduled to be held beginning at 4:30 p.m. at the District Support Services Center, 2411 West 14th Street, Tempe, Arizona, pursuant to A.R.S. Section 38-431.02, notice having been duly given.

GOVERNING BOARD

Tracy Livingston, President
Johanna Haver, Secretary (Absent)
Doyle Burke, Member
Alfredo Gutierrez, Member
John Heep, Member
Jean McGrath, Member
Dana Saar, Member

ADMINISTRATION (AGENDA REVIEW)

Rufus Glasper
Maria Harper-Marinick
Debra Thompson
LaCoya Shelton-Johnson
Lee Combs

ADMINISTRATION (WORK SESSION)

Rufus Glasper
Maria Harper-Marinick
LaCoya Shelton-Johnson
Lee Combs

AGENDA REVIEW

Agenda Review began at 4:40 p.m. Board President Tracy Livingston then took the assembly through the proposed agenda for the February 24, 2015 Regular Board Meeting. Clarification was asked on a few items as they were presented; below are requests made by Board Members for additional information.

CONSENT AGENDA

- **11.4 Approval of Title I LEA Grant 2015—Title I LEA**
 - Board members wanted to know if the Phoenix College Preparatory Academy (PCPA) also applied. (Administration will investigate and get back to the Board.)
- **11.5 Approval of Maricopa Skill Center and Year Up MOU**
 - Board members wanted to know who pays the stipend for participants. (*Year Up* pays for the stipend; MCCCDC provides office space.)
 - Board members wanted to know the qualifications to get into the program. (Students must be 18-24 years old, low income, interested, high school graduate/GED, and in the US legally and able to work.)

ADJOURNMENT

Agenda Review was adjourned at 5:25 p.m.

CALL TO ORDER

The Work Session was called to order a 6:05 p.m.

WELCOME AND INTRODUCTIONS

President Livingston introduced Dr. Shouan Pan, President of Mesa Community College (MCC), to present on accreditation at Mesa Community College. A copy of the PowerPoint presentation is included in the Appendix.

Dr. Pan thanked everyone for their participation and welcomed Board members to the meeting. He reminded Board members they had seen a presentation on February 4, 2015 which provided a general description of accreditation in America and explored the relationship between MCCCDC and the Higher Learning Commission (HLC).

MCC has been preparing for this visit for the past three years. The five member team will be at MCC March 2-3, 2015. Board members have a lunch with the team on Monday, March 2, 2015 at noon. Once finalized, the full agenda will be shared with the Board.

Dr. Pan introduced the topic by stating that MCC's mission is a vital part of the accreditation process and it is tied directly to the MCCC Board's vision, mission, and values. The Board sets the strategic direction and the college works with the Chancellor to ensure MCC fulfills its mission in alignment with Board outcomes.

PRESENTATION

Dr. Brian Dille, Political Science faculty, and Mr. Matt Ashcraft, Dean, co-presented on the five criteria. Dr. Dille shared that the new process is entirely electronic, necessitating a continual update of MCC's Assurance Argument.

Dr. Dille noted this meeting was in preparation for the Board's session with the accreditation team. HLC would be interested in following up on concerns they had with a previous Board's interaction with faculty and staff. The Board will need to be able to clearly state its position and understanding of its role in setting policy and overseeing the District budget and not on administering or managing. The Board's role is also to promote student success.

A copy of the handout detailing the five criteria and MCC's response is included in the Appendix.

**Q&A, CONCLUSION,
AND CLOSING**

Board members asked for a copy of the HLC Team Members bios in preparation for their meeting on March 2. They then asked for clarification on the time frame for the new process. There will be an online visit in four years and another in-person visit in 10 years. Every year MCC will need to update its online report and evidence files, which can be done at any time as documents are revised. But it has to be done at least once a year as part of the new process.

Board members asked if MCC had any concerns about the visit. The only concern was the response to the new federal government compliance question. A lot of good work has been done composing a compliance document on financial aid, safety, etc., but it's still in process.

Board members were advised to prepare a response to a potential question regarding financial viability regarding a decline in state resources. Administration is developing a schedule for comprehensive financial stability support as a system. A Board member remarked that there is no other large state system faced with the kind of resource reduction that MCCC has seen. Board members will need to be able to show assurance that the institution will be viable over the next 10 years.

ADJOURNMENT

The Work Session was adjourned at 7:00 p.m.

Johanna Haver
Governing Board Secretary

Appendix

Accreditation at Mesa Community College PPT and Handout



Accreditation at Mesa Community College

Prepared by Mesa Community College
for the MCCCDC Governing Board

February 2015



HLC Visit March 2 & 3, 2015

District Vision/Mission/Values

Vision: A Community of Colleges—Colleges for the Community—working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

Mission: The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through: University Transfer Education, General Education, Developmental Education, Workforce Development, Student Development Services, Continuing Education, Community Education, Civic Responsibility, and Global Engagement.

Values: Community, Excellence, Honesty and Integrity, Inclusiveness, Innovation, Learning, Responsibility, Stewardship

MCC Vision/Mission/Values

Vision: Leading the way to success in our local and global community.

