1.A - Core Component 1.A

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

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

Argument

Mohave Community College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students. The mission documents of Mohave Community College include the mission, goals, value, and vision statements. They also include the College's strategic plan and departmental mission statements. These documents are the basis upon which College priorities are made. The College mission is as follows:

> The mission of Mohave Community College is to be a learning-centered institution, serving all constituencies, inspiring excellence through innovation and empowering students to succeed.

Mohave Community College's mission statements were developed through a lengthy strategic planning process involving representatives from both internal and external constituencies in 2008. Two college-wide chairs, or project coordinators, provided oversight and leadership for the strategic planning process. In addition, two individuals from each campus were selected to facilitate meetings and work through the process in order to identify themes. Twenty-three faculty members, thirty staff members, and fifteen students participated along with eleven community members. These representatives participated in focus groups, surveys, and conversations. In addition, twenty-six classes and twenty-four community groups were surveyed. This extended process resulted in the formation of the current MCC mission, goals, value, and vision statements, and the multi-year strategic plan.

In the spring/summer of 2015, Mohave Community College began developing its 2016 - 2020 Strategic Plan by conducting an environmental scan of the College's service area which includes Mohave County and adjacent areas of eastern California, southern Nevada and southern Utah. The scan was a means of identifying trends and anticipating future change. From this environmental scan the College identified a shift in age and racial demographics, static educational attainment, and higher than average levels of sustained regional poverty in comparison to national metrics. In the fall of 2015, the College engaged students, staff, faculty, and community groups in a series of facilitated conversations about the College and perceived community needs. Further discussions and analytic exercises with focus groups formed the basis for follow-up sessions with internal constituents. In the fall/winter of 2015, the District Governing Board reviewed the progress to date and crafted the vision statement for the 2016 – 2020 Strategic Plan. The Board embraced the plan's goals, objectives, and strategies that align with community efforts to improve economic conditions in Mohave County and to increase educational attainment throughout the service area, with specific focus on underserved populations. Additional focus sessions throughout the spring of 2016 further refined the Strategic Plan and assisted the College with selecting metrics and measurements aligned with both the Vision of the

District Governing Board and the statewide [Goals of the Arizona Attainment Alliance](). The [2016 – 2020 Strategic Plan]() is informed by data and exists at the confluence of vision and action. Through the focused and intentional allocation of human and financial resources as guided by the Strategic Plan, the College will work with community partners to build a strong and prosperous future for Mohave County. The Strategic Plan Vision 2020 states: "The work and service of Mohave Community College will be directed toward increasing countywide educational attainment levels and contributing to the economic growth and resilience of Mohave County."

Mohave Community College strives to provide high quality, affordable and accessible higher education to all who seek it. Mohave Community College drives educational attainment and student success in Mohave County by strengthening student support services to facilitate degree or certificate completion. A newly developed [Student Success Center]() at each campus location has brought focus and intentionality to our goal of improving completion rates and educational attainment in our service area.

MCC's mission documents recognize that community colleges are ultimately teaching institutions obligated to maintain high academic standards. Two of the four sections of the mission statement concern excellence in higher learning: "to be a learning-centered institution…inspiring excellence through innovative learning methodologies. And two of the values statements profess that "learning is the core of the Mohave Community College mission" and that "we aim for excellence in all that we do…" These statements help MCC staff and faculty maintain a focus on the provision of outstanding opportunities for learning to our constituents.

Our commitment to high academic standards is also reflected in committee charges within the [MCC Communications Structure](): "Establish practices that enhance effective instruction." The curriculum committee oversees this commitment, led by a purpose statement that charges." The Mohave Community College [Curriculum Sub-committee]() reviews and recommends curriculum that support the mission, purposes, and values of the College. The goal of the Curriculum Sub-committee is to "ensure the quality, coherence, and coordination of college-wide curriculum." The curriculum committee ensures that the mission drives instruction. Educational goals for the College, departments, and individual courses are approved through the curriculum committee. Goals are then communicated throughout the faculty and students by the goal statements and student learning outcomes in course packages and in each [syllabus]().

With a strong devotion to our students and local businesses we seek to meet the needs of the community. With diverse offerings both on ground and online the College offers vocational degrees, professional certificates, transfer degree pathways, and community and corporate outreach courses to serve a variety of constituents by being attentive to local markets and job trends in order to create sources of training that meet current demands. A Health Information Technology program was created and implemented in 2014 to help meet an industry need created by the Affordable Care Act to have all medical offices online and functional by 2015. With anticipated job demand increasing by 22% by 2020* the College goal is to train students who may enter a growing field in healthcare.

The College supports learning throughout the institution. For example, employees receive tuition waivers to encourage professional growth and development and personal enrichment. The College also offers support to students in a variety of areas which include but are not limited to: administering veterans' benefits, [Americans with Disabilities Act]() and Section 504 accommodations, general advising and career advising, [financial aid advising](), [24/7 Student Support Program](), and transfer pathway planning. Services are available in person, online, by telephone, or via video conferencing for the convenience of all. [Phone advising]() has developed after expanding training of Call Center personnel. The Call Center has reduced time delays in serving our constituents and has

the added benefit of creating additional jobs in the community. In addition all College locations are equipped with fully staffed libraries and Student Success Centers designed to help students with tutoring and advising needs.

Sources

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- bg_minutes_02-12-2010
- Committee Descriptions
- Disability Services
- FAFSA Friday Workshops
- FAQS final 2
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- Mission Goals Values Vision Statement
- MohaveCommunityCollegeStudentAssistanceProgram_Q3 2016
- StrategicPlan_2013_16
- StrategicPlan_2013_16 (page number 2)
- strategicplan_may_2016
- Student Success Center Structure 4 15
- Syllabus Template 2016

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

The Mohave Community College (MCC) mission is articulated publicly in a variety of publications. The mission documents can be easily found

- On the college web page
- In the college strategic plan
- In the college catalog and schedule
- As tag lines on college email signatures
- On posters around campus
- In the college Policies and Procedures Manual
- At the top of meeting agendas.

Mohave Community College's mission documents were developed through a lengthy process involving representatives from both internal and external constituencies. Two college-wide chairs, or project coordinators, provided oversight and leadership for the strategic planning process. In addition, two individuals from each campus were selected to facilitate meetings and work through the process in order to identify themes. Twenty-three faculty members, thirty staff members, and fifteen students participated along with eleven community members. These representatives participated in focus groups, surveys, and conversations. In addition, twenty-six classes and twenty-four community groups were surveyed. This extended process resulted in the formation of the current MCC mission, goals, value, and vision statements. The MCC Governing Board adopted these four statements on February 12, 2010.

The Policy and Procedure Committee has developed a process by which the College's mission statement is reviewed on a regular basis. Ultimately, it was agreed that the mission statement would be reviewed concurrently with each strategic planning development cycle. The strategic plan review commenced the fall of 2015 for implementation in May of 2016.

The mission, goals, values and vision of the College reflect an emphasis on the development of a learning environment that encompasses the College and communities it serves. Mohave Community College engages with the community through events, advisory councils, and summits. Each of the career and technical programs hosts an annual advisory council meeting to review programmatic outcomes and offer input regarding best practices and industry needs.

MCC's mission documents recognize that community colleges are ultimately teaching institutions obligated to maintain high academic standards. Two of the four sections of the mission statement concern excellence in higher learning: "to be a learning-centered institution…inspiring excellence through innovative learning methodologies." And two of the values statements profess that "learning is the core of the Mohave Community College mission" and that "we aim for excellence in all that we do…"

This commitment to high academic standards is also reflected in the strategic plan: "Implement teaching and learning methodologies that effectively engender knowledge and understanding in students, in an environment that uses the latest in effective learning technology and is grounded in the needs of the communities." The curriculum committee oversees this commitment, led by a purpose statement that charges, "The Mohave Community College Curriculum Sub-committee reviews and recommends curriculum that support the mission, purposes, and values of the College. The goal of the Curriculum Sub-committee is to ensure the quality, coherence, and coordination of college-wide curriculum." The curriculum committee ensures that the mission drives instruction. Educational goals for the College, departments, and individual courses are approved through the curriculum committee. These goals are then communicated to faculty and students through the goals and student outcomes in course outlines and in the syllabus template.

The MCC community encompasses far more than the college students, faculty, and staff. Local businesses look to hire graduates, high school students seek early access to college credit, and teens look forward to summer enrichment at Engineering or Coding Camp. Our community and corporate outreach programs offer non-credit coursework to people who desire to improve their skills and enrich their lives. Financial aid dollars flow into the local communities. Political decisions directly impact the College and its operations. The mission documents consider all these varied constituencies. The goals statement expresses the need to "Become a conduit between businesses, organizations, foundations and the arts to strengthen understanding of the world through education." The strategic plan seeks to develop and extend connections and partnerships with a broad variety of community resources for students. Strategic Partnerships with economic development, the workforce system, area associations, state, county and municipal agencies, and educational institutions throughout the region. We accomplish these specific goals by developing working relationships with local economic development agencies, service organizations, and chambers of commerce. In addition, MCC actively seeks collaborative opportunities with organizations not currently partnering with MCC. The plan urges advancing relationships with state legislators and local political entities; working in close collaboration with academic partners throughout Mohave County, Arizona, and beyond; continuing to develop and advance concurrent enrollment programs; building partnerships with private and public systems to advance the education of Mohave County residents; fostering stronger partnerships between employers and faculty and program directors; and developing and implementing a program to encourage high morale and engagement and a culture of acknowledgment and appreciation for employee contributions.

Sources

- 16 - 17 Curriculum Assessment Academic Standards Charge (1)
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1.C - Core Component 1.C

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

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

Argument

 One of the components addressed in Mohave Community College's mission is the duty to serve all constituencies. Mohave Community College strives to build and maintain a welcoming and inclusive society for all workers and learners without regard to age, race, gender, or socioeconomic class.

Mohave Community College welcomes students from diverse backgrounds and is an attraction to students of all ages. Enrollment ranges from dual or concurrent enrollment students who are full-time students at the local high schools to senior learners. According to the fall 2015 IPEDS report, 56% of students were 24 years old or under and 44% were 25 years old or over. In response to the diverse populations, Mohave Community College establishes connections with the local schools and workforce to improve and create programs necessary for the growth and needs of the individual and community. Through the MCC Early Start Scholarship, eligible juniors and seniors from local community high schools are able to complete ten college credit hours tuition free.

Since 2003, there has been a steady increase of First Generation Students. In response to this increasing population, MCC has designed courses to address the needs of students. For example, STU 103, previously titled Mastering Skills for College Success, is a pre-requisite course for all first-time college students. Now called How to Survive and Thrive in College, this course is designed "to enhance students' college readiness skills, including development of successful study habits, learning style awareness, thinking skills, time management, financial literacy, college resource utilization, listening skills, notetaking techniques, testing strategies, establishing appropriate student expectations, and understanding instructor expectations." Furthermore, with initiatives designed to close the achievement gap for underserved populations in our communities, MCC has developed strategies to address the needs of our students including diverse student life programming such as awareness training on the culture of poverty and the development of a comprehensive Student Success Center.

Student demographics at Mohave Community College mirror the demographics of Mohave County, Arizona. According to the 2015 United States Census Bureau, 91.9% of the county population is White, 1.4% Black or African American, 3.0% American Indian and Alaska Native, 1.2% Asian, 0.2% Native Hawaiian and Other Pacific Islander, 2.3% Two or More Races, and 16.2% Hispanic or Latino. In comparison, student demographics by race at MCC is 69% White, 1% African American, 2% American Indian or Alaska Native, 2% Asian, 1% Native Hawaiian or Other Pacific Islander, 3% Two or More Races, and 21% Hispanic or Latino. Not only is our student population diverse, but so are the employees at Mohave Community College. According to the 2014-2015 Human Resource Annual Report and the November 2011 IPEDS report, the diversity in employees by race and ethnicity are as follows: 7 Asian, 17 Black or African, 40 Hispanic or Latino, 2 Native Hawaiian or other Pacific Islander, 468 White Caucasian, and 28 unknown.

As a College, the focus, along with stated initiatives such as Achieve60AZ, has been to increase the

percentage of individuals in the county with a college certificate or degree. As shown in the U.S. Census, 83.9% of people age 25 and older have a high school diploma or higher. On the contrary, 12.2% of individuals aged 25 years or older have a Bachelor's degree or higher. One of the evident barriers that students face when they begin and complete a certificate or degree is financial concerns. Specifically, Mohave County has a high poverty rate that hinders students and potential students in the county. According to the U.S. Census, 20.8% of the people in Mohave County, Arizona live in poverty. To address some financial needs that students may encounter, Mohave Community College offers scholarship opportunities, payment plans, and emergency grants and loans. During the 2014-2015 academic year, 51% of students received a grant or a scholarship, 46% received Pell grants, and 21% received Federal student loans. In addition to scholarship and grant opportunities, eligible students may receive financial assistance through MCC programs such as the MCC Future Fund. "The MCC Future Fund is a last-dollar-in program that offers Mohave County, Arizona residents the opportunity to receive tuition-assistance to attend MCC." The fund helps students cover full tuition and standard fees that would not otherwise be covered by other financial aid.

With a diverse community, Mohave Community College continues its role to serve and empower students of various backgrounds to continue their education. Mohave Community College understands that not all students enter the classroom with the same educational experiences and some individuals will require further assistance to access higher education. To address such needs, Mohave Community College's disability services program assists qualified individuals with disabilities with reasonable accommodations to improve access to educational programs and support for academic success and completion. All requests for disability services are reviewed individually and accommodations are assigned on a case-by-case basis based on documentation provided by the student. Examples of accommodations include: books in an alternate format, extended time for testing, modified chair, priority seating, a note taker, testing in a distraction reduced environment, sign language interpreter, tape recorder, and other accommodations on an as needed basis.

To establish and maintain a welcoming environment that celebrates differences, Mohave Community College integrates human and cultural diversity in a variety of college courses. Students, depending on their program, are able to take courses such as Comparative World Religions, Race and Ethnic Relations, Cultural Diversity, and International Cuisine. (Reference Course Descriptions in 2016-2017 Course Catalog)

At Mohave Community College, we believe we serve as role models to students, community members, and other employees. We demonstrate that we respect differences and treat all individuals equitably. Our role as a college is to prepare students to lead their lives as productive citizens and workers. In a multicultural society, MCC encourages students to open themselves to diverse views and broaden their perspectives. At MCC, our goal is to raise global awareness and increase the ability to work with a diverse population. As an institution, Mohave Community College is working to improve its approach to embrace diversity and a multicultural society.

Aligned with its cultural goal to "become a conduit between businesses, organizations, foundations and the arts to strengthen understanding of the world through education," Mohave Community College establishes partnerships with programs such as Mohave County One Stop, Goodwill, and The River Valley Artists Guild to build student and community opportunities. The Mohave County One-Stop is a career assistance program that provides free employment services to everyone who is eligible to work in the United States and is seeking assistance in their job search. The partnership emphasizes a contribution to the success of the local workforce delivery system by contributing resources that ultimately increase, enhance, and promote career services throughout Mohave County. In addition, the College's partnership with Goodwill allows students and community members to receive training in work-readiness. Goodwill Job Assistance is provided free of charge and is

designed to assist individuals with finding and keeping a job. Some services that are available include: resource development, assistance with job applications, interview preparation, local job boards, internet access for job searching, access to copy/fax service, self-paced computer courses, emergency assistance, link to vital services and resources, and much more.

At Mohave Community College, "we take pride in having the flexibility to respond to our changing environment, promptly providing programs that are needed by our students and communities." New non-credit programs that have been included with increased demand is the CNA course for Western Arizona Vocational Education Joint Technical District students and the Trainco Truck Driving Schools program. With the Trainco Truck Driving School partnership, Trainco provides classroom and driver training while MCC provides the classroom space and maneuvering range at the Neal Campus-Kingman.

Year round, Mohave Community College supports a variety of events that work on creating a fun environment that also promotes human diversity and active citizenship. Students at Mohave Community College have the opportunity to participate in a range of clubs including: Student American Dental Hygienists' Association (SADHA), Bullhead City Campus Art Club, Kingman Campus Art Club, Lake Havasu City Student Art League, Bighorn Science Club, Bighorn Decoders Computer Club, MC4 Computer Club, Intramural Sports, Phi Theta Kappa (PTK), Physical Therapist Assistant (PTA) Club, Chi Sigma Christian Student Association, Student Activities Council (SAC), Student Nursing Organization (SNO), and Surgical Technologist Club.

As a result of the time and effort presented by several members of the College community, students, employees, and local community members are able to participate in events including: Technology Recycling Event, Give Kids A Smile Day, Blood Drives, Bone Marrow Registry Drives, Sock Drives for Children, Food Drives, Mathlympics, MCC Shines, College Daze, Outdoor Movie Night, Day of the Dead Art Show, Around the World Lunch, and Pumpkin Fest.

In college communities, there is a distinct population that did not previously receive much attention but is increasingly becoming an area of importance with Mohave Community College. In compliance with Title IX regulations and to ensure campus safety, MCC has a Title IX team that is trained to assist students who are victims of sexual misconduct. Furthermore, the College hosts annual awareness events such as Denim Day and No More Week to increase student involvement in and awareness of topics such as domestic violence, rape, and sexual assault.

At the North Mohave campus, Mohave Community College continues to increase its efforts to provide educational opportunities in Colorado City. Colorado City is the headquarters of several fundamentalist sects of Latter-Day Saints. The people of the community have been repressed through the lack of contact with those outside the community and church mandates. Since his conviction, church leader Warren Jeffs has resigned, but some members of the community continue to obey the revelations communicated. Recent revelations that have been communicated by Jeffs and enforced by church leaders is the ban on internet, news media, bicycles, children's toys and books, and trampolines. In particular, the ban in internet has impacted MCC students who were enrolled in online courses. To address this concern, Mohave Community College assists students with submitting resources to the College's learning module system on behalf of students. Leaders of the College are aware and attentive of the extreme conditions experienced by students in this region and are committed to collaborating with the community to provide services and educational opportunities.

Sources

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- Census Mohave County, Arizona Income and Poverty
- Census Mohave County, Arizona Race and Hispanic Origin
- Chat with the President Memo
- College Daze
- Commitment to Completion 2014
- Day of the Dead Art show
- Disability Services
- Fall 2015 IPEDS Report
- Fall 2015 IPEDS Report (page number 3)
- First Generation Students 2003-2015
- Give Kids a Smile Day Offers Free Youth Dental Services
- Give Kids a Smile Day_flyer_2016
- Goodwill Job Connection Moves to MCC
- History of Colorado City and North Mohave Campus
- HR Annual Report 2014-2015
- Mathlympics
- MCC FUTURE FUND 2016-17 General Information
- MCC Partners with Trainco Truck Driving Schools
- MCC Shines
- MCC Stands with #NOMORE Campaign Against Domestic Violence and Sexual Assault
- MCC to Host Technology Recycling Events
- Outdoor Movie Night at BHC
- Pumpkinfest
- Sock Donation
- strategicplan_may_2016
- stu_103
- Student Life

1.D - Core Component 1.D

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

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

Argument

As an institution, Mohave Community College works continuously to embrace the meaning of community. Not only is the College a well-recognized educational provider, but it is also a service provider to each of its communities throughout Mohave County. Throughout the year, the College works with numerous organizations and groups to provide resources such as the use of facilities to host service events such as blood drives, candidate forums, town hall meetings, local board elections, as well as first responder training. As a result of events listed above, and others not included, services offered allow the public to engage with the College community and participate in local community events.

MCC offers a number of programs that add exponentially to the public welfare. Two events hosted by MCC's Dental Hygiene program that greatly benefits the community are Give Kids a Smile Day and Give Adults a Smile Day. These events provide free dental services to families throughout Mohave County with no dental insurance. Children between the age of four and fourteen who participate can receive a teeth cleaning, fluoride treatment, sealants, and oral hygiene instructions. Adult participants in the second event can receive a full series of digital radiographs (x-rays) and a dental cleaning along with a bag of oral health products. During the local event in 2012, the program provided approximately $39,000 worth of dental services free of charge. Furthermore, students in the Nursing program also offer their knowledge and service to the community by providing blood pressure and other vital sign tests at local events such as the community health fair. MC4, a student-led college-wide club, hosts service projects throughout the year that also benefit the public. Throughout the years, MC4 has organized and conducted food drives, toy drives and, most notably, recycle drives. Technology Recycling Drive events greatly the general community because it provides an opportunity for citizens to recycle their old or broken televisions, monitors, computer components, records, MP3 and video players, DVD/VHS players, digital cameras, radios, telephones, and printers in one central area and to reduce the number of recyclable technology items that end up in the local landfill.

Internally, through student organizations, foundations, and college-wide initiatives, there are numerous events hosted year-round to bring in and engage the community. MCC provides a safe location for children and families to have great weekend activities and holiday events that enhance our students' community experiences while benefitting the community at large. Events such as the Pumpkinfest during the week of Halloween and MCC Shines during the Christmas season allow families to become involved in a positive way with the bonus of food and games that are provided at no cost to participants. The Student Activities Council, sometimes with the help of other college programs, also host Outdoor Movie Nights on numerous Friday evenings throughout the calendar

year.

Events such as some listed above not only help bring in diverse members of its neighboring communities, but it also helps promote college awareness for future students. The college also uses extensive resources to promote its programs and offerings that, in addition to promoting college programs, supports community efforts toward citizen improvement. Some examples of such events include college promotion of programs during London Bridge Days Parade, Route 66 Parade, the Boombox Parade, Mohave County Fair, block parties, and car shows. However, some events such as Mathlympics, Welding Thunder, and the CTE Skillsfest use college locations for skills and knowledge based competitions.

Beyond certificates and associate degrees offered, Mohave Community College also offers a non-credit division with a variety of courses such as Art (CMA), Wellness (CMW), Technology (CMT), Culinary (CMC), Finance (CMF), and Motorcycle Training (CMM). The mission of MCC's Community Education program is to serve its communities by providing lifelong learning and enrichment.

Continued promotion of community engagement was enhanced in 2014. The Employee Engagement and Recognition committee proposed the MCC Cares program initiative in order to increase opportunities for employees to offer their services to the community during work hours. The program was approved and went live January 1, 2015 with employees able to request hours through the college's existing leave request process. The goal of the MCC Cares program is for employees to engage in the "community" aspect of community college and serve a higher purpose through their work. Currently, the program allows for up to 10 hours of leave time in order to take part in an approved volunteer program or service opportunity. As a result of the MCC Cares program, employees of the College have been able to participate in events such as Read across America, American Cancer Society's Relay for Life, Backpack Buddies, and other like-efforts.

Mohave Community College engages with its external constituencies through a number of avenues. Campus personnel participate in area Chambers of Commerce and other professional organizations such as Rotary, Kingman and Mohave Manufacturing Association (KAMMA), and Partners in Economic Development (PED) through the Small Business Development Center. The college has always supported cultural organizations like the Voices of the River choir and River Valley Artists Guild. College programs get feedback from industry representatives regarding specific industry needs through advisory board meetings and utilization of the "Develop A Curriculum" process (DACUM). The college has a number of scholarship programs that focus on specific student program interests.

Sources

- Give Adults a Smile Day
- Give Kids a Smile Day_flyer_2016
- MC4 to Host Technology Recycling
- MCC Shines 2016
- Pumpkinfest 2016

1.S - Criterion 1 - Summary

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

Summary

As a publicly supported institution of higher learning, Mohave Community College is dedicated to all four tenets of the college mission and holds true to the traditional aspects of the community college mission. Through an open admissions policy and a variety of programs and services, the College meets the needs of students seeking to transfer to a four year institution, enter the workforce, or take classes for personal enrichment. MCC is open and responsive to the communities it serves. MCC is one college with multiple locations. The mission, vision, goals, and values, as well as the strategic plan, provide guidance which keeps the institution aligned and services consistent college-wide.

The College's mission, goals, values, and vision are developed through a public and inclusive process that balances the roles, responsibilities, and priorities of the institution, and reflects a strong commitment to diversity though we are committed to strengthening our approach to diverse populations in the coming years. The mission and strategic plan are operationalized by institutional leadership and are articulated to all stakeholders to ensure alignment at every level. Strategic plan measures are tracked and discussed publicly; current areas of measure include departmental goal development and measures.

Sources

There are no sources.

2.A - Core Component 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.

Argument

Mohave Community College's decisions are consistently and courageously made in alignment with our mission, goals and values. An atmosphere of openness and trust is consciously fostered, allowing data-driven decisions that are balanced by a cultivated sense of compassion. Integrity and ethical behavior are expected in every aspect of business and academic functions. Further, the College establishes fair and ethical behavior for the governing board, administration, faculty and staff, as reflected in Mohave Community College's policy and procedure manual, employee and student handbooks, and many other documents.

The Mohave County Community College District Governing Board (the Board) operates with integrity, establishing policies and processes for fair and ethical behavior. As a political subdivision of the State of Arizona, the Board is provided a substantial framework for its basic operating principles by Arizona Revised Statute and, as established in Title 15 of the Arizona Revised Statutes-Chapter 12, and the Mohave Community College Policy and Procedure Manual, Section 1 (Board Bylaws). The governing board is responsible for the general oversight and operations of the College. Prior to taking office, Board members affirm to faithfully and impartially discharge the duties of the the Board to the best of their ability (§38-231). The foremost administrative power granted by statute is to adopt policies for the government of the community colleges under its jurisdiction and set standards for its administration, operation and accreditation. (§15-1445). Recognizing its own function as the lawful and final authority in policy matters, the Board accepts the principle that those who are affected by policy should be involved in the formulation of those policies and that, whenever appropriate, staff and administration work together in this process (PPM 1.125).

Members of the the Board are provided, by statute and in the Board Bylaws, the State's conflict of interest statute, a violation of which can result in both civil and criminal penalties (§38-503). Building upon the language in the statute, the Bylaws also include an extensive Governing Board Member Code of Conduct whose first sentence indicates that the Board expects of itself, as a whole and of its members, ethical and professional conduct. This commitment supersedes any conflicting loyalty such as that to advocacy or interest groups, membership on other boards and staffs, personal interests, and an individual's employment or profession.

The Board stringently adheres to the public policy of Arizona that meetings of public bodies be conducted openly and that notices and agendas be provided for such meetings which contain such information as is reasonably necessary to inform the public of the matters to be discussed or decided (§38-431), as well as assuring public records requests are (§39-121) are handled in a timely and meaningful manner. The Board also operates with fiscal integrity, according to Arizona statutes, by holding Truth in Taxation and Budget Hearings and posting the proceedings of these meetings in a timely manner. Furthermore, the Board expeditiously posts annual budgets, strategic vision reports, student success reports, and MCC annual reports online.

The College President encourages transparency in information and decision-making. President Kearns

holds "Chat with the President," an open forum for sharing information and address concerns, once each semester. During sessions held for students and employees, the audience is provided with an opportunity to ask questions in a town hall format. These meetings give students and staff direct access to the president to raise or seek clarification on issues of concern. Additionally, the president speaks to staff regarding college issues and strategic plans during the annual All Staff Day event and every December in a State of the College address.

The College's decision making structure promotes shared governance through various committees and councils charged with review of existing policy and proposing recommendations for implementation of new procedures and initiatives, as well as troubleshooting related problems, for each group's assigned area. All committees include a diverse cross section of the employee population, including faculty reps and exempt and non-exempt staff from each campus. Recommendation from the committees in these groups are forwarded to the President's Council for final decisions.The President's Council is comprised of the entire administration and key staff, including the elected president of Faculty Council. All discussions and decisions made by President's Council are available to the college community and the public through proceedings published on the college website and internal portal site.

The Business Office follows Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) guidance in all transactions that take place. College financial statements are audited annually by the Arizona Office of the Auditor General and have received the Governmental Finance Officers Association (GFOA) Certificate of Excellence for Achievement in Financial Reporting for our Comprehensive Annual Report (CAFR) repeatedly. This award signifies that the College has gone above and beyond the minimum industry requirements and ensures College procedures are compliant and transparent. Additionally, the Finance, Facilities, and Audit Committee also reviews materials that comprise the stages of preparation of the College's financial statements on a monthly basis. In addition to reviewing financial statements and approving an annual budget, the Board of Governors is presented a monthly budget-to-actual expense report for evaluation.

Mohave Community College has established and adheres to equitable and ethical employment practices. Employment-related policies and procedures are regularly reviewed, revised and aligned to applicable federal and state laws as needed, and approved through the Risk, Policy and Procedure Committee, of which the Director of Human Resources is a member. Important employment-related policies and procedures are communicated to new employees through the orientation process conducted by the Human Resource Department and to continuing employees through the annual staff meetings and faculty orientations, as well as ongoing meetings of the Campus Communication Councils. Additionally, the Employee Handbook provides an overview of the many employment-related policies.

Employees are expected to exhibit a high standard of professional conduct, including behavior aligned with honesty, integrity and impartiality, free from any personal consideration, favoritism or partisan demands. As such, all employees are required to report any conflicts of interest annually and remove themselves from related decision making processes. Further, employees are expected to be courteous, considerate and prompt in dealing with and serving students, co-workers, and the public.

Mohave Community College adheres to policies and procedures that clearly prohibit sexual harassment and discrimination. All individuals associated with the college, including the Board, the administration, faculty, staff and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment and discrimination. Upon hire, new employees are educated by human resources staff concerning sexual harassment policies, their individual responsibilities, and the avenues to report harassment and discrimination and all employees are

required to participate in an annual online sexual harassment update. Each year, every employee receives additional training on their responsibilities under the College's Title IX program, in live and pre-recorded formats.

The College is committed to providing equal employment and educational opportunities and complies with applicable provisions of state and Federal laws which prohibit discrimination and guarantee equal opportunities. A new diversity and inclusion training became part of all new employee on-boarding in December of 2014 to help employees recognize the value of a diverse workforce and identify behaviors that may be seen as discriminatory. Employees who serve in the recruitment and selection process receive periodic training on selection and interview techniques to prevent discrimination and unintended biases.

Mohave Community College recognizes the importance of providing a prompt and efficient procedure for resolving employee concerns and claims fairly and equitably, without fear of prejudice or retaliation. The College provides all employees with a grievance process to report policy and procedure violations. Grievances should be resolved at the lowest level possible (division or department level) through a facilitated meeting between the aggrieved party, supervisor, and where possible, the appropriate college administrator. If a resolution cannot be reached, or the matter is sufficiently severe, the matter can be moved to a more formal grievance process, which includes collecting written statements and conducting an investigation. If the aggrieved party is unsatisfied with the findings, conclusions and recommendations of the investigation, the matter can be escalated to a hearing with an outside hearing officer.

 In accordance with A.R.S 15-1466 each year the college submits the full-time equivalent student enrollment report, FTSE, to the Arizona State Auditor General. These numbers are audited by the state during an on-site visit by the Arizona Office of the Auditor General. The auditor verifies that MCC is in compliance with both the FTSE and residency state statues and that MCC employees are following MCC's procedures for enrollment, drops, withdrawals, and grading.

The registrar's office provides FERPA training and guidance college wide. During the college's Department of Education financial aid program review and audit, a FERPA finding was included in the final report. Since that time, FERPA is included in the mandatory on-line training taken by each employee annually. One management council meeting a year is dedicated to FERPA providing an opportunity for more in depth conversation. FERPA is included in faculty new hire orientation. FERPA is included as an agenda item in MCC's red flag meetings.   Any time there is a FERPA breach, it is recorded as an incident, and the recovery process begins. The first step taken is to correct whatever can be corrected. The next step is to contact any impacted student, the third step is to evaluate what happened and make changes as necessary. The final step is to train/retrain personnel.

Sources

- 1.105-1.116 Discrimination and Harassment
- 1.150 Governing Board Member Code of Conduct
- 2013-2014 Comprehensive Annual Financial Report
- 2014-15 Budget Considerations.Board Presentation
- 5.117 - Employee Conflict of Interest
- 5.125 Standards of Conduct for Employees
- 5.160-5.165 Grievances

- Annual Required Training
- ARS 15-1445
- ARS 38-231
- ARS 38-431
- ARS 38-503
- ARS 39-121
- Board of Governors Agendas & Minutes - 2015-2016
- Chat with the President
- Committee Descriptions
- Diversity & Inclusion
- Employee Handbook-Organization - Sharepoint
- Expenditure Report - February
- Finance and Audit Proceedings Feb 12 2015
- FTSE Report 2014
- Governing Board - budget, annual, student reports
- Interview Training
- MCC P&PM Section 1 - Board Bylaws
- MCC P&PM Section 1 - Board Bylaws (page number 8)
- President's Council Proceedings - Feb 23, 2015
- Title IX Employee Training 2014-2015

2.B - Core Component 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.

Argument

Mohave Community College continuously seeks to improve the communication of programs, requirements, faculty and staff qualifications, costs, control and accreditation information to students, staff and the public. Mohave Community College adheres to a strong ethic of transparency and clear communication to its students and constituents. This ethic is demonstrated by the multiple communication avenues utilized by the college, its commitment to simple explanations of complex topics, and its genuine invitations for students and the public to access the college and its resources for life enhancement. MCC maintains accurate and consistent messaging across a broad spectrum of outlets to ensure its communication has the opportunity of reaching a large number of students and community members. The college utilizes: a website, internal portal (JICS), internal learning management software (Schoology), an inbound call center (MCC Connect), press releases, an organizational blog (MohaveWire), a student blog, social media platforms, print marketing materials, e-mail notifications, text messaging options, telephone notifications, calendars, advertisements, events, and community presentations for to provide information and educational opportunities for constituents. Additionally, the college continues to develop resources, such as videos, to strengthen its internal understanding of the mission, value, and goals that belong to MCC.

Public Website

Mohave Community College's homepage offers students and the public the most up-to-date information about new programs and college requirements. Rotating main images on the homepage allow college staff to produce clear, visual messages to quickly engage students and the public. The homepage also allows the college to utilize a notification banner to highlight an important announcement, as well as display links to current blog posts and events. Through the homepage, students and the public are able to access timely and accurate information, including: mission, goals, values, and vision statement, programs of study, admission requirements, tuition costs and tuition payment requirements, and accreditation. Students and the public can also access valuable information in the online catalog and student handbook, which provides simple, concise explanations of the college's policies, procedures and appropriate resources for further information. Through the Paying for College tab on the homepage, students and the public can access information about tuition, payment methods, and calculators to assist them with cost and budgeting.