Mission: MCC excels in teaching, learning, and empowering individuals to succeed in our local and global community. We serve as a resource for college and career readiness, transfer education, workforce development and lifelong learning.

Values: Learning, Innovation, Service Excellence, Integrity, Individuals & Community

Assurance Argument

Higher Learning Commission
A commission of the North Central Association

Assurance System
Maricopa Community Colleges - Mesa Communit...

Introduction Evidence File Assurance Argument Forms Help

OPEN PATHWAY
Assurance Argument - Dashboard
Lock Date: 02/02/2015

Export/Print

This Assurance Argument is locked for review. No further changes can be made.

Not Started In Process Ready For Review Completed Total Word Count: 22498

Number	Title	Status	Due Date	Assigned User	Checked Out	Word Count
1	Mission					
1.A	Core Component 1.A	Completed				1324
1.B	Core Component 1.B	Completed				691
1.C	Core Component 1.C	Completed				667
1.D	Core Component 1.D	Completed				1386
1.S	Criterion 1 - Summary	Completed				410
2	Integrity: Ethical and Responsible Conduct					

Assumed Practices: The Role of Governing Boards in Higher Education

- HLC Reviewed Maricopa Board Governance practices in 2009-2010
- Peer review visit team may follow up

Assumed Practices

- Board interaction with Faculty & Staff personnel
 - Through Chancellor, College President, or elected employee group leadership
 - Be informed of matters in the colleges, but not directly manage

Assumed Practices

- Oversee District Budgetary and Operational Issues
 - Meetings, retreats, and focused dialogs with Chancellors, Vice Chancellors, and college presidents
 - Written updates from Chancellor

Assumed Practices

- Promote Student Success
 - Establish Board Outcomes
 - Annual retreats to review the student success data of all 10 colleges

Criterion 1A

- Our mission documents guide our operations as evidenced by their infusion into central processes.
- Student Learning Outcomes revision
- MCC's VMV statements align the District VMV as adopted by the Governing Board.

Criterion 1B



MCC's VMV revised in 2009 through collaborative process

Criterion 1C

We work to support the goals of our students from traditionally underrepresented population



MOSAIC Training

Name: _____

Maricopa Community Colleges MOSAIC Development Plan

Course #	Category/Course	Hours	Date
000100	Human Relations and Others	4.0	
000102	MOSAIC Level 0B - Working, Studying, and Others	4.0	
000103	MOSAIC Level 0A - Working, Studying, and the Community	4.0	
000104	MOSAIC Level 0B - Working, Studying, and the Community	4.0	
000105	MOSAIC Level 0B - Working, Studying, and the Community	4.0	
000106	MOSAIC Level 0B - Working, Studying, and the Community	4.0	
Total Hours		24	

The MOSAIC series features a total of 24 hours of learning experiences and activities for all levels of employees. The series consists of six sequential workshops designed to enhance awareness, knowledge, skills, and application strategies that will

Criterion 1D

- Broadest Possible Access
- Open Portal to Higher Education
- Title 3 Grant
- Service Honor Roll
- Governing Board represents public



Criterion 2A

- Governing Board policies and processes
- Code of Conduct
- Administrative Regulations
- Policy Manuals
- Annual Reviews and Acknowledgements

Criterion 2D

- Ideas are respected and subjected to critical analysis
- RFP code of ethics

Criterion 2E

- Undergraduate research
- Academic misconduct regulation
- Mesa CRRC
- District IRB

Administration Home • Institutional Review Board

Institutional Review Board

Maricopa County Community College District

The role of the Maricopa County Community College District Institutional Review Board (IRB) is to review all proposed research involving human subjects to ensure that subjects are treated ethically and that their rights and welfare are adequately protected. The IRB is composed primarily of faculty members from disciplines in which research involving human subjects is integral to that discipline's work, administrators who have responsibility for research, institutional researchers, and members from the community. The human subjects review process is administered through the IRB Office.

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

[Administrative Regulation outlining the IRB](#)

Review the [IRB Handbook \(Standard Procedures of Operations\)](#) and [Quick Start Guide](#) on how to get started. The [FAQs](#) may also be helpful for general questions about the IRB process and research. The application process link in the menu will guide you through the process of completing the application forms. Click the [Resources/Contacts](#) link for assistance.

Institutional Review Board

- IRB Application Process
- IRB Documents
- IRB Frequently Asked Questions
- FAQ
- IRB Contacts and Resources
- NH HSR Training
- eProtocol Login

IRB Office

Maricopa Community College
2411 W 14th St
Tempe, AZ 85281
irb_office@maricopa.edu

visit a college students employees about us search

Criterion 3A

- AGEC Requirements
- Discipline Specific Instructional Councils (ICs)
- Advisory Councils

Criterion 3B

- Transfer processes are clear
- Transfer students succeed
- Professional development opportunities
- Learning Grants
- Professional Travel



The screenshot shows the website for the Maricopa Center for Learning and Instruction. At the top, it says "MARICOPA COMMUNITY COLLEGE DISTRICT" and "Maricopa Center for Learning and Instruction Academic Support Programs & Services". Below that are navigation links for "Home", "About", and "Calendar". A main banner image shows a group of students in a classroom. Below the banner, the text reads "Maricopa Center for Learning and Instruction" and "To foster student success, the Maricopa Center for Learning and Instruction (MCLI), part of the Maricopa Community College District, is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, administrators, and district-wide groups to provide quality services, programs, and resources." At the bottom, there are four service icons: "Faculty Professional Development" (Institutional excellence and expertise), "District Programming" (Learning opportunities for faculty, staff, and students), "Learning Technologies" (Innovative teaching and learning), and "International & Intercultural Education" (Participation in the global community).