Secure Student, Faculty, and Employee Portal

Mohave Community College utilizes My Mohave portal (JICS) to provide a secure environment for students, faculty, and employees to access with a login and password known only to them. Depending on their role at the college, each individual has access to different information.

Students manage their college career through the My Mohave portal. Once logged-in, students have access to their grades for a specific term, their unofficial transcript, the ability to see what requirements they have left to fulfill, a GPA projection tool, and the graduation application. Students have access to the National Student Clearinghouse and self-service tools that allow them to print enrollment verification and student loan deferment letters 7 days a week, 24 hours a day. Students may register for classes then add, drop, and withdrawal from course all on the site. Students can order books through an embedded link on the same page. Once enrolled, they have access to their schedule and course details at a glance. When logged into My Mohave, students can access their course evaluations and the grievance process here. Students can access the financial aid portal, NetPartner, through My Mohave as well.

On the Payment tab, in addition to having all of the contact information for the business office, students can see their payment history as well as have access to a link to FAFSA, a net price calculator, a personalized on-line financial aid tool, scholarship information, payment plan arrangements, and the 1098T information.

Through My Mohave students have access to a free counseling and life resource service. The Online Counseling Center allows them to start an instant session with an available counselor. It is a safe and secure way for students to get short-term counseling. MCC's Student Support Program also provides work-life resources and referrals. Trained work-life consultants are available around-the-clock by phone or internet to provide information, resources and referrals.

Learning Management System

The college currently utilizes Schoology software for its learning management system and provides access to all students. The College transitioned from Angel to a Schoology in Fall 2015. Faculty have flexibility in the degree to which they utilize Schoology. But, at a minimum, all classes will post the course syllabus in Schoology. On the other end of the spectrum, some courses will post assignments, readings, and study aids in Schoology. Schoology will be used to monitor discussion boards, to turn in assignments and exams. Schoology also allows college staff to post important, up-to-date announcements.

Early Intervention

MCC utilizes an internally-created early alert system (referred to as the Student Alert System or SAS) to assist instructors in identifying and remediating students at risk for course failure. Faculty and staff may raise an alert in one of four categories: 1) life alert for students with outside issues; 2) financial alert for students who are experiencing a financial hardship; 3) tutoring referral for students who would benefit from tutoring services; and 4) academic alert for students who are not succeeding in class for a variety of reasons, including having missed a number of classes or assignments, having performed poorly on tests, missing textbooks, failing to participate in class/discussion, or for honor code violations. Life alerts and financial alerts are routed to Academic Advisors who follow up with students and may make referrals to the Student Support Program, Community Resources or the MCC Emergency Grant fund. Tutoring referrals are routed to the Student Success Centers and the staff will follow up with students and schedule a time for the student to receive tutoring in the necessary subjects. Academic alerts are routed to the Associate Deans of Instruction who typically follow up with the Instructor to see if the students is able to receive assistance directly from the faculty member

to ensure their success in the course.

Call Center

MCC established a call center, MCC Connect, to streamline student, employee, and public inquiries about the college, its classes and services. MCC Connect is staffed with highly trained college employees who provide answers to a wide range of questions and troubleshoot student issues. The staff has access to expansive resources regarding the college's programs, requirements, costs, and accreditations. Starting in the 2013-2014 academic year, MCC Connect representatives provided prescriptive advising services as well as answering financial aid questions. "Call MCC Connect at 866-664-2832" is incorporated in all campus communications to ensure consistency and availability of resources to address student and public inquiries. The staff is available from 7 a.m. to 8 p.m. during the weekdays and from 7 a.m. to 6 p.m. on weekends. On the busiest day, MCC Connect staff has received more than 1,500 calls. Having a trusted team to answer incoming calls allows other college employees to concentrate on students' specific needs. MCC Connect also provides trained staff to live chat through www.mohave.edu, giving students and the public another option of how they would like to communicate with MCC.

Parent Connect was created in 2015, Parent Connect aims to assist parents of potential students maneuver the enrollment and financial processes, giving parents a greater degree of confidence and provide a smooth transition into college for students and their families. Parent Connect is staffed by the same representatives that staff MCC Connect.

Press releases

Mohave Community College strives to issue press releases daily to highlight new programs and program changes, requirements for admissions and financial aid, new student and community resources, student, faculty, and staff achievements, college costs, accreditation relationships, and events. The press releases are distributed to up to 31 print media outlets and 16 broadcast outlets throughout Mohave County. The college also provides media with a press release and complete agenda packet prior to each Board of Governors' meeting and includes specific highlights when the Board will discuss tuition and fees.

Blog

Press releases distributed by Mohave Community College are posted to MohaveWire, MCC's blog platform. Once posted, links to the blogs are distributed to all MCC faculty and staff via e-mail and to the community via social media platforms. The links also appear on the homepage of www.mohave.edu. The College also recently employed student bloggers to provide the student point of view on various topics.

Social media

Mohave Community College actively engages its students and public by providing information on

multiple social media platforms including [Facebook](), Twitter, [LinkedIn](), and YouTube. The growing networks for each platform include students, parents, schools, businesses, nonprofits, governments, faculty, staff, and community members. The College strives to create meaningful content tailored for each platform to increase engagement with shared information. The college posts multiple times a day and actively monitors engagement to further provide information that students and community members deem relevant. Post content includes information about new programs, program changes, announcements, requirements for admissions and financial aid, faculty and staff, accreditations, events, college costs, and college life highlights.

Print marketing materials

Mohave Community College strives to produce accurate, informative and visually appealing marketing publications to easily communicate the college's offerings to students and the public. MCC utilizes simple, consistent, and appealing messaging to ensure students and the public can quickly grasp complex topics, policies, and procedures. Material topics include: new programs, requirements for admissions, financial aid information, and events. The materials most often produced for campus and community distribution include: flyers, direct mail postcards, posters, t-shirts and business cards that provide MCC Connect information.

Calendars

Mohave Community College operate on a rolling three year calendar. Each year, an additional year is added to Mohave Community College's [academic calendar](), and the calendar is approved at an open meeting of the Board of Governors. Afterwards the calendar, which provides the important dates in the academic year, can be accessed through MCC's web page. It includes semester and term start and stop dates, add/drop dates, withdrawal dates, when the college is closed, graduation application due dates, grade submission due dates, and faculty duty days. MCC also maintains a college community calendar which provides information regarding non-credit programs, major college sponsored events, and community specific events. To gain as much awareness as possible for MCC events and important dates, MCC regularly notifies regional print and online calendars of upcoming activity and disseminates a regular [weekly calendar]().

Advertisements

The college judiciously uses paid print and radio advertisements to encourage potential students (the public) to apply and enroll at MCC. The college also uses video advertisements, which air at local movie theaters prior to the film showings. The ads present information about new programs, transfer opportunities, and career development in an accurate but engaging manner. A focus is placed on presenting MCC as a smart choice because of the additional opportunities a degree will provide, and getting a degree at MCC is a great value – high quality education at a comparatively low price.

Events

Mohave Community College enjoys being an active community partner and organizes community

events, such as candidate forums, block parties, art shows, and monthly opportunities, known as "First Thursdays," for students and the public to learn information about the College's programs, requirements, faculty and staff, costs to students, and accreditation relationships. The College organizes the events to further provide the above information in a different format and to encourage students and the public to attend to receive information in regards to any inquiry they may have. The campuses also serve as a hosting site for community groups to hold events.

Staff Directory

Mohave Community College maintains an online staff directory, including the contact information and education credentials of each faculty and staff member. Education credentials include the degree, major and awarding institution, as well as any relevant work experience. The general public, students and faculty and staff have access to the online directory.

Sources

- academic_calendar
- Faculty & Staff Directory
- JICS - My Mohave Portal
- JICS - Students - Account & Payment Information
- Mohave IRB waiver of informed consent
- My Mohvave Portal - Student Tools
- Web Page - Accreditation Information
- Web Page - Admission to MCC
- Web Page - Associate's Degrees & Certificates
- Web Page - Facebook
- Web Page - LinkedIn
- Web Page - Mission, Goals, Values & Vision Statement
- Web Page - Mohave Wire
- Web Page - Paying for College
- Web Page - Press Release-accred
- Web Page - Press Release-Achievements
- Web Page - Press Release-Community
- Web Page - Press Release-fin aid
- Web Page - Student Support Services Deer Oaks
- Weekly Calendar

2.C - Core Component 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.

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

Argument

Established in 1971, the Mohave County Community College District Governing Board (MCCCDGB, the "Board") is a political subdivision of the state of Arizona. Trustees are bound by oath to "support the Constitution of the United States and the Constitution and laws of the State of Arizona … and faithfully and impartially discharge the duties of (their) office to the best of (their) ability." (ARS 38-231) The Board consists of five publically elected officials, each serving six year terms, representing districts most recently approved on January 5, 2012 by the U.S. Department of Justice in Washington, D.C. Each district represents approximately 40,000 constituents including the three primary population centers (Kingman, Bullhead City/Fort Mohave and Lake Havasu City) as well as the rural areas of the College's 13,461 square mile service area. The MCCCDGB By-Laws (PPM) clearly outline the powers and duties of the Board.

The Board's standing agenda includes opportunities for both internal and external constituencies to bring items of reasonable and relevant interest to the Board on a regular basis. The Board rotates its meeting location among MCC's campuses, providing both local residents and College employees the opportunity to attend in person at least three times a year (Southern campuses). Meetings are also broadcast in real-time, via an interactive television system to the College's four primary locations, including the North Mohave Campus located in the remote Arizona Strip area. Near the beginning of the meeting, citizens, including employees not representing the College, in all four locations are provided time to address the Board on any matter of concern.

Other standing agenda items include reports from the:

- The Faculty Council is the representative body of MCC's Faculty Association. The President of the Council reports to the Board on academic issues including but not limited to curriculum, instructional methods, evaluation of instruction, learning materials, academic discipline and standards for placement as well as matters of governance such communication with the College's administration, faculty professional development and new faculty mentorship.
- The College President brings items to the Board within his purview that impact the organization, administration, management and general welfare of the College. Regular items include but are not limited to policy recommendations, budget recommendations, strategic plan review, facilities planning, legal and legislative issues.
- The Office of Instruction regularly presents to the Board items reflecting the administration of

Career and Technical Education, including Non-Credit (Community Education, Corporate Education, Small Business Development Center), General Education including concurrent and dual enrollment, Curriculum and Assessment, Instructional Technology and Library Services.

- The Office of Student Services regularly presents items to the Board on topics concerning Student Life, Recruitment and Admission, Enrollment Management, Advising and Retention, Marketing & Public Information and Financial Aid.

- Administrative Services, under the direction of the Executive Vice President, reports on items pertaining to audit, financial and business services, procurement, risk management, human resources management, physical plant, crisis management, and information technology.

Priorities to preserve and enhance the institution are most often reflected in the Mohave Community College Strategic Plan, 2016-2020. The Board approved the implementation of the current Strategic Plan in May 2016 before the 2013-2016 Strategic Plan was concluded. In addition to regular monthly meetings, the administration typically offers two day long workshops annually, one in the Fall semester for the Board to assess initiatives that reinforce the College's strategic plan to strengthen access, retention and completion and one in the Spring for the Board to evaluate the College's proposed budget and fiscal priorities.

Important initiatives that the Board has supported in recent years, either by direct approval or ancillary measures include:

- Default (Rate) Management Plan: Since the plan was implemented in 2009, the Board has consistently approved the financial measures necessary to ensure that Mohave Community College was not sanctioned for exceeding the federal 3-year maximum cohort default rate. By implementing the plan, MCC reduced its rate from 32.7% for the FY2010 cohort to 28.6% for the 2011 cohort, 22.7% for the 2012 cohort, and 18.0% for the FY2013 cohort, showing significant improvements in reducing the number of defaulters each year.

- Dual Enrollment: Annually, the Board approves numerous Intergovernmental Agreements to offer college courses that may be counted toward both high school and college graduation requirements at the local high schools under A.R.S. 15-1821.01. In 2013-2014, the Dual Enrollment program served more than 800 high school students providing 10,200-plus credit hours of course work while allowing them to get a head start on their college career.

- Debt Obligation Reduction: The MCCCDGB by-laws dictate applying a strategic budgeting and fiscal sustainability model (PPM – 1.160). In November of 2010 it approved utilizing reserves to call two Pledged Revenue Obligations bonds and June 2014, the Board voted again to utilize reserves to create a pay-off escrow account for two remaining bonds. This allows the college not only to save on interest payments but also allows more flexibility in revenue allocation.

- New and Remodeled Facilities: Working under a "no added debt" model, the Board has facilitated the opening of four new buildings to support programs since 2010. The Detroit Avenue Nursing Center (2010/Kingman), the Legacy Allied Health Building II (2012/Bullhead City), the Art and Technology Building (2014/Lake Havasu City), and the Student Services Building (2016/Kingman) as well as a yet to be designed building on the North Mohave Campus anticipated to open in 2018.

- Student Support System: In March 2014, the Board approved a student assistance program that would offer 24-hour, 7 days a week, 365 days a year access to counselors and other professional staff for students to access regarding non-academic related issues, but overall affect the student

thus their academics and performance at MCC.

The MCCCDGB By-laws (PPM) contain both a statutory Conflict of Interest policy (PPM 1.045) as well as a Governing Board Member Code-of-Conduct (PPM 1.150) which states clearly that the interest of the Board "supersedes any conflicting loyalty such as that to advocacy and interest groups, membership on other boards and staffs, and an individual's employment or profession." MCC Policy 5.035 designates that the President is proper authority to accept gifts presented to the College as well as designating that the Office of College Advancement facilitates the solicitation of donations. The President is currently the only designated public lobbyists on record for the College with the Arizona Secretary of State.

As long-standing members of the Association of Community College Trustees (ACCT), MCC Board members have access to a number of educational opportunities and materials that focus on the necessity for ethical behavior on the part of community college trustees. All MCC Trustee's receive ACCT's "Trustee Quarterly" which regularly covers such topics as public policy, governance, advocacy, leadership, CEO hiring and relations, ethics, finance, fundraising, legal issues and technology.

The Board has an annual board subscription to ACCT's "Trustee Mentor Webinar Series" of which two of the webinars available specifically address (1) donors relations (The Trustee's Role in Fundraising: From arm's-length to knee-deep) and (2) elected officials (The Trustee's Role in Effective Advocacy: Local, State and Federal Level). During their first year of service, newly installed Board members are encouraged to attend either ACCT's Governance Leadership Institute, Annual Leadership Congress or the Community College National Legislative Summit.Board members also participate in annual meetings of the Governance Institute for Student Success, an organization that helps trustees and presidents develop a governing culture committed to student success, equity and completion.

Board Policy 5.001 states that "the President of the college shall be responsible for the complete organization and administration of the college. The board delegates to the President, as its chief executive officer, its authority for administering the laws and policies governing the college. The President may delegate any powers and duties entrusted to him/her by the board, but he/she shall be specifically responsible to the board for the execution of such delegated powers and duties." Other policies that support the delegation of day-to-day management include:

5.010: The President will prepare administrative procedures for Board policies which explain how the policies of the Board are to be implemented or regulated and which are consistent with the policies adopted by the Board.

5.025: The President shall be delegated the right to exercise the customary functions of hiring, promoting, transferring, disciplining and terminating employees of the college with ratification of those actions by the Board (ARS 15-1445).

5.015: Establish a college management structure that ensures the college is demonstrably managed in an efficient and effective manner and that such committees, councils, and advisory groups as deemed necessary are in place. A primary Management Structure principles is that the college President is responsible for overall leadership and management of the institution and is assisted by all members of the management team, inclusive of all employee.

Board Policy 5.001 also states that "the President shall lead the development of programs and curriculum." The Mohave Community College's Curriculum, Academic Standards and Assessment Committee reviews curriculum submitted via ACRES (Arizona Curriculum Review and Evaluation System) and recommends submissions that supports the mission, purposes, and values of the college. The Curriculum Committee reviews and approves course packages, course retirements, new certificate/degree proposals, program modifications, and program retirements. The Dean of Instruction presents the recommendations to the President's Council for final review. Upon the approval of President's Council, the Dean of Instruction will make the final recommendation of new certificate/degree proposals and program retirements to the Board of Governors. Curriculum Committee membership includes faculty from each program of instruction and all other full-time and associate faculty are considered ex-officio.

Sources

- 1.150 Governing Board Member Code of Conduct
- 2010-2012 Default Rate
- 2013 Default Rate
- ARS 38-231
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- Board of Governors Agendas & Minutes - 2014-2015
- Governing Board - GISS training
- Map_BOS_MCCD
- MCC P&PM Section 1 - Board Bylaws
- SP_OneSheet_2016-2020 updated with 2020 vision
- Trustee Education

2.D - Core Component 2.D

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

Argument

Mohave Community College embraces a tradition of freedom of expression and truth in teaching and learning. In support of academic freedom, the College, through established policy and procedure, upholds the right of an instructor to interpret his/her findings and communicate his conclusions in the pursuit of truth within the course and scope of the instructor's assigned curriculum free from any interference, molestation, or fear of penalty because his conclusions may disagree with those of individuals, constituted authorities, or organized groups outside the college.