Criterion 3C

- 354 full-time faculty and 800+ adjunct faculty
- Center for Teaching and Learning (CTL)
- RFP requirements for faculty

Criterion 3D

- Student support services: financial aid, advising, new student orientation
- Student Success Initiative
- Library

The screenshot displays the MCC Libraries One Search website. At the top, there is a banner image of students in a library setting. Below the banner, the page is organized into several sections:

- Navigation Menu:** Includes links for Reserves, Library Catalog, eResources, DIBS, Research Consultation, Research Guides, Online Students, Library Instruction, Faculty Reserves, Services, FAQ, About the Library, and Staff & Contacts.
- Service Promotions:**
 - Student Survival Services:** Promotes Student Workshops with the text "Search how to do research, cite, use the library, and more!"
 - DIBS (On A Study Room!):** Promotes Reserve Rooms with the text "Use DIBS, the new reservation system, for a library study room."
 - Ask a Librarian 24/7:** Promotes a chat service with the text "You can chat with a real live Librarian right now!"
- Search Section:** Features a search bar with the text "MCC Libraries One Search" and a "Search" button. Below the search bar, there are options to "Search Terms or Phrases" and "Search a specific database or resource".
- Spring Semester Holidays and Closures:** Lists the following dates:
 - Monday, February 16 - President's Day (closed)
 - Friday, March 13 - Spring Break (closed)
 - Thursday, March 19 or 20 - Spring Break (closed)
 - Sunday, April 5 - Easter (closed)
- Library Locations and Hours:**
 - Paul A. Elmer Library (Southern & Dobson Campus):** Building 100A, Circulation: 480-450-1680, Reference: 480-450-1684, Library Admin Office Hours: Mon-Fri 10-7L, Sat 10am-5P.
 - The Library at the Red Mountain Campus:** Building: Deane Wilson, Circulation: 480-564-7741, Reference: 480-634-7749.
- Additional Services:** Includes buttons for "Ask a Librarian", "Library Hours", "Need a Tutor?", and "View a Reserve Room".

Criterion 3E



- Student Clubs
- Student Athletics
- Carnegie Classification

Criterion 4A

- Qualified faculty
- Graduation rate increasing (50% by 2020)
2013/14 rate is 41% higher than 2011/12 rate
- Maricopa Priorities
- Faculty have primary authority over prerequisites and learning outcomes

Criterion 4B

- Student Learning Outcomes revision
- Course-level assessment

MCC's 4 Cs

MCC's 4 Cs: The Keys to Deeper Learning



The following Institutional Student Learning Outcomes are consistent with the Vision, Mission, and Values of Mesa Community College to reflect our commitment to Individuals and Community, Innovation, Integrity, Learning, and Service Excellence.

- 1. Communication**
- 2. Civic Engagement**
- 3. Critical Thinking**
- 4. Cultural & Global Engagement**

Criterion 4C

- Mission 2020
- Success From Day One initiative



**MESA
COMMUNITY
COLLEGE**
www.mesacc.edu

MISSION 2020

President's Forum - Fall 2011
Monday, August 15



Criterion 5A

- \$98.6 million Budget
- 354 residential faculty
- More than 800 adjunct faculty
- 400 administrative, professional, and support staff
- District General Fund \$774 million

Criterion 5B

- Shared Governance Council
- Faculty Committees
- Board Governance

Criterion 5C

- Strategic priorities aligned with Vision, Mission, Values
- Strategic Enrollment Management
- Governing Board Outcomes

Criterion 5D



- Systematic improvement
- New planning process

POWERED BY
informed
improvement



Accreditation at Mesa Community College

Prepared by Mesa Community College for the MCCCCD Governing Board
February 2015

HLC Visit March 2 & 3, 2015

A team of peer evaluators from the Higher Learning Commission (HLC) will visit Mesa Community College on March 2nd and 3rd to complete its review of our argument that we meet the evaluative criteria for accreditation. This document briefly summarizes how MCC meets the criteria and the role the Governing Board plays in our assurance argument.

Institutional Context

The HLC accredits over 1,300 institutions, so the evaluative criteria express general principles, and the peer review team examines the application of those principles within the context of the mission of the institution. Celebrating 50 years in the East Valley, MCC operates at two campuses, the main campus at Southern and Dobson, and the Red Mountain campus in northeast Mesa and four additional locations. The college offers over 200 degree and certificate programs. As a member institution of the Maricopa County Community College District, the district context within which MCC operates is critical to understanding our evaluative argument.

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Assurance Argument

As part of our accreditation evaluation, MCC was asked to prepare a written assurance argument. This document provides an argument for how MCC meets each of the five evaluative criteria. This argument is not supposed to be comprehensive, listing every way in which we meet the criteria. Rather, it is illustrative, giving examples and providing evidence that the peer evaluators can review. By way of summary, we offer a few examples of the arguments that we made in each of the criteria, including the crucial role that the governing board and district resources play in our argument.

Criterion One: *Mission - The institution's mission is clear and articulated publicly; it guides the institution's operations.*

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

Our mission documents guide our operations as evidenced by their infusion into central processes. The President's Cabinet Guidelines for Decision Making and Proposal form, and the college Strategic Plan and operational and department planning processes require alignment with and support of our Vision, Mission, and Values, and Strategic Priorities. Our Student Learning Outcomes were recently comprehensively revised, and a major emphasis was on aligning them with our Vision, Mission, and Values.

District Contribution - MCC's Mission, Vision and Values statements align with our Maricopa County Community College district Vision, Mission, and Values as set forth by our district Governing Board.

1.B: The mission is articulated publicly.

Mesa Community College clearly articulates its understanding of its mission through a range of publicly-available documents that identify strategic priorities and the values that will guide the pursuit of those priorities. Revised in 2009, MCC's Vision, Mission and Values statements highlight the college's focus on preparing students for success in accomplishing their educational goals. They establish that the institution recognizes its role as a community college where instruction and scholarship are the primary concerns. The inclusion of Workforce Development as a Strategic Priority demonstrates an understanding that the college is an integral part of the local economy, and that while the college's primary role is to help students to prepare for individual success, accomplishing this also helps to provide local employers with skilled employees and critical thinkers.

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

The core of what we do is teaching and learning, and the college's commitment to helping students engage with their diverse local and global communities is

reflected in our curriculum. Mesa Community College genuinely embraces diversity. We work to support the goals of our students from traditionally underrepresented populations through Student Support Services like our American Indian Institute, our English as a Second Language support services, our Multicultural Affairs department, resources available to students in Spanish through our website, and a comprehensive range of support systems.

District Contribution - Employee development processes place a strong emphasis on human diversity. The MCCCCD Maximizing Our Strengths as an Inclusive Community (MOSAIC) professional development program is required for all people leaders in the district. Additionally, various components of the Navigate Maricopa supervisory development program, also required for all people leaders, includes learning outcomes related to managing diversity.

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

Mesa Community College exists to serve its community by providing the broadest possible access to affordable, high quality higher education. MCC helps students with academic ambitions begin their college education in a supportive environment that has been proven to help them to excel when they transfer to a Bachelor's-granting institution. Research shows that the more credit hours a student earns at MCC before transferring, the higher their grade point average after transfer. MCC serves as an open portal into higher education for students who might otherwise have few or no options. We serve a large number of students whose placement tests score them at below college level proficiency in mathematics, reading, and writing ability. About 54 percent of our students test as developmental in one area, and 25 percent test as developmental in two or three areas. This is not true of the entering cohorts of nearby Bachelor's-granting institutions, and this reality keeps us constantly aware of our public obligation to make higher education a reality for a broad range of students.

MCC addresses this obligation in many ways, including important initiatives to do more than provide access for these students. We are in the midst of an ambitious Title III grant program entitled "Foundations for Student Success," which focuses a wide range of college academic and student support resources on increasing the persistence, retention, and completion rates of students who test into one or more developmental course. The recent transformation of our long-established Center for Service Learning into the Center for Community and Civic Engagement, complete with newly renovated facilities, reflects our institutional commitment to preparing individuals to be engaged citizens and promoting excellence in teaching and learning through active service by collaborating with the community, encouraging civic leadership, promoting personal growth, and fostering social responsibility. MCC consistently places on the President's Higher Education Community Service Honor Roll due to the roll we play in solving community problems and placing students on a life-long path of civic engagement. The President's Higher Education Community Service Honor Roll is the highest federal recognition an institution can receive for its commitment to community service.

District Contribution - Grants Office facilitates the Title II grant above, as well as others such as The Arizona Advanced Manufacturing Institute (AZ-AMI) of Mesa Community College \$2.5 million grant from the U.S. Department of Labor to build the college's capacity to meet the training and educational needs of the expanding manufacturing sector in the East Valley.

Mesa is subject to the oversight of the District's Governing Board, whose elected members represent the interests of the citizens of Maricopa County. The college owes responsibilities only to our students and the citizens of the county and state whose taxes help to support our mission. As our budget reflects, 61% of our operational budget goes to directly support instruction and student support services that help to ensure the success of our students. The remaining 39% are directed to facilities, information technologies, and operations in support of our educational mission.

Criterion Two: Integrity: Ethical and Responsible Conduct - The institution acts with integrity; its conduct is ethical and responsible.