The policy and procedure also emphasize a corresponding responsibility to, within an instructor's assigned curriculum, study, investigate, present and interpret, and discuss facts and ideas in all branches and fields of knowledge. Since human knowledge is limited and changeable, the instructor is expected to respect opinions held by others while striving to avoid bias and present conclusions to which he/she believes the evidence points. Faculty have access to academic freedom and free speech professional development materials through Mohave's Center for Excellence in Teaching and Learning (CELT). CELT facilitates access to online trainings and seminars through Magna Commons and The Sloan Consortium. The college also provides access to multiple academic journal databases with wide and various scopes to help foster the passage of information to all instructors and students.

To support these principles, the administration of the college and the Governing Board will at all times demonstrate their support by actively and openly working toward a climate which will foster this freedom. Such participation will extend to the point of defending and supporting any faculty member who, while in the course and scope of performing his/her assigned duties, and maintaining the high standards of his/her profession within the instructor's assigned curriculum, finds his/her freedom of expression attacked or curtailed.

Mohave Community College also supports the academic freedom of the student to express and to defend his/her views and beliefs and the freedom to differ, without authoritative repression and without scholastic penalty by the faculty or the college. The MCC Student Handbook clearly states that Mohave Community College recognizes that all students, as members of the college community, enjoy the freedom of speech and assembly, freedom of association, freedom of the press, right of petition, and the right of due process. These rights do not come without responsibilities and respect for others in the college community. MCC acknowledges that in the course of discussion, debate, and classroom lectures, individuals may find certain topics disagreeable or uncomfortable.

The college supports, through policy, the rights of individuals, faculty, staff and student organizations to demonstrate, provided such activities do not disrupt normal activities. These rights do not come without responsibilities and respect for others in the College community. Attendance at MCC is a privilege and not a right, and enrollment at MCC carries with it obligations in regard to conduct, both in and out of the classroom.The College will not condone behavior that violates the freedom of speech, choice, assembly, or movement of other individuals or organizations.

Sources

- Academic Freedom Professional Development
- PPM_2.025_Academic Freedom
- PPM_3.050_Demostrations on Campus

2.E - Core Component 2.E

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

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

Argument

The Mohave Community College encourages and supports the scholarly endeavors of students, faculty, and staff of the College. Pursuit of scholarly work and research often involves the use of human subjects for data collection and analysis. In accordance with federal laws and regulation, MCC's Institutional Review Board (IRB), supported by policy and procedure, reviews Human Subjects research proposals to ensure that the rights and welfare of Human Subjects used in research studies by District personnel are protected; that risks have been considered and minimized, that the potential for benefit has been identified and maximized, that all Human Subjects only volunteer to participate in research after being provided with legally effective informed consent, and that any research is conducted in an ethical manner and in compliance with established standards.An IRB handbook provides the guidelines for approval of research proposals through an application process. All research performed on any MCC campus must be approved before beginning, and comply with guidelines thereafter.

To support a climate of academic honesty, Mohave Community College adopts a Student Honor Policy, as outlined in the Student Code of Conduct, that reflects the fundamental right of all students to an education based on a code of academic integrity and responsibility within the college community. The Honor Policy gives the responsibility for assuring academic integrity to the entire college academic community: students, faculty and the academic administration and provides guidance on the disciplinary measures for violations. Mohave Community College expects students to engage in all academic pursuits in a manner that is beyond reproach. Faculty and staff are expected to fully support the Honor Policy as outlined in the Standards of Professional Conduct for Employees and the Faculty Guide.

As part of the Student Honor Policy, students are expected to ethically use information in the research and writing of analytic research papers, as well as other course assignments. Campus librarians support MCC's copyright and plagiarism policies by educating students on the appropriate use and citation of information and the basics of copyright law during instructional sessions in the library. Additional materials to support these topics are also available to students through the library and online. Faculty support academic integrity by using measures including proctoring, anti-plagerism software (Turn-it in) and secure testing software. To ensure that all student leaving the college with a degree have fully grasped the concepts of plagiarism and academic dishonesty, course competency 7 of the required English 102 fully explores these topics. Student must learn to identify, define, and avoid all forms of plagiarism. Students can receive additional assistance through the SmarThinking platform provided through their LMS. This platform will screen for and provide feedback on any potential academic integrity violations, providing guidance for correct and tips to ensure the mistake is not performed again. All course syllabi include references to the Honor Policy.

Sources

- 2.027 Copyright Policy & Procedure
- 2.050 IRB Policy & Procedure
- 4.090 Student Code of Conduct Policy & Procedure
- 5.125 Standards of Conduct for Employees
- Faculty Guide - Academic Integrity
- Lib_Avoid_Plagiarism_1604
- MCC IRB Application
- mohave IRB Handbook
- Mohave IRB waiver of informed consent
- Student Honor Policy
- Student_Code_of_Conduct
- Web Page - Plagiarism - Mohave Community College Libraries

2.S - Criterion 2 - Summary

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

Summary

In conclusion, Mohave Community College strives to act with integrity and transparency in all matters. Faculty and staff are educated regarding ethical standards and are expected to maintain high levels of professionalism. Students are expected to pursue academic goals while adhering to honor codes and displaying ethical behavior. The College ensures, through a series of policies, procedures, and workshops, that students, faculty and staff conduct themselves with integrity in their dealings with the general public and each other.

The Governing Board abides by Arizona statutes and College policies and procedures as each member strives to serve with dedication and improve the institution for the next generation, while delegating the management and academic operations of the College to administration, faculty, and staff.

Policies and procedures are created, revised and reviewed by multiple committees including a representation of all stakeholders to create transparency, ensure ethical practices and encourage responsible behaviors in every aspect of college operations.

Sources

There are no sources.

3.A - Core Component 3.A

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

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

Argument

Mohave Community College offers associate degrees in arts, business, science, applied science, and general studies. All degrees require student performance consistent with the college degree level as demonstrated by their transferability and equivalency to other higher education institutions, including all three of Arizona's public universities. The College also awards certificates for technical training. Specific requirements for completion of each degree and certificate are articulated in the programs of study pages in the catalog. These pages describe the general requirements along with a Guided Pathway indicating a suggested sequence of courses per semester.

Faculty are primarily responsible for assuring quality, rigor, and currency for each course and program. All course and program modifications at MCC have a formal review and approval process. Course packages and course retirements under review are routed to the Director of Curriculum and Assessment. The director works closely with the originator to ensure course packages are complete and follow appropriate curriculum structure. Then course documents go to cross-departmental meetings on each campus for review and faculty input from multiple departments and disciplines creating an open, collegial approach to curriculum development and emphasizing the interdependence of each course offered. The course packages then go to Curriculum, Academic Standards, and Assessment committee (CASA). Following CASA courses go to President's Council for final review. New program proposals and program retirements are forwarded to President's Council and then continue to the Board of Governors. After internal approval courses are submitted into the Arizona Course Equivalency Tracking System (ACETS) where they are reviewed by the three state universities for transfer equivalency. The MCC Curriculum, Academic Standards and Assessment Committee reviews and recommends curriculum that supports the mission, purposes, and values of the college to ensure quality, coherence, and coordination of college-wide curriculum. The CASA Committee procedures require course updates least every five years.

Transfer and baccalaureate degree completion rates provide further evidence that MCC coursework prepares our students for the academic rigor of university programs. Additionally, pass rates of state and national tests demonstrate that students who have completed their program of study are prepared for certification requirements and for entry into the workforce. MCC faculty and staff continually strive to ensure that the programs and courses are current, relevant, and of the highest quality. The currency and rigor of associate in applied science degrees are assured through programmatic accreditation. MCC's programs in Nursing, Dental Hygiene, Radiologic Technology, and Physical Therapist Assistant are examples of programs accredited by nationally recognized commissions in these disciplines. In each program, accreditation or approval demonstrates adherence to national

standards for curriculum, faculty qualifications, instructional resources, and student support. Quality assurance for other applied science degrees and specialized degrees, such as allied health, emergency response operations, justice studies and education, is enhanced by the involvement of program advisory councils. Advisory groups include industry professionals, employers, and past graduates and follow a common agenda template where curriculum review and program efficacy are emphasized.

The College requires regular program review. This process is used to analyze the quality and viability of academic programs. By focusing on data analysis, programs make continuous improvement through a process of goal setting and assessment. In the 2015-2016 program year, the majority of programs participated in a program review process. Short term and long term goals were set for each program. One example of change resulting from the program review process was the decision to pursue the transformation of the traditional Auto Collision program to a competency-based model. All program modifications resulting from program reviews are evaluated by CASA, financial aid, the Registrar, the Accreditation Liaison, the Dean of Instruction, and President's Council.

Under Arizona Revised Statutes, the highest degree Mohave Community College can award is at the associate level. Certificate programs are also offered in occupational areas and a limited number of academic disciplines. Learning goals are clearly articulated at degree and certificate program levels and at the course level. The official repository for learning goals is in the Office of Instruction. Every program and course offered at the college have common learning goals (competencies) from the curriculum bank. Competencies, as agreed upon by the appropriate department and CASA, clearly state what students are expected to know and be able to do upon completion of a program or course. Each semester academic associate deans conduct reviews of all syllabi to ensure consistent communication of learning goals to students.

Mohave Community College requires that all faculty use the approved course package and a standardized course syllabus template for all MCC courses regardless of modality or delivery location to ensure consistency of course outcomes, assessment, and college information. Additionally, common assessments are used for select courses such as mathematics. Course documents and syllabus templates are available to all instructors on the Curriculum and Articulation resource page. Consistency in course quality is assured through oversight in each academic division and at each location by the Dean and Associate Deans of Instruction and lead faculty. Associate deans and lead faculty observe classes and confer with colleagues about instructional resources, facilities, and textbook selection.

MCC implemented an evening supervision program five years ago at each of the southern campus locations to support faculty and students who attend class after 5 p.m. Instructors assigned to online courses are supported by an associate dean of instruction and professional staff in the Center for Excellence in Learning and Teaching (CELT). CELT serves as a resource for academic disciplines, offering seminars, workshops, and resources focused on elements of effective teaching and fostering innovative teaching methodologies that integrate technology into active, engaging learning environments in all modalities.

Resident (full-time), associate (part-time), and dual enrollment faculty must meet the same hiring qualifications regardless of the modality or location of teaching assignments, helping to assure instructors' expectations for student attainment of learning goals, in addition to the aforementioned curriculum and syllabi requirements, are consistent across all forms of delivery and locations. Procedures for faculty evaluation provide further quality assurance. MCC maintains a schedule for observing faculty including full-time, part-time, and dual enrollment instructors. The faculty evaluation system uses a portfolio consisting of three components with resident faculty completing a

fourth component: 1) professional development and college/community service activities, 2) classroom observation, 3) student evaluation, and 4) self-evaluation (resident faculty only). Evaluations must be completed and submitted to human resources each academic year.

Mohave Community College is a HLC approved provider of online programs, though most students a combination of online and face-to-face courses. Online courses provide flexibility to students with family and work obligations, and MCC assures that online courses are of the same quality as in-person courses and include the same learning goals. Faculty teaching online courses are evaluated using procedures modified for this modality, which includes providing access to academic managers to the learning management system.

Sources

- 16 - 17 Curriculum Assessment Academic Standards Charge
- 2015 Periodic Program Review List
- Accreditations
- CELT 2013-14 Year End Report
- Course Package EDU 214 Cultural Diversity in Education
- Curriculum Review Flowchart
- Curriculum Review Process
- Dental Hygiene Pass Rate
- English_Dept_Program_Review_2016
- Faculty Evaluation - Online Classroom Evaluation
- Faculty Evaluation - Peer Classroom Evaluation
- Faculty Evaluation - Self Evaluation
- Faculty Evaluation (Associate Faculty) - Self Evaluation
- Faculty_Qualifications
- Grad Rate of Transfer
- Nursing Pass Rate
- P&P General Education Philosophy
- Periodic Program Review Report Template
- Rad Tech Pass Rate
- SCIENCE+Guided+Pathway
- Syllabus Template 2016
- The Periodic Program Review Process Guide
- The_Cycle_of_Learning_Workbook_2016 (1) (1)
- Web Page - 3rd party Accreditations
- Web Page - About MCC - Mohave Community College - Acalog ACMS™ Gen Ed Phil
- Web Page - Accreditation Information
- Web Page - Programs of Study - Mohave Community College - Acalog ACMS™
- Web Page - Transfer Partners Institutional Affiliations
- Web Page Curriculum and Articulation

3.B - Core Component 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.

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

Argument

MCC's general education program emphasizes breadth of knowledge and academic skills to complement the depth of knowledge students acquire in their individual major. Course packages and assessments are mapped to the General Education Philosophy. The general education curriculum is designed to provide students with the following:

- Aesthetic Sensibilities: An appreciation of creative expression in the world around us.
- Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
- Critical Thinking Skills and Problem‐Solving: The ability to analyze data and arrive at logical and defensible conclusions.
- Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
- Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
- Technological Competency: A proficiency in evolving technology to compete and flourish in society.

Each associate of arts, associate of business, and associate of science degrees has a general education core which includes a range of foundational courses that transfer to all public Arizona universities and ensure MCC students receive a comprehensive education. The associate of applied science and associate of general studies degrees each include a minimum of 15 hours of general education courses that introduce foundational skills needed and desired by employers and employees.

MCC supports a Writing Across the Curriculum program to enhance student achievement. General education courses require the integration of writing and the writing process. Additionally, each department is required to participate in Writing Across the Curriculum by selecting one course per

discipline for the integration of writing and the writing process to promote intellectual inquiry and writing skills.

The AZTransfer Steering Committee is a coordinating body of the statewide articulation and transfer system as referenced by Arizona Revised Statutes, 15-1824. The purpose of AZTransfer is to provide oversight of curricular alignment among Arizona's public post-secondary institutions and to ensure that students are appropriately prepared and have the support services required to complete college degrees and certificates. With the AZTransfer statement of values as common ground, the Arizona public community colleges and universities have agreed upon a common structure for a transfer general education curriculum. This articulation program provides students attending any Arizona public community college with the opportunity to build a general education curriculum that is appropriately rigorous and transferable throughout the state. Transferability of general education courses completed at MCC is enhanced by this state-wide articulation effort known as the Arizona General Education Curriculum (AGEC), which has a 35-credit certificate as its foundation. Students may select from three AGEC options depending on their transfer goals: AGEC-A, for liberal arts majors, AGEC-B for business, or AGEC-S for math and science. Students' course selections within core and distribution areas are guided by course designations in the core areas, which assure the goals of the general education program are met.

AZTransfer coordinates discipline specific Articulation Task Forces (ATF) to address course transfer and equivalency issues. ATFs meeting at least one annually to discuss transfer, curriculum, and articulation issues. Each institution with courses/programs that transfer into corresponding baccalaureate degrees designates a representative to represent the college. MCC is fully committed and provides resources for attendance at all ATF meetings.

Each Arizona public university will admit all undergraduate applicants who are residents of Arizona and who complete the Arizona General Education curriculum (AGEC-A, AGEC-B, or AGEC-S) and have a minimum cumulative grade point average of 2.5 or have an associate or higher degree from a regionally accredited institution of higher education and have a minimum 2.00 on a 4.00 = A scale. Students who complete MCC's Associate of Arts, Business, and Science fulfill the first two years of a bachelor's degree. MCC also has articulation and transfer agreements with fifteen other universities

The curriculum packages for each course outline the purpose, content, and the learning outcomes. Course packages are peer reviewed by cross discipline faculty members prior to being submitted to the Curriculum, Academic Standards, and Assessment Committee for approval. (See Core Component 3.A)

Faculty engage students in collecting, analyzing, and communicating information in a variety of courses and programs. College coursework is designed to create challenging scenarios and learning environments that replicate work-like situations so that students can apply their skills. Students completing an AGEC or associate of arts, business, or science degree are required to take two laboratory science courses where they perform a variety of experiments and create lab reports. Some programs, such as business computer information systems, require students to complete an internship experience as a capstone course. Many of the career and technical education programs as well as the allied health programs prepare students for industry certifications. Programs with clinical experiences require students to complete assignments such as "end of shift" reports, case studies on patients cared for that day, or mock charting of clinical notes. Other programs such as welding participate in student competitions like Welding Thunder where students are required to complete a project to specifications and are judged on adherence performed to the requirements and craftsmanship. Arts and humanities is also embedded in the general education curriculum to provide students with the opportunity to engage in creative inquiry and expression through study of the arts, creative writing, and exposure to

literature.

The MCC General Education Philosophy goals are incorporated into competencies of general education courses that are required in every associate degree offered by the college. For example, General Biology I (BIO 181) includes the course goal "Communicate orally and in written form using appropriate biology concepts and terms" which is mapped to General Education Philosophy outcome number two which states "Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels." Each course maps the intended learning goals to the General Education Philosophy student learning goals.

Mohave Community College recognizes the human and cultural diversity of the world in which we live and work by including cultural diversity and global awareness as a tenet of the General Education Philosophy and requiring it as a component of the general education core of every degree. This competency stresses the importance of students developing an appreciation of relationships and differences in values, customs, and norms of diverse global communities.

The following diversity statement is on every course syllabus:

Diversity Statement: Mohave Community College is committed to providing equal employment opportunity, educational opportunity, and advancement to individuals without regard to race, color, religion, gender, national origin, age, mental or physical disability, sexual orientation, veteran status, or any other legally protected class in any of its policies, practices, or procedures. Respecting the diversity of life experiences, we seek to celebrate the unique characteristics of all faculty, staff, students and community members. The college shall promote equal opportunity and treatment on a continuing basis through a positive and ongoing affirmative action program.

MCC's Strategic Plan emphasizes the importance of the college as an advocate and resource for cultural activities for our communities. These activities involve creation of opportunities in fine and performing arts, educational lecture series and an appreciation of diverse world communities and traditions. Community members are invited to campus events such as a holocaust survivor speaking about his experience as a young boy in the Auchwitz concentration camp. This presentation was broadcast from the Kingman Campus to the other three campuses. The Bullhead City Campus recently held a Day of the Dead Event highlighting student artwork, regional cuisine from the culinary students, and cultural presentations/songs from the Elementary Spanish I students. Participants learned about a variety of subjects such as: Panama, the symbolism of the flag of Mexico, the Flamenco dance, the history of face-painting, traditions surrounding "Day of the Dead," *vaqueros*, paper flowers, and "bread of the dead." (See Core Component 1.C)

MCC faculty are not required to participate in research and scholarship, but many faculty are involved in such endeavors. For example, biology faculty have been involved in research regarding pollinator sharing between plant species. English faculty have published reviews of educational publications for use in the classroom in journals such as "The Journal of American Culture." Many faculty have reviewed educational textbooks as subject matter experts in areas such as dental assisting, computer information science, mathematics, nursing assistant, and physiology education.

A Weather Station was funded by the MCC mini grant issued by the MCC Foundation. Faculty and students use the weather information in various areas of classroom research.

Mohave Community College hosts a wide variety of educational events showcasing the work of students, include microbiology students presenting "The Pathogen Project" to educate the public about the most common and emerging infectious diseases. Additionally, biology students researched

and wrote content for a flyer designed to educate citizens and medical personnel about the Ebola virus. The class worked with the Mohave County Department of Health to ensure the flyer was accurate and communicated important messages about the virus.

At Mohave Community College each campus offers art classes such as drawing, painting, ceramics, metal works, and jewelry. Annually, each campus hosts art exhibits to showcase student's work. The events are opened to the community.

Sources

- AGEC Values Statement
- AGS Planner
- ARS 15-1824
- AZ Transfer AGEC
- Cycle_of_Learning_Report_Template_2016 (1) (1)
- Day of the Dead
- Disability Services
- holocaust-survivor-to-share-story
- Journal of Educational Technology Society
- P&P_Manual
- P&P_Manual (page number 42)
- P&P_Manual (page number 43)
- Policies and Procedures Manual Gen Education Philosophy academic skill students will acquire
- strategicplan_may_2016
- strategicplan_may_2016 (page number 2)
- Web Page - Community Education
- Web Page - Davis _ WeatherLink - My Weather Page
- Web Page - Student Services
- Web Page - Student Support Services Deer Oaks
- Web Page - Tutoring
- Woolston_Scholarship

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

Argument

Mohave Community college has continuously employed a sufficient number of faculty and associate faculty member with an average ratio of student to faculty of 14:1 as listed in IPEDS Fall 2013-2014 report for fall semester. This ratio allows faculty to work closely with our students to help ensure a more intimate learning environment that fosters interactions and relationship development.

As listed in the same report under Human Resources, Mohave Community college has 80 resident faculty members and 264 associate faculty. Faculty members at Mohave Community College are expected to participate in councils, committees, and task forces to help support the communication/committee structure that make recommendations or changes. Faculty expectations are listed in the job description.

Faculty have oversight of the curriculum through our curriculum review process. Any new or revised curricular changes are initiated at the department level then reviewed by a cross-discipline faculty review committee. Once the review is complete, the course package is submitted for approval by the Curriculum, Academic Standards and Assessment Committee (CASA). CASA is made up of all lead faculty, program directors, as well as the director of financial aid, registrar, the accreditation liaison, and student services staff. CASA is chaired by the Dean of Instruction, and co-chaired by a faculty representative from each campus. Meetings are open to all campus members and are conducted over ITV so all four campuses are included.

In 2015, MCC created a lead faculty position for any department with more than three resident faculty. The lead faculty help organize and lead their department through college-wide processes such as assessment in the form of the Cycle of Learning and the Periodic Program Review. The lead faculty also work with associate faculty to ensure communication of projects and deadlines for all areas of assessment.

Resident (full-time), associate (part-time), and dual enrollment faculty must meet the same hiring qualifications regardless of the modality or location of teaching assignments. The institution has clear descriptions of faculty qualifications for each program. The Intergovernmental Agreement (IGA) for dual credit courses stipulates that instructors teaching Dual Enrollment Courses have valid College teaching qualifications in the field being taught. The same criteria is used for Dual Enrollment instructors as for instructors at the College campus. .

All instructors are properly credentialed and documentation is kept on file in the Human Resources office. Initially applicants for faculty positions are screened by the appropriate Associate Dean and/or the screening committee to ensure that the appropriate credentials are met.

The institution has a policy on the procedures and documentation for faculty evaluations. MCC maintains a schedule for observing faculty including full-time, part-time, and dual enrollment instructors. The faculty evaluation system uses a portfolio consisting of three components with resident faculty completing a fourth component: 1) professional development and college/community service activities, 2) classroom observation, 3) student evaluation, and 4) self-evaluation (resident faculty only). Evaluations must be completed and submitted to human resources each academic year. Evaluations are to be completed annually by March 31st. Associate faculty are evaluated during this time frame and these components of the evaluation are: professional development, classroom observation, and student evaluation.

For Dual Enrollment courses, the College involves full-time College faculty who teach in the same discipline in the selection, orientation, ongoing professional development and evaluation of the dual enrollment faculty.

MCC values professional development for all faculty, academic staff, and student services staff. As part of MCC's Office of Instruction, the Center for Excellence in Learning and Teaching (CELT) serves as a resource for professional development in teaching. CELT's role is chiefly supportive and its programs are designed to complement professional development within academic disciplines. Consequently, CELT seminars, workshops, and resources focus on elements of effective teaching common to and applicable in all disciplines. CELT strongly supports and encourages innovative teaching methodologies that integrate technology in order to foster an active and engaged learning environment. CELT sponsors the annual LATTE all day professional development sessions as well as provides opportunities for faculty to attend virtual conferences such as the OLC Accelerate Conference.

Faculty also can request funds to attend professional development conferences both in state and out of state. A Faculty Council faculty designee assists with planning and budgeting of requests throughout the year.

The institution supports the needs of the individual programs by allowing specialized programs such as nursing, dental hygiene, and surgical technology to have a budget and an allowance for professional development to support faculty in maintaining credentials to meet industry standards. The President may grant special paid leave to full-time employees for various reasons related to scholarly or professional growth, development, or renewal, including creative endeavors that promise to enhance the professional effectiveness of the employee and college. Compensation and conditions of leave shall be determined by the President.

Internal professional development opportunities are available annually. Leadership development in incorporated in the President's Council agenda with a monthly topic presented by a member. Membership of President's Council includes directors, associate deans, and deans. Leadership

Academy is designed for emerging leaders within the organization with a monthly theme and meeting. Human Resources offers a wide range of training and development opportunities annually. In an attempt to allow for ongoing discussion of topics, MCC has introduced Avanoo.

Resident faculty are required to have established office hours which are published in the course syllabi. Associate and resident faculty are also available through campus email and the Learning Management System. Associate and resident faculty are also available by appointment.

Resident faculty also are available in the Student Success Center to assist students or groups of students for assistance with any course work.

At MCC, all staff positions have specific job descriptions which clearly outline the duties, expectations and qualifications for the position. Staff members undergo regular training to ensure they are up-to-date on the latest changes and regulations. The Human Resource Department tracks all professional development for staff and faculty.

All applications are completed online. After the closing date, applications are made available to the members of the interview and selection committee. The committee meets and reviews the applications for minimum qualifications of the job description. The committee then holds interviews and forwards the top candidate(s) to the hiring supervisor.

Staff have multiple opportunities for professional development throughout the year. Annually the college has an All Staff Day which consists of plenary and breakout sessions. Annually all managers at MCC attend three days of management training, focusing on leadership development and MCC specific topics. Staff also have access to online professional development through such venues as Academic Impressions and Avanoo webinars. All employees are required to complete annual training on sexual harassment, blood borne pathogens, Federal Education Rights and Privacy Act, and Hazard Communication. All full time faculty and support staff are required to complete 20 hours of professional development per year. Full time professional staff and administrative staff are required to complete 25 hours of professional development per year. The Human Resources Department tracks professional development hours.

Sources

- 2014 All Staff Day Program
- 2015-16 Dual Enrollment IGA EL CAP
- Avanoo list
- Curriculum review process
- Emerging Leadership Academy Plan
- Employee Handbook-Organization - Sharepoint
- Employee Handbook-Organization - Sharepoint (page number 5)
- Faculty_Qualifications
- Fall 2015 IPEDS Report
- Job Description - Academic Advisor
- P&P_Manual
- P&P_Manual (page number 231)
- P&P_Manual (page number 240)
- PC Leadership Academy Plan

- PD Report for HLC - Faculty
- PD Report for HLC - Student Services
- Request to Staff and Fund
- Web Page - Institutional Information
- Web Page - Job Opportunities
- Web Page - Position Specifications
- Web Page - Tutoring

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

MCC Student Services are available to students in person on each campus Monday through Friday. Assistance is also provided through MCC's call center MCC Connect. Students can reach the call center for support though processes such as admissions, financial aid, and information technology (IT) help. MCC Connect also provides access to telephone advising for our students' who do not want to go to a campus location. MCC Connect is staffed seven days per week with the exception of a few holidays.

MCC Connect technicians currently undergo a three and one-half week training to learn about all the functions, practices, and processes of the College. Additionally, the training allows for practice, shadowing, roleplaying, and assessments. Refresher training is also offered multiple times each semester to keep the technicians' skills current.

The Student Services Department meets once a month for three hours to participate in training that includes new and relevant topics for all student services staff members with the intent of making processes more efficient and to ensure accurate, consistent information is disseminated to students.

MCC provides student assistance programs to all of our students. Deer Oaks is a premier student assistance company that is dedicated to helping students improve their health and wellbeing through quality, cost effective services. Its integrated student assistance and work life program provides a holistic approach to addressing personal issues that affect student wellbeing and academic performance. The program offers twenty-four hour access with services that include short term face to face, telephonic and online counseling. In addition, students can also login to a dedicated website with access to live chat (LiveCONNECT), in the moment counseling via an online counseling portal and thousands of articles and resources to support balance with work/college/life.

MCC provides services to veterans, widows, and their dependents who may be eligible for education assistance from the U.S. Department of Veteran Affairs. Advisors help with applications for educational benefits, student job placement, tutorial assistance, and services for disabled veterans. MCC also has a dedicated Veteran Services Coordinator that coordinates services for students on all four campuses.

Each campus has a provides the following student services:

- Advising
- Financial Aid Assistance
- Placement Testing
- Disability Support Services
- Library Services
- Academic support through the Student Success Center

Academic Support

Mohave Community College has had a strategic focus on student success and completion for a few years. In 2015-16 based on tutoring center analytics, MCC created the Student Success Center. The mission of the Student Success Center at MCC is to create an environment that fosters academic, personal, and professional success. The program helps students develop the learning strategies necessary to reach their academic potential and teach students how to apply these skills in college and in life. The Center partners with MCC faculty and staff to empower students to assume responsibility for their education, to be self-motivated and successful in their chosen field, and to function as a productive member of society. MCC offers both in person and online tutoring free of charge for students. SmartThinking is the online tutoring service that is offered free of charge and can be accessed through the learning management system.

The Student Success Center has a four-prong approach to services: tutoring, advising, outreach and intervention. Each of the southern campuses have a coordinator and tutors to provide continuity of services to students. Tutors are trained to address learning difficulties and use techniques that address learning style differences. A centralized Success Center administrator oversee operations and continually collects and analyzes data to assist in the continuous improvement of the centers.

The Student Success Center (SSC) staff is proactive in identifying students, using various indicators, who may be at risk and reach out to offer support before students may recognize the need for assistance. This year SSC staff implemented program to monitor transitional math students in real time. The goal is to intervene with a support resources if a student's grade falls below a C level at anytime during the semester. Additionally, transitional math students in danger of failing the final exam were offered a reteach/retest opportunity at the close of the semester to improve course completion.

Testing Center

MCC offers testing services on each campus. Computerized placement testing for reading, writing, and math assists advisors with appropriate placement of students into courses. For basic skills students, the Test of English Language Acquisition for Adults or the Adult Basic Education (ABE) test and/or the Test of Adult Basic Education (TABE) are offered. MCC also offers College Level Examination Program (CLEP) and other licensure and certification exams such as teacher certification testing.

MCC utilizes ACCUPLACER testing to ensure student preparedness and placement into appropriate college level courses. After placement testing the student meets with an advisor. The advisor helps the students to create an educational plan, develop a class schedule, explore majors, and connect with campus resources. To prepare students for their academic career, first time students are required to take a student success course. This course is designed to enhance college readiness skills including the development of successful study habits, time management, learning styles, utilizing college resources,

academic success strategies, and establishing student expectations.

If a student needs to improve their math test scores they are given an option to re-take the placement test using a self-paced alternative called mymathtest.

MCC has at least one academic advisor on campus from 9-6 Monday through Thursday and from 8 to 5 on Friday is available for academic advising. During the months of August and January, MCC Connect advising hours are expanded to provide phone advising on Saturdays. Advisors are also available at certain times during the day in the Student Success Center to provide easier access for students. Phone advising through MCC Connect is available for students unable to make it to a campus location. During community events, a mobile advising lab is set up to assist community members with information on educational programs at MCC. Students in some pre-college or transitional classes have access to advising through an Embedded Advisor. An embedded advisor attends a class session every 4 weeks to answer any questions and also remind students of the academic support that is available, as well as student support programs available and how to access important information through the student information system. In addition to staff advisors, faculty members are also assigned students for advising

The College has committed to provide solid infrastructure and industry-quality resources for all of its programs. This commitment is reflected through both program-specific and teaching-focused technology and supplies. In 2010, MCC established the Center for Excellence in Learning and Teaching (CELT). CELT strongly supports and encourages innovative teaching methodologies that integrate technology in order to foster an active and engaged learning environment. Technology-enriched classrooms include video streaming classrooms and classrooms with SMART Technology systems. Additional technology includes simulated learning systems such simulation labs for nursing, radiologic technology, surgical technology, welding, auto collision, and dental hygiene. Biology and physical therapy assistant courses utilize anatomy software programs to assist students in their understanding of human anatomy. CELT also offers professional development activities throughout the year. The Learning and Teaching with Technology Expo (LATTE) is offered annually for faculty and staff to showcase best practices and new innovations in teaching with technology.

Scientific engagement and instruction at MCC is facilitated by the use of modern teaching laboratories. Each laboratory provides students with state-of-the-art instrumentation and equipment which allows for the proper exploration and investigation of various biological, chemical and physical process and mechanisms. Complex and technologically demanding laboratory experiments are accomplished through the use of scientific instrumentation such as gas chromatographs, 3-D Printers, thermocyclers, and various biological, chemical and physical assays and instruments. Each science laboratory is also equipped with SMART technology systems that further enhance the delivery of scientific and experimental laboratory material.

Student success is at the heart of each allied health program, and MCC provides the necessary materials to expose students to the current clinical situation in the industry. MCC supports all of the allied health programs with the necessary components to ensure a successful program. This is accomplished by employing a sufficient number of professional instructors to ensure an acceptable student to teacher ratio; providing adequate and, in many cases, superior technological infrastructure; providing modern laboratory space and up-to-date equipment; providing for adequate performance space from the lab to the testing centers; and having a sufficient number of contracted clinical practice sites for hands-on clinical practicums. Common elements of infrastructure are available in all programs and at all locations.

Many of the allied health programs have SMART technology. Use of SMART technology provides

interactive capabilities for students and instructors. Many of the laboratory rooms are also equipped with recording capabilities that include drop cameras, computer stations in simulated operating rooms, and web cameras that enable student and instructors to review student performance. These serve as learning and assessment tools for students and faculty.

The allied health laboratories have current technology that is specific to the field of study. For example, the surgical technology program has anesthesia machines, laparoscopic towers and automated operating room beds for students to practice and test their skills. Nursing and licensed practical nursing programs have simulator manikins that provide preprogrammed diagnoses for students to practice their skills. Other equipment monitors vital signs such as oxygen saturation monitors, automated and sphygmomanometers, electronic ear temperature monitors, intravenous stands, blood glucose monitors, training stethoscopes, speculums and patient mobility devices. Additional items include hospital beds, headboards with faux O_2 masks, suction devices and medication carts.

In the medical assisting program, student have simulation injection training arms and buttocks, suture training arms, and phlebotomy/IV training arms. EKG equipment and many other devices to assess glucose levels, pregnancy, and lab values are available for student skill training. Their laboratories are also equipped with mobility aids and other various diagnostic equipment such as stethoscopes and sphygmomanometers.