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

At the most fundamental level, MCC has responsibility and integrity built into the official policies and processes that guide the actions of every employee not only of the college, but across the Maricopa District. These policies and processes, established by the MCCCDC Governing Board, are designed to ensure that the college's operations promote fairness, justice, equity, respect, and responsibility.

District Contribution - The Governing Board's Member Code of Conduct clearly identifies the expectations that Board members will demonstrate ethical, professional, and lawful conduct, and the Board has identified Honesty and Integrity as institutional values. Encoding these values within policy manuals at all levels provides an articulation of their importance, and a mechanism for accountability. The Governing Board approves Administrative Regulations, and empowers the Chancellor and his or her designees to administer them. These Administrative Regulations describe policies and procedures related to Fiscal Management, Students, Instruction, and Auxiliary Services. Working collaboratively with employee groups, the Board has established, and continually updates, policy manuals covering employment regulations. Additionally, each employee group has specific policy manuals covering topics specific to the nature of the employee group. The Staff Policy Manual and the Residential Faculty Policies (RFP) documents articulate the rights and responsibilities of Mesa employees, and employees signal their understanding of important policies covering public stewardship and ethics through the required annual review and acknowledgement of these policies.

2.B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Mesa Community College works hard to present itself fully, clearly, and conveniently to current students, future students, alumni and our community. We accomplish this primarily through electronic means, primarily through resources available to students on the college's website (www.mesacc.edu). The central resource for information about programs is the MCC College Catalog, which is available as a digital Flipbook that electronically simulates the experience of a traditional print catalog, or as a PDF that can be accessed online or downloaded for offline reference or printing.

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

While the Administration and Employee Groups at MCC have operated within a shared governance framework, in many ways, over the entirety of its existence, recent efforts to codify a system of shared governance have resulted in campus-wide open forums, the development of a Shared Governance Council (SGC), and guiding documents detailing the formal shared governance framework.

District Contribution - The purpose of the Board, on behalf of the residents of Maricopa County, is to ensure that the Maricopa County Community College District achieves appropriate results for the community (as specified in Board Outcomes Policies), and avoids unacceptable outcomes and situations, with a strategic perspective through a continually improved commitment to its vision, mission, and values. Governing Board policies clearly outline the delegation of management of the District and colleges to the administration primarily through the Chancellor and subsequently to college Presidents and designees. The Board-approved Residential Faculty Policies (RFP) clearly delegates the operation of academic matters to the faculty.

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

MCC encourages active citizenship and embraces the diversity of people and ideas, while not an explicit statement of commitment to freedom of expression, is understood to have freedom of expression inherent in the statement "...embraces the diversity of people and ideas." This is not simply a statement about tolerance of diverse perspectives, but a commitment to embrace a range of ideas. In an academic context, this strongly implies that ideas will be respected, even as they are subjected to rigorous critical analysis.

District Contribution - MCCC's Residential Faculty Policies encourage the pursuit of truth in teaching and learning in its professional code of ethics, which states: "As teachers, professors encourage and protect the free pursuit of learning in their

students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.”

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

Guided by the MCC Undergraduate Research Committee (MCCUR), undergraduate research has long been utilized as a high-impact learning experience at MCC. Many disciplines have incorporated undergraduate research into coursework. MCC has been chosen as 1 of 38 two-year colleges (out of 1200 nationwide) to participate in the Community College Undergraduate Research Initiative (CCURI), a National Science Foundation funded project to expand opportunities for high-impact learning experiences for first and second year college students.

District Contribution - In 2006 Mesa Community College led the Maricopa District in establishing an Institutional Review Board (IRB) to review Human Subjects research proposals to ensure that the rights and welfare of Human Subjects used in research studies by District personnel are protected and that any research is conducted in an ethical manner and in compliance with established standards. As part of the District IRB structure, MCC maintains a College Research and Review Committee (CRRC) to review faculty, staff, and student human subjects research proposals. In addition, as outlined in the MCCC Academic Misconduct Administrative Regulation, students are expected to act with integrity when completing coursework or engaging in classroom (or online) activities. Students engaging in activities like plagiarism, cheating, excessive absences, the use of profane language, and/or disrupting the learning environment, are subject to sanctions

Criterion Three: Teaching and Learning: Quality, Resources, and Support - The institution provides high quality education, wherever and however its offerings are delivered.

3.A: The institution’s degree programs are appropriate to higher education.

All of MCC’s degrees meet the requirements of the Arizona General Education Curriculum (AGEC), a state-wide set of general education standards developed to establish equivalencies across the state’s institutions of higher education. In addition to being subject to an Instructional Council of faculty peers, each occupational program also maintains an Advisory Council, a consultative body whose purpose is to keep the program relevant and up-to-date. Advisory Councils are comprised of recognized professionals in their field who lend their expertise to that of the MCC faculty who work within the program. Occupational programs undergo a regular cycle of comprehensive review, which further helps to ensure their currency and relevance. Hiring and successful board examination rates of graduates attests to the quality of these programs.