Similarly, the physical therapist assistant program possesses equipment such as mobility aides, patient diagnostic equipment, such as stethoscopes and sphygmomanometers. Other field-specific equipment include electro-modality equipment like ultrasound, electrical simulation and laser units. Automated patient positioning tables and augmented training programs such as the Wii for rehabilitation are used. The laboratories also include exercise equipment such as treadmills, bikes, and Pilates reformer.

The radiologic technology program is well-equipped for training of the radiology technologist. Learning laboratories have radiographic tables, digital flat panel x-ray detector and x-ray tube. Desktop computers are available for student use for x-ray interpretation.

Dental hygiene and dental assisting programs have operatories with electronic microscopes, loupe-mounted cameras, x-ray equipment, panorex s-ray machine, scan-x-developers and ultrasonic instrumentation units. The labs are also equipped with simulator manikins for anesthesia training.

Many of the allied health rooms have technology available for electronic medical record or electronic health record documentation. In dental hygiene, computers are available in each operatory to document patient care. The physical therapist assistant program uses computers and access to the testing room for simulated patient and electronic medical record documentation. Nursing and licensed practical nursing also train using electronic health record documentation. All allied health programs have access to student resources like Zoom, Khan's Academy, Turnitin, YouTube, Quizlet.com, Embedded Librarian, and SmartThinking.

Each MCC location has its own library, which is available for student use in order to enhance the learning process. The libraries are open six days per week with evening hours available four days per week. Student computers and printers are available, and each computer is loaded with software such as Microsoft Word and Adobe. The libraries have Wi-fi throughout the buildings with access to research databases (for example, EBSCO, Credo, eBrary), inter-library loan, course book reserves, instructor-provided materials, study rooms, and staff to provide assistance with research and information literacy skills.

Many programs include clinical sites, and the programs contract with these sites for clinical practicums, as appropriate. Each department is responsible for negotiating and maintaining their own clinical database. These contracts are reviewed by MCC administration. Students are then assigned to a clinical site and are supervised during their clinical rotations. Some programs provide preceptors (nursing and surgical technology), while other programs rely on clinical site employees to be the clinical instructor (physical therapist assistant). Students are monitored throughout their rotations, and a tool is used to grade student performance. Examples include Web Clinical Performance Instrument (WebCPI), which is used in the physical therapist assistant program. The student and instructor fill out the grading tool at the midway and conclusion points of the practicum. It is then reviewed and graded against course objectives.

Scientific laboratory space and equipment is prolific at each location. Because each program focuses on specific vocational needs, the variety of equipment in the laboratories is germane to that profession. The scientific laboratory space provided is adequate in size and housed in either new or recently remodeled and upgraded spaces. Square footage ranges from 209 sq. ft. x-ray room to a 3000 sq.ft. Surgical Technology Building. Multiple adequately-sized rooms used for purposefully for laboratory psychomotor instruction as well as student practice areas and computerized testing are numerous at each location. MCC is proud of the very successful allied health programs, and this is evident with the size and varying types of classrooms provided, as well as the variety and quality of instructional materials that have been purchased for each program.

Like the allied health programs, each of the career and technical programs utilize a laboratory space that has been designed to reflect industry levels of quality.

The automotive service laboratory contains four bays with 3 two-post and 1 four-post lift. It includes equipment related to the industry that addresses wheel alignment, tires maintenance, brake repair, air conditioning, engine performance and repair. The space also includes student instructional spaces for demonstrations and hands-on activities. It provides work carts for students to give students the feel of the shop environment.

The automotive collision laboratory has recently been redesigned into four areas. It also contains four bays, and the layout focuses on procedures and processes. It contains a designated welding space, a location for intake/release of project vehicles, a location for frame/body work, a location for finishing, and a detached, fully-functioning paint booth.

The culinary program utilizes a fully stocked industrial kitchen with capacity for 12-15 students. It contains the equipment necessary for both standard cooking and baking tasks. The lab extends into a connected classroom with student stations for additional training purposes. In Lake Havasu City, MCC has partnered with the Western Arizona Vocational Education/Joint Technical Education District (WAVE/JTED) to introduce college-level courses. The partnership was introduced in 2015-16 with dual enrollment courses being taught at the newly-built WAVE Center. In 2016-17, dual enrollment courses have continued, and evening courses have been added to provide continued opportunities for students in Lake Havasu City.

The heating, ventilation, and air conditioning (HVA) laboratory in Bullhead City contains a large assortment of training aids specific to the industry. The space has also been designed to help prepare students for installations and basic fabrication. In Lake Havasu City, the HVA laboratory is still in development, but it is slated to have the same functionality as the Bullhead City lab by the end of 2016-17 academic year. Equipment includes industry-recognized equipment and instructor designed training aids.

In Bullhead City, Welding is being developed through a partnership with the Colorado River Union High School District (CRUHSD) and is located at River Valley High School in their welding shop. Students can receive a full certificate at that location and then can travel to Kingman to complete their degree if they desire. The welding equipment can support up to 8 students per course. In Kingman, the WLD program is fully developed and contains 24 welding booths, a small machine shop, and additional instructional spaces. Students can complete training in SMAW, GMAW, GTAW, and FCAW welding processes as well as test for American Welding Society (AWS) tests that are industry recognized. The Kingman facility is an AWS Accredited Testing Facility.

Sources

- LATTE 2015 Flyer Bullhead
- MCC Connect Training
- mymathtest-information
- Smarthinking Overview for Students
- SSC 4 prong approach
- Web Page - Advising
- Web Page - MCC Connect
- Web Page - Student Support Services Deer Oaks
- Web Page - Testing Services
- Web Page - Veteran and Military Services
- Web Page - What is ACCUPLACER - Student Assessment - College Board ACCUPLACER®

3.E - Core Component 3.E

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

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

Argument

MCC's co-curricular programs are fitting for a commuter college and are suited to the institution's mission and contribute to the educational experience of its students. The goal of MCC Student Life programs is to support student learning opportunities, leadership, involvement, and creative expression in and beyond the classroom. Students have multiple opportunities to participate in student life activities. Some clubs are specific to the programs of study while other clubs support students' general interests. The following is a list of student clubs by campus:

Bullhead City Campus

- Phi Theta Kappa
- Cub Med (Medical Assisting)
- Hospitality and Culinary
- Creative Writing Club
- Dental Hygiene Club
- Student Nurse Organization (open to students on all campuses)
- Science Club
- Radiological Technology - Skeleton Crew
- Rat Rods Auto Club
- Comic Book Club

Lake Havasu Campus

- Phi Theta Kappa
- Physical Therapy Assistant Club
- Surgical Technology Club
- Student Art League
- Bighorn Decoders Computer Club
- Scramblers Hiking Club

Neal Campus Kingman

- Phi Theta Kappa
- Chi Sigma
- Fine and Applied Arts Club
- MC4 Computer Club
- Science Club

- Student Practical Nursing Club
- American Welding Society
- Social and Behavioral Cognition Coalition
- Veterans Club
- Engineering Club

North Mohave Campus

- Phi Theta Kappa

Student club activities are supported through student activity fees and club fundraisers. All clubs have a club adviser and club officers to provide leadership and direction. Student clubs give back to the community through such activities such as student nurses taking blood pressures at the local health fairs, dental hygiene students participating in "Give Kids a Smile," and PTK members participating in the Rock'n'Roll Paint-a-thon to help paint houses in the community.

MCC offers club team sports for MCC students. The purpose of the sports program is to promote teamwork and commitment, as well as developing lasting friendships that will survive long after graduation. The program brings the student body, coaches, administrators, faculty and staff together as one team.

The Student Activities Council (SAC) is designed to promote college spirit, provide a focal point for discussions between students and the college staff, and to give students a representative voice in college affairs. Students are provided an opportunity to participate in the democratic process. SAC supports other clubs in an attempt to enhance the leadership mission of the college. SAC supports a variety of student activities such as movie nights, welcome back events, and seasonal events such as MCC Shines during the winter months and Halloween activities for students and their families.

Mohave Community College (MCC) creates value in many ways. The college is committed to putting students on the path to success and plays a key role in helping them increase their employability and achieve their individual potential. With a wide range of program offerings, MCC enables students to earn credentials and develop the skills they need in order to have a fulfilling and prosperous career. To ensure that programs are current and relevant, advisory committees of career and technical programs invite business and industry representatives to review curriculum, make recommendations for equipment and budget expenditures, and discuss the strengths and weaknesses of recent graduates on the job. Each campus has a Campus Advisory Council of local business members, community members, and educators that provide valuable insight into want the college should consider in the future while connecting the college to the community.

The College relies heavily on local business to provide students with industry experience in the form of field experiences, internships, clinical experiences, and practicums. In turn, the college's program offerings support a range of industry sectors in Mohave County and supply employers with the skilled workers they need to make their businesses successful.

Through a Student Life Program, the college also provides an environment for students to meet new people and make friends while participating in college courses. Engagement with community members improves the students' self-confidence, promotes their mental health, and teaches them the value of community service. These social and employment-related benefits have a positive influence on the health and well-being of individuals.

However, the contribution of MCC consists of more than solely influencing the lives of students. The

expenditures of MCC, along with the spending of its employees and its students, further support the local economy through the output and employment generated by local businesses. Lastly, and just as importantly, the economic impact of MCC extends as far as the state treasury in terms of increased tax receipts and decreased public sector costs.

Economic Modeling Specialists International (EMSI), a firm that completed an economic impact study for MCC, estimated in the 2015 report that "the average associate's degree completer from MCC" will earn an additional $7,500 annually compared to those with a high school diploma and an additional $285,000 income over a working lifetime. The analysis calculates that for every $1 that MCC students invest in their education they will realize a cumulative return of $5 in future wages.

Sources

- 2014 MCC Economic Impact Study
- give-kids-a-smile-day-offers-free-youth-dental-services
- LHC Health Fair
- Student Life Handbook 2015-2016

3.S - Criterion 3 - Summary

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

Summary

Mohave Community College provides high quality and rigorous certificate and degree programs. Career and technical programs are aligned to industry standards and where appropriate program accreditation standards. General Education is included in all degree programs.

MCC employs an appropriate number of full and part time faculty. Academic credentials for hiring faculty are established for all programs including Pre-College Studies, Dual Enrollment, Career and Technical Programs as well as General Education. Faculty Professional Development is offered through our Center for Excellence in Learning and Teaching as well as numerous state and national professional organizations. Resident and Associate Faculty are evaluated regularly as outlined in the Resident and Associate Faculty Handbooks.

Faculty are involved in the oversight of curriculum, the assessment of student learning and program review. The Curriculum, Academic Standards, and Assessment Committee review all curriculum proposals and revisions, program proposals and revision, assessment projects, and academic standards.

MCC supports student learning and effective teaching through student support services such as advising, Student Success Center, tutoring, libraries, testing, financial aid, veterans support, and disability services. Services are available on all campuses, online or through MCC CONNECT.

Sources

There are no sources.

4.A - Core Component 4.A

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

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

Argument

Mohave Community College (MCC) maintains a practice of regular program reviews. Historically program reviews have been scheduled for academic departments on a 5-year cycle. These reviews have produced some positive changes. For example, analysis of assessment data from the Computer Information Systems 2014 program review showed improved student success due to more active learning in online classrooms. The same review analyzed student success data in CIS 110 during the first year using an Open Educational Resources (OER) textbook. This analysis led to the implementation of OER in CIS138 MS Word, CIS 141 MS PowerPoint, and CIS 241 E-commerce Technology. However, there were challenges with the process. Some departments did not complete reviews. Others presented reviews but they were incomplete. In response, the process was updated by the office of instruction on October 24, 2014. The Periodic Program Review Process Guide was revised to include a broader operational definition of a program, "any activity or collection of activities of the institution that consumes resources (dollars, people, space, equipment, time)," and a list of underlying principles that direct writers to:

- Define quality in terms of outcomes
- Base decisions on evidence
- Focus on teaching, learning, and assessment
- Make continuous improvement a priority.

The guide also introduced a framework to provide structure to how departments report their self-analyses and to help focus the review on 1) what the department is trying to accomplish; 2) how well it knows whether it is succeeding; and 3) how the department has used this information to drive decision-making.   For example, the English department's 2016 Program Review scrutinized their

action plan from their 2010-2013 assessments of student learning. The department followed that plan and found marked improvement in student learning in 2014-2015. That year organization/coherence increased from 3.07 to 4.12 and mechanics increased from 2.79 to 3.72.

Mohave Community College evaluates all the credit that it transcripts according to policy 4.050, Incoming Transfer Students, in the college's policies and procedures manual, and the protocol described in the catalog under the heading Incoming Transfer Students. Prior learning credit is awarded for College-Level Examination Program (CLEP), formal military education, high school Advanced Placement (AP), and International Baccalaureate (IB). These credits are considered advanced standing (non-traditional) credits. Students may earn a maximum of one-third of the credits required for a degree or certificate of proficiency through advanced standing credits. Acceptance of advanced standing credit at MCC does not guarantee acceptance of those credits at other institutions. MCC does not evaluate transcripts from colleges or universities outside of the United States. Transcripts from these schools will be reviewed after they have been evaluated by a foreign education credential service. Final determination of the transfer of credits is made by the Office of the Registrar.

Mohave Community College's transfer credit policies are described in the catalog under the heading Incoming Transfer Students. Examples of quality assurance include:

- MCC will not accept credits from any college without transcripts from that institution
- Only courses needed to satisfy the selected degree/certificate (and coursework necessary to meet prerequisites) will be transferred
- Only courses with a grade of "C" or higher will be considered for transfer credit.
- Science, allied health, computer, and other technical courses taken ten or more years ago do not transfer.
- Fire Science, Emergency Medical Services, Administration of Justice Studies, and Early Childhood Education courses taken five or more years ago do not transfer.
- Only Transcripts from colleges and schools accredited by regional accreditation commissions will be accepted.
- A transcript will not be considered official, and will be rejected for evaluation, under any of the following circumstances:

    - The registrar's seal and/or signature is missing.
    - The transcript is stamped "Issued to Student" or "Student Copy," etc.
    - The transcript was received directly from the student, either through mail delivery or hand-carried.
    - The transcript is for the wrong student.
    - The transcript is illegible.
- MCC uses the semester unit to measure course hours while certain other institutions use the quarter unit. Quarter units are valued at approximately 2/3 the value of semester credits. Courses that fall short of MCC's semester hour equivalents may not be eligible for transfer.

The state of Arizona has additional quality assurance for transfer of credits between state colleges and universities. The Shared Unique Number (SUN) system is a college numbering system that ensures successful transfer of credits between Arizona schools. SUN courses have a unique three-letter prefix and four-digit course number that represents direct course equivalency at all Arizona public community colleges and universities. Each institution retains its original course numbers but uses the SUN to indicate commonality. This unique number/prefix indicates course equivalency at all public Arizona institutions. The AZ Transfer web site includes a Course Equivalency Guide that indicates how any course transfers to any public college in Arizona.

Effective January, 1999, the Arizona community colleges and universities agreed upon a common structure for a transfer general education curriculum. This curriculum provides students attending any Arizona community college with the opportunity to build a general education curriculum that is transferable upon completion (without loss of credit) to another Arizona community college or university. The Arizona General Education Curriculum (AGEC) is at least 35-credit hours of lower-division general education course work. All courses included in the AGEC block must be completed with a grade of "C" or better in order to transfer. A completed AGEC also transfers as a block from other community colleges in Arizona to meet the general education requirements at Mohave Community College.

The Curriculum, Academic Standards, and Assessment (CASA) committee evaluates all course package submissions. Course packages describe requirements for prerequisite courses, co-requisite courses, course changes, new courses and programs, and expectations for student learning as course competencies and objectives. After approval by the committee, the course packages are sent for final review to President's Council and, if it's a transfer course, the course is vetted by transfer partners at statewide articulation task force meetings. All faculty are required to submit copies of their course syllabi to the academic chair or instructional supervisor for their campus. The syllabus template is based on the course package and among other things it includes faculty office hours, course goals, a grading scale, information on student support services, ADA, Title IX, diversity, student code of conduct, and student rights and responsibilities. Course rigor is also assured in allied health and CTE programs where appropriate through nationally standardized tests or industry certifications.   For example, MCC's pass rate on the NCLEX exam in 2015 was 91.3%. The pass rate on the NCLEX-PN was 100% for the same year.

The Dean of Instruction has authority over most student resources such as libraries, the Center for Teaching and Excellence, the design of modern teaching laboratories, and other resources as described in detail in section 3d4. The Dean of Student Services has authority over the student success centers on each campus where students have access to tutoring, supplemental instruction, and advising services.

Faculty qualifications are consistent across campuses and across modalities. General Education courses require a master's degree in the field to be taught, or a master's degree with 18 hours of graduate level coursework in the field. Career and technical education courses require an associate degree in the field to be taught, or five years recent work experience in the field to be taught, or a specialized certificate in the course to be taught. Precollege studies and English language acquisition courses require a bachelor's degree, or associate degree with three years of teaching/tutoring experience, and certification from the Arizona Department of Education in adult education or proof that the state certification process has been initiated.   MCC's associate deans of instruction review official transcripts and determine whether an applicant meets faculty qualifications.