Course and program competencies are consistent across all modes of delivery. No distinction is made in the curriculum based upon whether the course is offered completely on campus, entirely online, or through a hybrid of the two. The expectations for students and faculty are identical whether a class is offered in a full semester, at an accelerated pace, or in a partner High School through dual enrollment. Faculty must meet the same hiring qualifications, and students must demonstrate that they have acquired the same competencies.

District Contribution - Courses and programs are kept current through a number of mechanisms. Each discipline has its own Instructional Council (IC) comprised of faculty representatives who teach within that discipline. Instructional Councils are charged with maintaining the currency of courses by revising courses to reflect the most current work in the field, removing outdated courses from the curriculum, and creating new courses as needed.

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

MCC's general education program is central to the portion of our mission that focuses on student transfer. MCC students transferred an average of 54 credit hours to state universities. Students with 48 or more MCC transfer hours to ASU outperform students transferring less than 48 hours, with an average first-year cumulative GPA of 3.10 to 2.95, respectively. Transfer processes are grounded in clearly articulated criteria that delineate what kinds of coursework earn which general education designation. That all of MCC's Associates' degrees have an embedded AGECEC block demonstrates how foundational the college believes this body of knowledge to be. It is through this curricular mechanism that the college also ensures that every degree program engages students in the collection, analysis, and communication of information. These skills are essential to students in a rapidly changing world where information of all kinds is readily available, but often suspect. The ability to effectively identify and locate useful information, and then subject it to critical analysis before incorporating it into an effective synthesis for one's own purpose is key to intellectual development.

District Contribution - While not a research institution, Mesa Community College encourages and facilitates faculty and student contributions to scholarship, creative work, and the discovery of knowledge. The primary sources for support of faculty scholarship and research are professional development programs. The Maricopa Institute for Learning selects district faculty from any discipline to participate in a year-long fellowship centered around a Scholarship of Teaching and Learning-based research project designed by the fellow. Faculty can also apply internally for Learning Grants to support research projects specifically tied to instruction, and Summer Projects, which can be used to support academic or scientific research, field experience, museum and library research, seminars, conferences, and workshops. Faculty also receive support to travel to professional conferences.

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

MCC employs 354 full-time faculty and over 800 adjunct faculty. 52% of the entire for-credit load is taught by residential faculty and 48% is taught by adjunct faculty. MCC's student to faculty ratio is 18.4 to 1 and our average class size is 22. Residential and Adjunct faculty, in every modality and at every site, are required to meet the Instructional Council-approved minimum hiring qualifications. Department Chairs or their designees regularly evaluate all adjunct instructors whether on-site, on-line, or dual enrollment. Chairs also evaluate all full-time, non-appointed (temporary) faculty. Residential Faculty assess their performance on a regular cycle. Faculty at Mesa Community College are provided with a host of resources to help them stay current in their disciplines and in their role as instructors. Our Center for Teaching and Learning (CTL) "leads and inspires the advancement of innovative teaching and learning for student success." The CTL, with eight permanent staff, conducts workshops, seminars, discussions, conferences, and other scheduled programming.

District Contribution - Residential Faculty members' standard teaching load is fifteen credit hours per semester, and these faculty members are obligated by the Residential Faculty Policies to engage in service to their department, the college, and the district. Though this service most often takes the form of committee work at these three levels, there are a myriad of ways in which faculty serve the college, including advising student organizations, mentoring students or fellow faculty, and organizing on-campus events. The Residential Faculty Policy manual requires faculty to be available to students and hold regular office hours each week.

3.D: The institution provides support for student learning and effective teaching.

MCC offers the full suite of student support services that one would expect in a large community college serving a diverse population. Many of these services are population-specific programs, such as Veterans Affairs, International Education, and the GED to MCC program through the Community Outreach Center. MCC's Financial Aid office provides access to college through grants, scholarships and loans, and offers payment plans to enable students to attend school while gathering the funds to pay for it. In addition to the population-specific programs, the college maintains the necessary support services for all students, such as advising, admissions, and student life and leadership. New student orientation is now mandated so that students can be aware of these services and how to utilize them. Mesa Community College has a Student Success Initiative, which requires students to take placement tests, see an adviser, and attend New Student Orientation. All incoming students are tested on English, reading, and math competencies. Students are advised to register for courses based on their placement scores. MCC provides the physical, virtual, and programmatic resources to students and instructors to support effective teaching and learning. MCC has the largest and most active library of any college in the Maricopa Community College District.

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

Mesa Community College serves a broad range of students in academic and occupational programs, and the college's co-curricular programs enrich their in-class educational experience. The college supports more than three dozen student-run clubs. Students can participate in collegiate athletics through one of our eight men's teams or nine women's teams. Both the women's basketball team and men's baseball team won recent national championships. Currently more than 380 students participate in athletic programs. Students interested in the arts can explore their talents through student art shows, dance, theater and musical productions, and creative writing competitions. Arts programs frequently bring guest artists to the college to share their work and insights into the creative process. The college was recently awarded the Carnegie Community Engagement Classification, an achievement only a few community colleges in the country have achieved. Application is rigorous, and requires institutions to demonstrate that they meet or exceed standards that demonstrate a commitment to community engagement.

Criterion Four: *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: The institution demonstrates responsibility for the quality of its educational programs.

Programs that maintain program-specific accreditation, such as nursing and dental hygiene, undergo regular program review as part of continuing accreditation. Baseline faculty minimum qualifications are established for all academic and occupational fields. All faculty, including those teaching in high school as part of a dual enrollment program, must meet the minimum qualifications. Mesa Community College pays careful attention to the success rates of its students, and we measure that success in a number of ways. Historically, MCC's graduation rate has ranked slightly below the national average for community colleges. In 2011, as part of our Pathways Improvement Project, Informed Improvement, the college launched "Mission 2020." Mission 2020 aims to increase the number of MCC students completing a degree or other credential by 50%. As of fiscal year 2013-2014, MCC increased the number of students receiving a degree or credential by 41%, an improvement that demonstrates significant progress toward our 2020 goals in only four years.

District Contribution - The college is currently nearing the end of a comprehensive program of department self-analysis and review called Maricopa Priorities designed to assist MCC and the Maricopa Community College District in collectively realigning resources (funds, people, and facilities) to help us thrive as an institution/district over the coming decades. The District has an administrative regulation (2.3.1) that governs the awarding of credit. Primary authority over

prerequisites and learning outcomes for each course is vested in the discipline's Instructional Council, a body of faculty representatives from across the District.

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

Recently, the Student Outcomes Committee (SOC) and Faculty Senate approved a revision of our general education outcomes to better focus on student success. MCC's Student Learning Outcomes are now concisely stated by the 4Cs: Communication, Civic Engagement, Critical Thinking, and Cultural and Global Engagement. The SOC committee is currently in the process of transitioning the college from this model of learning outcome assessment to a course level assessment model that will incorporate all students regardless of learning modality. MCC is confident that by engaging in a course level assessment methodology that maps course level outcomes to general Student Learning Outcomes, the college will be better able to accurately assess those outcomes and "close the loop" of improved instruction by having access to meaningful course, program, and college level performance data.

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

Under the leadership of Dr. Pan, the college has set student success and college completion as MCC's top priorities. This is being accomplished through new initiatives focusing on retention and completion to meet the goal of doubling the number of graduates by 2020. In response, college leadership, faculty, administration and staff continue to create new initiatives to enhance retention and completion. The Office of Institutional Effectiveness (OIE) collects and analyzes information on student retention, persistence, and completion. The amount of reporting on these topics that the OIE produces, and requests received from college units, has increased significantly in the last few years. The "Success from Day One" initiative was a direct response to data that showed that students who register late tend to not succeed or complete those courses. In response, the college changed its registration practices to prevent late enrollment, and faculty development training shared strategies for formatting the first days and weeks of class in ways that promote student success and completion.

Criterion Five: *Resources, Planning, and Institutional Effectiveness - The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.*

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

For fiscal year ended June 30, 2014, the college's operating fund budget was \$98.6 million . MCC employs 354 residential and more than 800 adjunct faculty, as well as nearly 400 administrative, professional, and support staff. MCC

operates under a “one college, two campuses” model wherein all resources are considered college resources and funding, staffing, and technological resources are allocated to the level of need for each campus and additional location. All departments develop plans and manage budgets that account for fiscal, human, and technological needs across all locations where a department or program operates. Staffing levels are monitored and adjusted according to demand and policy. The Operational Planning and Budgeting Committee meets several times a semester, each semester, to forecast and plan for budget allocations in the next fiscal year.

District Contribution - As a political subdivision of the State of Arizona, the MCCCDC is subject to the oversight of the District’s Governing Board. The Board, not the State legislature, has the authority to levy property taxes and set tuition and fees. With voter approval, the Board can issue General Obligation Bonds. The General Fund, FY2014/2015 budget of \$774 million, is the largest and main operating budget for the Maricopa County Community Colleges. The General Fund accounts for unrestricted resources that will be expended in the current year for operating purposes such as instruction, public service, academic support, and student services, institutional, operation/maintenance of plant, plus scholarships. Property taxes are the main revenue source (58 percent) in the General Fund; tuition and fees (30 percent) represent the second largest source of revenues. State aid is negligible.

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

Within the framework established by the Governing Board and Chancellor, the College President is responsible for administration of Board policies and regulations. At the college level, both committees that are directed by the Faculty Senate such as the Student Outcomes Committee, as well as many committees that are considered college-wide committees that include members from faculty, staff, and administration, are utilized to support collaborative processes enabling the fulfillment of our mission. The college’s committee structure and Shared Governance Council provides the framework for engaging representatives from all recognized employee groups as well as student leadership.