MCC undertook an extensive review of dual enrollment faculty qualifications in the Spring of 2015. Many teachers did not have master's degrees and were qualified dependent on good faith efforts to obtain the necessary graduate level credit(s) within a three-year period as described in MCC's faculty qualifications document. Like other associate faculty, dual enrollment faculty undergo performance reviews that included peer observations in the classroom and review of syllabi each semester. The Dean of Instruction reviewed progress in January 2016 and again in October 2016. The dean and instructors are meeting together in the spring of 2017 to create individual remediation plans. MCC has applied for an Extension of Effective Date of Revised Assumed Practice B.2.

Mohave Community College has multiple mechanisms to assure that its dual enrollment courses for

high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. All courses are governed by an Intergovernmental Agreement (IGA) that dictates the statutory rules of dual enrollment. Additionally, MCC has a dual enrollment handbook that describes the implementation of the dual enrollment program.

With respect to the quality of coursework, the IGA restricts enrollment to juniors and seniors and a limited percentage of freshmen and sophomores who meet criteria that demonstrate that those students will benefit from college level coursework. Dual enrollment courses must qualify for college credit, be evaluated and approved through the college curriculum approval process, they must be at a higher level than high school courses, they must be transferable to an Arizona public university or community college occupational degree or certificate program, and they must be compliant with all other standards for college courses. Dual enrollment students must complete the college admission requirements and meet all prerequisites and/or achieve an appropriate score on a placement assessment. The college provides the course packages, syllabi, textbooks titles, and grading standards for the courses. Dual enrollment instructors are vetted through the same faculty qualification process as all other college faculty as described above.

The dual enrollment handbook further develops dual enrollment processes. The handbook describes two advisory committees; one tasked with quality assurance and compliance with college standards, and one tasked with the selection, orientation, professional development and evaluation of dual enrollment faculty. The quality assurance advisory committee is composed of associate deans and resident faculty who teach in the disciplines taught for dual enrollment credit. This committee meets at least three times each academic year (October, January and April). It is charged with ensuring that college approved textbooks, syllabi, course outlines, and grading standards that are applicable to courses taught at the college also apply to dual enrollment classes and to all students in dual enrollment sections. This committee annually reports its findings to the President's Council. The selection, orientation, professional development and evaluation advisory committee consists of MCC resident faculty who teach in the disciplines offered for dual enrollment credit. It meets at least two times each academic year (October and March). It is charged with assisting in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with the high schools. This committee annually reports its findings to the President's Council.

Mohave Community College maintains specialized accreditation with the following agencies:

Mohave Community College is a fully accredited member of the Higher Learning Commission. MCC's most recent accreditation visit took place in September of 2012 at which MCC met or exceeded the standards and expectations of the Higher Learning Commission.

The Mohave Community College Dental Hygiene Program is accredited by the Commission on Dental Accreditation (CODA). The Commission is a specialized accrediting body recognized by the United States Department of Education.

The Mohave Community College AAS Nursing Program including advanced placement options is accredited by the Accreditation Commission for Education in Nursing (ACEN), The Registered Nursing, Refresher, Nursing Assistant, and Practical Nursing programs are approved by the Arizona State Board of Nursing (ASBN), The Assisted Living Caregiver Program is approved by the Board of Examiners of Nursing Care Institution Administrators and Assisted Living Facility Managers (NCIA).

The Paramedic program accreditation is under review by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), in conjunction with the Committee on Accreditation of

Educational Programs for Emergency Medical Services Professions (CoAEMSP). The Mohave Community College Paramedic and Emergency Medical Technician programs are certified by the Arizona Department of Health Services Bureau of Emergency Medical Services.

The Mohave Community College Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)

The Mohave Community College Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The Mohave Community College Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in cooperation with the Accreditation Review Committee on Education in Surgical Technology.

In 2011, the Arizona Community College Presidents Council (ACCPC) developed the Arizona Community College: Long-Term Strategic Vision to significantly increase the number of Arizonans who achieve their postsecondary education and training goals, complete a degree or certificate, and/or transfer to a university. In order to measure progress toward the three major goals outlined in the Strategic Vision, the colleges have implemented a rigorous self-assessment and accountability process centered around the annual collection and distribution of data related to 28 key indicators. Mohave Community College has participated in this self-study each year and the final version is presented to the board of governors. Data presented in the annual Strategic Vision Student Progress and Outcomes Report identify areas of strength, as well as places where MCC will need to focus its efforts in order to improve student access, retention, and completion. Indicators 18 through 25 evaluate the success of graduates.

Indicators 18-19. Number of In-State University Transfers, and Percent with an AGEC and/or Degree at Time of Transfer: Between 2010 and 2015, the number of students transferring from Mohave to an in-state, public university has increased by nearly 6%. Sixty-three percent of transfers in the latter cohort had earned an AGEC and/or degree prior to transferring.

Indicators 20-21. In-State and Overall Transfer Rates: Mohave's transfer rates to Arizona Universities among ASSIST Transfer Behavior Cohorts have risen from 13% to 18% in recent years. However, the overall transfer rate (the percent of learners in Credential-Seeking Cohorts who transferred to any four-year college or university within 6 years) has fallen to 21%.

Indicator 22. Percent of Learners Achieving a Successful Community College Outcome: Eighty-two percent of learners in Mohave's 2009 Credential-Seeking Cohort achieved a successful outcome within 6 years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one community college, the Voluntary Framework of Accountability and other national accountability initiatives have broadened the definition of a successful community college outcome to include: earning a degree or certificate; transferring to another two- or four-year college or university; continued enrollment; and/or leaving the institution after earning 30 or more credits.

Indicator 23. Percent of Full-Time Transfers to Arizona Public Universities who Earn a Bachelor's Degree within Four Years: Fifty-one percent of all 2011-12 full-time transfers from Mohave Community College to in-state universities earned a bachelor's degree within four years.

Indicator 24. Percent of all Transfers who earn a Bachelor's Degree within Four Years: Fifty-two percent of 2011-12 transfers from Mohave Community College to all four-year institutions—

public and private, in-state and out—earned a bachelor's degree within four years.

Indicator 25. Percent of Occupational Program Completers/Leavers Earning an Industry-Recognized Credential within One Year: Out of all learners in Mohave's 2012-13 Occupational Completers/Leavers Cohort who took a technical skill or end-of-program assessment aligned with industry recognized standards up to one year after college exit, 92% passed the assessment and/or earned an industry-recognized credential. Examples of occupational programs leading to industry-recognized credentials include, among others, dental hygiene, education, emergency medical technician, fire science, and nursing.

Additionally, Allied Health and CTE programs maintain completion/graduation rates, certification rates, and gainful employment rates which are posted on the MCC web page of each program. Some also track employment rates for their accreditation agencies. For example, the physical therapist assistant program web page contains the following chart:

Class of	**2010**	**2011**	**2012**	**2013**	**2014**	**3 year ave** **2012-2014**
Licensure pass rate*	100%	63.6%	89.47%	100%	93%	95% ultimate pass rate
Graduation rate	70.6%	60.7%	90.5%	84.6%	77.8%	84.3%
Employment rate	92%	100%	95%	100%	100%	98%

Licensure pass rate data from the Federation of State Boards of Physical Therapy (FSBPT)

Ultimate score is the three year average of licensure pass rate obtained from FSBPT

Sources

- 2015 Periodic Program Review List
- 2015-16 Dual Enrollment IGA EL CAP
- 2016 Student Progress and Outcomes report completion indicators
- Accreditations

- AGEC Values Statement
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4.B - Core Component 4.B

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

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

Argument

Mohave Community College (MCC) has clearly stated goals for student learning. The college's general education philosophies are stated in the Policies and Procedures Manual. MCC's faculty aligned the General Education Philosophies with the Lumina Foundation's Degree Qualifications Profile in 2014. The general education curriculum at MCC is designed to provide students with aesthetic sensibilities, communication skills, critical thinking skills and problem-solving, cultural diversity and global awareness, techniques of inquiry, and technological competency. Individual course learning outcomes are developed by departmental faculty and vetted through the curriculum review process. Intended course goals are linked to the General Education Philosophies in the course package.

Recognizing a need for improvement in assessment, Mohave Community College was accepted into the Higher Learning Academy for the Assessment of Student learning in 2011, and the college graduated from the Academy in June, 2015. Academy mentors' response to the final Impact Report indicated they had no major concerns about the college's ability to continue to improve its assessment of student learning practices stating that, "Mohave Community College has built up significant momentum and the mentors believe that they are well positioned to sustain their assessment efforts." As a result of participation in the HLC Academy for the Assessment of Student Learning, assessment processes were redefined for the college.

Through the Academy activity, the Academy team (four faculty and one administrator) implemented the Cycle of Learning project aimed at measuring the institution's general education core outcomes and select course student learning outcomes. Each semester, faculty are given a Notification of Assessment which identifies the general education student learning outcome that will be assessed across the institution, and the program course(s) that will be assessed that semester. Assessment of individual courses during any particular semester is determined by the program's assessment grid that has been created by each department. The grid includes a four year calendar of assessment, a crosswalk between the courses and the general education student learning outcomes, and it identifies which courses are Writing Across the Curriculum courses. Once the department has identified which course will be assessed, faculty determine student learning outcomes, the common assignment that will be given across all sections of the course, scoring guidelines such as rubrics, and scoring metrics. At the conclusion of the semester, faculty submit a Cycle of Learning report.

The Cycle of Learning report reiterates the general education competency, the course student learning

outcomes, and the method of measurement. Results are reported and analyzed to determine whether the goals have been met, met with concerns, or not met, and recommendations of course changes are made to improve student learning. Finally, departments create an action plan that describes assessment and programmatic changes that need to be made to improve student learning.

The Cycle of Learning reports of Fall 2015 were evaluated by the Dean of Instruction and categorized into three groups: emerging, stable, and mature. Most departments clearly identified learning objectives to assess, the purpose for the assessment, and the methodology used to assess. Some departments did not adequately "close the loop" with the analysis of results or a plan for continuous improvement of student learning outcomes. The emerging departments were lacking components to "close the loop" and were required to engage in training with the Director Assessment before the next Cycle of Learning process commenced. As an illustration, the Art department's Spring 2015 report was classified as emerging, but after meeting with the Director of Assessment they improved their Fall 2016 report to the mature level. The stable departments needed a little guidance in just one area, usually in the analysis of the data or in the action plan, and were encouraged but not required to meet with the Director of Assessment. The mature departments were proficient in all areas of the report and could ask for assistance if any questions emerged.

The Cycle of Learning process is followed by co-curricular departments as well as academic ones. Reports have been completed by Student Services -Financial Aid, Student Services – Call Center, Student Services - Student Success Center, and the Library. Another assessment of co-curricular student learning includes the work study position justification and the work study employee performance rating. Whenever a work study position is requested, the requestor must describe the expected learning objectives for the position. Furthermore, work study employees are evaluated as emerging, developing, or mastering each of the general education student learning outcomes.

Additionally, in December 2015, in conjunction with the new strategic plan, the college developed a process to assess continuous strategic improvement goals in every co-curricular department. Each department leadership team met and determined a set of measurable goals that aligned to the new strategic plan. In April, they were sent an email reminder that, in June, they would be sent a link to complete their first report. As they collected and analyzed information about their departments, they set goals for the second half of the year. In this process, goals were based on findings from data analysis and departmental need and were aligned to the new strategic plan as appropriate. Reporting is repeated every six months with analysis of new data and re-evaluation of goals and action items. Each report includes a time stamp, the department name, their measurable actions/objectives, their target measure, their actual measure, whether the actual measure was met, actions taken, future actions, and future goals.

Mohave Community College uses the information gained from assessment to improve student learning. Occasionally. this leads to disrupting decisions that must be made for the sake of the quality of instruction. Qualitative evaluation of the Office of Instruction showed that the previous dean hindered the improvement of student learning by not executing the program review, Cycle of Learning, or Writing Across the Curriculum (as described below) process effectively. The institution replaced that dean with an Interim Dean of Instruction who has produced robust improvements in assessment of student learning. These include the consolidation of the Curriculum, Academic Standards, and Assessment committees; appropriate oversight of the program review process; assessment of the quality of Cycle of Learning reports; and personal communication between the instructional departments and the Office of Instruction; and an in-depth examination and modification of the Writing Across the Curriculum program by faculty.

Writing Across the Curriculum at Mohave is a second, faculty-created project that arose from Mohave

Community College's participation in the HLC Assessment Academy. MCC's Board of Governors approved a writing across the curriculum policy more than ten years ago, but the implementation and evaluation of student writing was left to the individual instructors. There was no formal reporting mechanism in place. The Writing Across the Curriculum project details a process of using a standard course assignment to assess the level of student learning in all sections of the same course and then scoring and analyzing the data to make curricular decisions. After analyzing the assessment data from academic year 2013-14 showing that the majority of students were writing at a college level but were not mastering college-level writing, faculty implemented a variety of strategies to improve student writing. These strategies included expanding targeted tutoring, such as bringing tutoring support to the practical nursing students in the Detroit Avenue Center. The librarians piloted the embedded librarian program in online courses to increase students' opportunities for library support and to improve research strategies.

The project activities continued in academic year 2014-15. During the spring term of 2015, each department scored the artifacts and submitted the data to the director of assessment. Fall 2015, each department analyzed the data and made recommendations based on their standards for met, met with concerns, and not met. Themes identified in their reports include revising the process to ensure clarity of both the assignment and the scoring instrument. Another thematic recommendation that appeared was to increase student support by referring students to the student success center.

In academic year 2015-16, the faculty reviewed the Writing Across the Curriculum project in its entirety and decided to identify a Writing Across the Curriculum course within each department. Several departments noted that the strict definition of the Writing Across the Curriculum assignment and rubric were not appropriate to use across all departments. Going forward, the criteria for the writing and the rubric will be unique to each of the Writing Across the Curriculum courses.

An extreme example of using the information gained from assessment to improve student learning is the practical nursing department. Their 2014 NCLEX pass rate was low. Upon examination, they discovered that their course packages did not align with the NCLEX-PN exam so they updated curriculum and instructional practices in all of their course packages to improve student learning. The pass rate on the 2015 NCLEX-PN was 100%.

An institutional example of using information gained from assessment to improve student learning is the Student Success Center. In June, 2015 the college hired a Director of Student Success and Retention for the purpose of expanding services provided to students through these centers. Services expanded from tutoring services to include on-site advising services, on-site supplemental instruction, intervention services, and predictive outreach. Lagging and leading indicators were identified and data collection began. By August, 2015 a formal business plan for the Student Success Center model was presented to President's Council and implemented in the fall of 2015.

Based upon the historical data review, services provided in the Student Success Centers on each southern campus were enhanced and new services provided. Tutoring services, supplemental instruction offered by faculty, and advising services were the three main areas of focus for the 2015/16 academic year. Strategies such as student success plans for students on academic probation and analysis of 200-level DFW rates were implemented in the fall 2015 semester. The cycle of learning report for BUE 250 created by Student Services indicated that BUE250 Entrepreneurial Management had a 22% DFW rate in fall 2015. Additional research and analysis resulted in recommendations to the business department to revise the course to include additional prerequisites that support intended course goals; to revise the course description; to remove the course from the certificate; to strengthen a degree requirement of the Business English course so it would provide better academic support; and to map the goals for the course to the AAS degree program goals to

assist in choosing appropriate prerequisites.

Looking to the future, after analyzing its 2015-2016 data, the Student Success Center has joined the NROC Project; a community-guided, non-profit organization focused on college and career readiness supported by the William and Flora Hewlett Foundation and the Bill & Melinda Gates Foundation. The subscription includes remedial math resources called EdReady that will be used with students in transitional math courses. EdReady greatly facilitates individual success planning for these students. Baseline testing determines each student's starting point identifying weak or missing competencies. Individual study plans will define pathways to MAT 142 or MAT 151. If students are unsuccessful in their Transitional Math courses they can either repeat the course, or they have the option of working entirely through the EdReady math modules until they are ready for college level mathematics. EdReady also provides real-time assessment of student learning.

The assessment processes and methodologies to assess student learning reflect good practice. As MCC participated in the HLC Academy for the Assessment of Student Learning, resources for best practices in assessment of student learning were reviewed and integrated into the process for assessment. The works cited page of *The Assessment Guide for Faculty 2012/13* reflects many of the resources used to reinvent the process for assessment of student learning at MCC. Resources such as the *George Mason University Academic Program Review Guide 2009-2010*; *A structural model for student outcomes and Assessment programs in community colleges* by Altieri in the Community College Review were used to build processes that matured into the Cycle of Learning process currently in use.

Moreover, assessment of student learning at Mohave Community College is a dynamic process of which all resident faculty, program directors, and associate deans of instruction participate. Assessment activities such as faculty workinars where the Academy project writing samples were scored and the definitions for the metrics (Met, Met with Concerns, Not Met) were created by the faculty are also attended by most of the instructional staff.

The committee membership of the Curriculum, Assessment and Academic Standards (CASA) committee is further evidence of faculty involvement in assessment. Membership includes lead faculty from each of the four campuses, all program directors, an associate faculty representative, and two faculty members who co-chair the committee with the dean of instruction.

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4.C - Core Component 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.