District Contribution - The Governing Board establishes the policies and administrative regulations of Maricopa Governance. One of the most important roles of the Governing Board is to identify goals for the purpose of better serving the people of Maricopa County, students, private and public sector employers, universities, and primary and secondary schools. Per Governing Board policy, the Board will govern lawfully, in a manner that is nonpartisan, with an emphasis on a) integrity and truthfulness in all of its activities and practices, b) outward vision, c) encouragement of diversity in viewpoints, d) strategic leadership, e) clear distinction between Board and Chancellor roles, f) collective rather than individual decisions, and g) proactive leadership. The Board provides oversight of academic policies and procedures through delegation to the Chancellor for overseeing administrative regulations related to instruction. Additionally, working collaboratively with employee groups, the Board establishes policy manuals covering employment regulations including the Residential Faculty Policy Manual

(RFP). The RFP clearly defines the delegation of many academic matters to the faculty.

5.C. The institution engages in systematic and integrated planning.

MCC engages in systematic and integrated planning at the strategic, operational, and department levels. The college sets strategic priorities aligned with advancing our Vision, Mission, and Values on a three year cycle and conducts operational and department planning in alignment with our strategic priorities on an annual basis. More recently, Strategic Enrollment Management and Academic Master Planning efforts have begun that will help direct very large aspects of the organization. Each of the college's Strategic Priorities has a set of key performance indicators (KPIs) that help gauge performance towards accomplishing them. Several of the indicators are from the CCSSE, SSI, and graduate exit survey as well as indicators from the National Community College Benchmark Project (NCCBP). Annually, MCC completes monitoring reporting on planning efforts and outcomes that includes a review of the MCCC Governing Board Outcomes and related strategies for improving institutional performance towards them.

5.D. The institution works systematically to improve its performance.

When asked to participate in the HLC's Pathways Pioneer Project, MCC became a part of Cohort Two, focused on the improvement aspect of the Pathways accreditation model. Informed improvement empowers a culture of evidence-based decision-making dedicated to advancing student success. Every unit in the college—every department, division, committee, and program—is asked to identify a need, challenge, or opportunity; research how others have addressed it and the particularities of our institution; decide upon a course of action and plan for implementation; undertake the intervention while measuring its effectiveness; then assess the results and use them to improve for the next iteration. Critical to the effectiveness of informed improvement is its ubiquity and scalability. With an increasingly robust set of data collection and analysis tools, we are able to move beyond using perceptions and anecdote to determine success. We will use empirical evidence.

In order to scale up and institutionalize informed improvement, the practice has been incorporated into the planning process at all levels. Specifically at the department level, department initiatives are now subject to the informed improvement process. Informed improvement has provided the mechanism for the college to learn from our operational experiences and apply this learning to improve institutional effectiveness, capabilities, and sustainability across all levels of the college.

Appendix: Informed Improvement Initiative Report Executive Summary

To complete its obligations under the Pathways Process for Continuing Accreditation of the Higher Learning Commission (HLC), Mesa Community College (MCC) engaged in a Quality Initiative entitled “informed improvement.” This project sought to empower a culture of evidence-based decision-making (EBDM) dedicated to advancing student success. The informed improvement team accomplished this through increasing the information capacity of the college and promoting EBDM throughout the college as a continuous process. The English and Math departments piloted the informed improvement process the first year in an effort to innovate at the core rather than the periphery. Sixteen additional units across the college participated as pilots the second year. Their individual accomplishments, along with initiative-wide accomplishments, are detailed in the report below.

The primary accomplishments of the project include the following:

- Across the college and with increasing frequency, people are asking questions, identifying needs, and gathering data prior to initiating change and assessing the impact of changes that have been taken.
- The college purchased and deployed a data analytics software package based on our student information system data.
- As a result of engaging in the informed improvement process, the Student Outcomes Committee (SOC) led an effort to update and condense our Student Learning Outcomes (SLOs) from fifteen to four. SOC has also led the effort to shift from general to course-level assessment of these SLOs.
- College units now must integrate evidence and assessment into the college’s strategic planning process.
- Several academic departments are developing or deploying strategies to enrich our understanding of what factors lead students to succeed and what barriers to success may exist outside of the classroom.

Additional project outcomes are as follows:

- Empowering - The college has committed significant resources to providing tools and training to empower EBDM.
- A culture - There is evidence that a culture of EBDM is taking root at MCC. The language and practice of EBDM is seen much more frequently than before the focus on informed improvement began in 2012.
- Of EBDM - College leadership and units throughout the college are documenting their efforts at EBDM. Looking more closely at the early adopter units, we see indications that evidence is being gathered and evaluated before decisions for action are made, and that evidence is being gathered and evaluated after decisions for action are made.
- Dedicated to Advancing Student Success - Those units that are using the informed improvement process are gathering data to measure student success in order to assess the impact of their actions on that success. Units that have completed an entire ii cycle are either directly and measurably increasing student success, or identifying through evidence an innovation or intervention that is highly likely to improve student success.

As we move beyond the HLC reporting cycle, we are continuing to develop our information warehouse, further institutionalize the informed improvement process, and demonstrably improve student success. The accomplishments described in the report below show that we have taken the challenge put forward by the Pathways Process seriously. The shortfalls that are also included show that we were not afraid to tackle difficult tasks on a grand scale and that we are aware of what we still need to work on. This effort has shown that MCC can engage in informed improvement and that we are an institution dedicated to advancing student success.