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

Argument

The 2012 – 2016 strategic plan for Mohave Community College explicitly defined 19 goals for student retention, persistence, and completion. The college strategic plan metrics reflect those created by the Arizona Community College Presidents Council (ACCPC) for the broader Arizona Community College: Long-Term Strategic Vision, and the Voluntary Framework of Accountability created by the American Association of Community Colleges (AACC) for measuring retention, persistence, and completion. The metrics are organized by access, retention, and completion and divided into instructional/academic led goals, and student services led goals. Goals are defined as target percentages. The 2012 baseline is listed as well as the 2016 goal. Each metric is presented in comparison to the Arizona state-wide level. Progress toward these goals is included in the Strategic Vision Student Progress and Outcomes Report presented annually to MCC's Board of Governors.

Some highlights of the 2016 report include:

Access

At Mohave Community College, the percentages of Pell recipients and adults over the age of 24 both exceed statewide and national averages.

Retention

More than four-fifths of all student credit hours attempted in college-level courses by Mohave's 2013 New Student Cohort were successfully completed.

At 73%, Mohave's fall-to-fall retention rate is substantially higher than the national comparison (53%).

Completion

The number of students transferring from Mohave to an in-state university has increased by nearly 6%

over the past 5 years.

At 33%, Mohave's six-year graduation rate is substantially higher than both statewide (29%) and national (25%) averages.

Graduation rates, transfer rates, and retention rates are posted on MCC's Institutional Information web page.

Mohave Community College analyzes the annual Strategic Vision and Student Progress and Outcomes Report and the IPEDS Feedback Report with a view to continuously improving student success across the institution. Each October the Dean of Student Services presents a Student Success Initiatives Report to MCC's Board of Governors that provides an overview of current institutional efforts and initiatives to improve student success and therefore retention, persistence, and completion rates. Each of the initiatives described in the report are a result of careful data analysis. Mohave Community College requires STU 103 (Survive and Thrive in College) for all first time students, and the course is now being offered to dual- and concurrent-enrollment students. Each campus professional advisor visits STU 103 classes each semester. The advisor visits the class three or more times per semester to provide information on support and other services at the college. In addition, intrusive advising is used when it becomes necessary to contact a student for whom an early alert has been filed and intervention is needed to help the student succeed. Milestone Advising is another way advisors support and encourage students to complete their educational goals. Students who have completed 50-75% of their declared degree or certificate(s) must meet with a professional advisor to help them reach their academic potential. A student assistance program is available to all students who are in need of assistance in addressing personal issues that affect their wellbeing. The program's provider, Deer Oaks, offers 24-hour, seven days a week access with services that include face-to-face, telephonic, and online counseling. In addition, students can also login to a dedicated website with access to live chat, in-the-moment counseling via an online counseling portal, and thousands of articles and resources to support work/college/life balance.

 As described in the article Decreasing your student loan cohort default rate: Leading a college-wide change initiative at Mohave Community College, in the Community College Journal of Research and Practice (CCJRP), 02 March, 2016, the college faced a crisis with rising Cohort Default Rates (CDR's) that threatened its ability to offer Title IV funding. The transformational process used to overcome this crisis is indicative of how the institution uses data to make improvements.

The Cohort Default Rate is a metric that describes the percentage of borrowers who default (more than 270 days delinquent) on their student loans within three years of entering repayment. The CDR is regarded as a completion indicator because it is a measure of an institution's ability to prepare students for jobs that would allow students to pay off their loans. If an institution's three-year CDR remains above 30% for three consecutive years, the institution will lose its eligibility to provide federal loan funds and Pell Grant funding. In 2013, MCC was in jeopardy of losing Title IV funding due to the unintended consequences of an earlier college culture of "enrollment at any cost." In 2005 college personnel did not have a full understanding of the administrative requirements for disbursing student loans and the subsequent consequences became evident as the cohort default rates skyrocketed without a plan in place to rectify. Additionally, the college did not have appropriate human resources to responsibly administer the student loan program, particularly with regard to student education programs for financial literacy, when it re-entered the program, and furthermore did not address the issue of inadequate financial aid policies and processes until key positions were refilled. In 2007, the FY2005 cohort two-year CDR was 5.5%. Two years later, the rate was 20.2%. By 2011, the FY2009 two-year rate was 25.3%, and the newly reported three-year rate was 36.7%. In 2012 the FY2010 three-year rate was 32.7%, and in 2013 the published FY2011 three-year rate was

just under 30% at 29.3%, thus avoiding the loss of Title IV funds.

	FY2005 (2007)	FY2007 (2009)	FY2009 (2011)	FY2010 (2012)	FY2011 (2013)	FY2012 (2014)	FY2013 (2015)
Two-year CDR	5.5%	20.2%	25.3%	24.9%	24.9%	N/A	N/A
Three-year CDR	N/A	N/A	36.7%	32.7%	28.6%*	22.9%	18%

*The published rate of 29.3% was reduced to 28.6% after successful challenges.

The CDR is necessarily a lagging indicator because the final default rate is not available until three years after students enter repayment. Unfortunately, many institutions do not address default rates until they are at critical levels, and then they address the problem reactively. When Mohave Community College saw a dramatic increase in the CDR from 2007 to 2009, the institution took a proactive, long-term, transformational approach to the problem. This required a cultural shift away from "enrollment at any cost" toward student success; obtaining a degree is the strongest single factor in preventing default. As Charles describes in the CCJRP article:

> The process included various initiatives, including ensuring accurate enrollment reporting, CDR challenges and appeals, early intervention and counseling, default prevention and outreach efforts, financial literacy, and student success and retention efforts (p.4).

The institution analyzed all of its financial aid practices and made significant changes. Enrollment reporting to the National Student Loan Data System was flawed so that some students were not given their full grace period before being placed into repayment. This reporting process was changed in the spring of 2009. The college challenged and appealed individual cases to lower the CDR. MCC continues to work with service providers to catch these cases before draft rates are released. The institution also created processes to prevent the disbursement of student loans to students who were not attending classes. The Participation Verification Form requires faculty to verify that students are actually attending classes before loans are disbursed. The Loan Request Form asks students to look up their current student loan balances, calculate their monthly payments on the amount requested, and to provide three references. First-time borrowers and students who do not meet satisfactory academic progress are required to complete an online financial literacy curriculum called "Life Skills" by USA Funds. Additionally, a learning objective specific to budgeting and financial management was added to the required Survive and Thrive in College STU 103 course, and financial literacy components were added to transitional math and English courses.

Mohave Community College also committed financial resources to the default management plan. In 2010 MCC hired a default prevention manager, and used a program that provided financial literacy resources to current students and students in their grace period. However, by 2012 the college already had two consecutive CDR's above 30% so, after an extensive cost/benefit analysis, the Board of Governors approved a maximum expenditure of $60,000 to Education Credit Management Corporation (ECMC) which averaged 400 calls per week to cohort members. This brought the rate down to an estimated 33%. Just before the challenge window closed, the Department of Education placed MCC in a pilot program that shared access to government databases that allowed MCC to

successfully challenge several more defaulters and bring the final rate down to 28.6%.

MCC's director of financial aid credits the invitation to the pilot program to strong leadership in the college. As reported in the CCJRP article, in September of 2013 some of the college leadership met with US Congressman Paul Gosar to explain MCC's position and the economic impact the loss of Title IV funds would have on Mohave County. This led to a phone call with senior Department of Education officials who provided direct contacts with the Department and with servicers, and eventually to MCC's participation in the pilot program that resulted in successful challenges. Strong leadership was also evident when the president empowered the Enrollment Management Committee's Default Prevention Subcommittee which included representatives from faculty, student services, the business office, the registrar's office, and institutional research. This subcommittee evaluated the default management plan each year and they established a CDR goal of 15% at which time the college will move to a maintenance plan.

Open communication was essential to the success of the default management plan. Each of the initiatives were initially met with resistance from faculty and students. But after the president communicated to staff and students the gravity of the default situation, resistance was put aside and the entire college community worked together. Updates on the CDR were presented at every board meeting, at president's council, and campus communication councils, and at all-staff day. Focus groups were conducted with students in October 2013 to learn the student's perspective of the financial aid process, and new software, NetPartner, was purchased so that students can access the state of their financial aid application online.

All of these elements together; new processes, the cultural change in the college, strong leadership, and open communication, mirror Kotter's Eight Steps to Transforming Your Organization: 1) establish a sense of urgency, 2) form a powerful guiding coalition, 3) create a vision, 4) communicate the vision, 5) empower others to act on the vision, 6) plan for and create short-term wins, 7) consolidate improvements and produce more change, and 8) institutionalize new approaches. This process is used in all instances of institutional improvement.

Another example of institutional change driven by data is the development of a call center (MCC Connect). The formation of the call center originated with anecdotal evidence. Student services personnel reported incidents where students had been given inconsistent information dependent upon the personnel to which they spoke. The levels of training and experience of front line staff varied widely across the college. In 2012, MCC determined that a centralized call center was the best approach to giving consistent, accurate facts. The call center was established to handle the IT helpdesk and to give general college information. The data soon showed that only a small percentage of student calls were for IT matters. In response to this data, the call center petitioned to be allowed to address student questions more thoroughly rather than to transfer them to various departments. Departments such as the Bursar, Human Resources, Community Outreach and campus general inquiries directly trained call center representatives. Soon the call center became the primary front line contact for students. The information provided students was consistent and continuously updated. Because MCC Connect interacted with students across departments, they were able to observe which issues were of greatest concern to students. MCC Connect collects data on customer service, the frequency of calls, the number of unique callers, the number of repeat callers including how many times they repeated, and the top reasons for repeat calls. This data has been continuously analyzed and that analysis has been influential in improving student services across the college. For example, in September 2013, call center personnel were trained in prescriptive advising. Additionally, student services specialists were scheduled in phone advising shifts so that developmental advising was to all students regardless of location or campus. Other improvements include the use of screen sharing software, Skype, and Click-to-Chat software that allows students to communicate with MCC Connect

via a pop-up chat box. MCC Connect continues to provide data about the student experience. Careful analysis of that data provides important information about potential threats to student access, retention, and completion.

A final example of institutional improvement based on data is MCC's "Grow Your Own" initiative. An environmental scan conducted as part of the college's 2016 through 2020 strategic plan development revealed the level of educational attainment in Mohave County is decidedly lower than both the state and the national levels. The first of three goals in the 2016 strategic plan is that MCC will drive educational attainment and student success. MCC has designed a strategic initiative informally referred to as "Grow Your Own" to help address the teacher shortage in area schools. Leaders from school districts throughout Mohave County attended a Grow Your Own education summit hosted by MCC. MCC met with community stakeholders in the early childhood and k-12 education fields to explore ways to direct resources and tailor programs to assist with "growing" students in our school systems to positions of teachers in our communities. Topics included:

- What do we see as challenges or concerns?
- How do we tailor programs to accomplish our goals?
- How can we help our educators have the tools and resources to make it happen?
- What funding is available e.g., scholarships and financial aid that can be purposefully tailored for and directed to MCC students in early childhood and education programs?

Pivoting off MCC's Strategic Plan, instruction and student services designed the forum to institute a dialog to define what can be done to assist in community schools and aid students in the transition from pre-school and K-12 levels through secondary education and college completion. Education department faculty will continue the dialogue in each community, with their respective partners, to purposefully design and implement appropriate programming and actions. College and school leaders throughout Mohave County will continue to move forward together to help Mohave County grow its own future educators.

 As part of its larger strategic goal of improving the educational attainment in Mohave County, MCC has joined the Achieve60AZ community-based alliance to support a completion goal of 60 percent of adults ages 25-64 with a professional certificate or college degree by 2030. Currently, more than 60 community, business, philanthropic and education organizations in Arizona have formed this alliance to make Arizona more competitive through the power of education. The key focus areas of this goal are:

- Strengthening the K-12 Pipeline – Increase college readiness and high-school graduation rates
- Completing Credentials – Implement policies to make it easier for Arizonans to finish their certificates or college degrees.
- Increasing Access – Raise awareness about options beyond high school and make them more affordable.
- Aligning Workforce Needs – Engage businesses, governments and educators to identify and close the skills gap.

The Office of Institutional Research's commitment to educational improvement is reflected in its Mission, Vision, and Goals statements. The Office of Institutional Research collects, analyzes and disseminates internal and external data/information to assist the college in making informed decisions that improve institutional performance, accountability and student success.

Retention, persistence and completion review are tools we utilize to achieve educational improvement. We do this when we evaluate retention and completion trends and its correlation with

academic success.

Mohave Community College (MCC) uses IPEDS methodology and data collection and accountability strategies employed by the Arizona Community College: Long-Term Strategic Vision, and the Voluntary Framework of Accountability (VFA) to calculate retention and graduation rates. MCC tracks a cohort of first-time, first year students enrolled as credit earning students.

Another method of retention and persistence data analysis is based on what is called the *fall cohort* in which we review all students, new and return, with a degree declaration who are enrolled in a fall term and count the students who graduate or return the following fall. This method assists in determining which programs attract, keep, and graduate students which can then help us to initiate effective actions that will lead to educational improvement.

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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

Mohave Community College has a well-developed culture of evaluating the effectiveness of its educational programs, learning environments, and support services, and of responding to information gathered to design programs or procedures that result in measurable change. This culture is evident across the institution from the Office of Instruction, to the Student Success Center, to the financial aid department, the Office of the President and the Board of Governors. Examples of improvements follow.

The Office of Instruction has undergone a transition in leadership that has produced robust improvements in assessment of student learning. These improvements include the consolidation of the Curriculum, Academic Standards, and Assessment committees; appropriate oversight of the program review process; assessment of the quality of Cycle of Learning reports and personal communication between the instructional departments and the Office of Instruction; and an in-depth examination and modification of the Writing Across the Curriculum program by faculty.

Improvement continues with the further refinement of the Cycle of Learning Process with its Proposed Cycle of Learning Assessment and Reporting Cycle beginning Fall 2016-2017, planned expansion of assessment of co-curricular learning to include student life, revision of the dual enrollment handbook, and ongoing meetings between the Dean of Instruction and dual enrollment faculty members to create improvement plans (to be included in the faculty member's human resources file) designed to bring their qualifications up to MCC faculty standards. MCC is applying for an Extension of Effective Date of Revised Assumed Practice B.2.

The Student Success Center is an example of the development of a new program subsequent to analysis of lagging and leading indicators. After a review of historical data, the Student Success Centers on each southern campus were enhanced by providing tutoring services, supplemental instruction offered by faculty, and advising services. Ongoing analysis has led to improvements in instructional programs such as the Business and Entrepreneurship AAS. Going forward, the Student Success Center has joined the NROC project.   The center has implemented the use of NROC's EdReady mathematics modules, and data collection and analysis have begun.

Another example of institutional change driven by data is the development of a call center (MCC Connect). The call center was initially created to assure that students and other callers were given consistent, accurate facts. The call center was established to handle the IT helpdesk and to give general college information. As data is collected and analyzed, the call center has responded with continual improvements such as prescriptive advising, chat software, and the centralization of developmental advising. MCC Connect continues to provide data about the student experience. Careful analysis of that data provides important information about potential threats to student access, retention, and completion.

The financial aid department and the office of the president joined forces to meet a crisis with rising

Cohort Default Rates (CDR's) that threatened the college's ability to offer Title IV funding. The transformational process used to overcome this crisis is indicative of how the institution uses data to make improvements. It The institution analyzed all of its financial aid practices and made significant changes. A flawed process of reporting to the National Student Loan Data System was changed, the college challenged and appealed individual cases to lower the CDR, the institution created processes to prevent the disbursement of student loans to students who were not attending classes. First-time borrowers and students who do not meet satisfactory academic progress are required to complete an online financial literacy curriculum called "Life Skills" by USA Funds. A learning objective specific to budgeting and financial management was added to the required Survive and Thrive in College STU 103 course. Finally, financial literacy components were added to transitional math and English courses. Mohave Community College also committed financial resources to the default management plan. After an extensive cost/benefit analysis, the Board of Governors approved a maximum expenditure of $60,000 to Education Credit Management Corporation (ECMC) which calls per week cohort members to help them manage their student debt.

MCC's Board of Governors is also committed to student success. They participate in the Governance Institute for Student Success each year and they have asked for regular reports from instruction and student services in their common agenda. Furthermore, they have requested copies of the annual Success Initiatives Report and the Strategic Vision Student Progress Report. The college is committed to the Arizona Community College Long-Term Strategic Vision. These metrics represent the culmination of the institution's efforts to improve student retention, persistence, and completion.

All departments at Mohave Community College, including instruction and student services, measure, analyze, and evaluate their programs in established practices of continuous improvement.

Sources

There are no sources.

5.A - Core Component 5.A

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

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

Argument

Recent years brought financial challenges but the College met them with conservative allocation and a dynamic vision for the future. Strategic planning documents provide direction and goals for planning at all levels and in all units, and they represent collective decision making and planning by administration, staff, students, and community members. Public reports outline strategic budgeting processes based upon the operational areas of the District that better enable the distribution of funding to mission-sensitive areas of the College. Major financial decisions are presented to the Governing Board in a way that illustrates their effects on the entire balance sheet across several years, and data pertaining to major financial decisions is connected to established benchmarks of organizational fiscal performance. The five-year Facilities Renovation Master Plan allows for the cyclical improvement of College facilities in line with budget considerations. Current educational programs are evaluated and their future plans formulated against the background of comprehensive and strategic planning. The provision of resources to strengthen existing programs and to initiate new academic programs is built into planning processes.

The primacy of educational programs in the College mission is reflected by resource allocation processes and documents. In fact, the functional budgetary area of Instruction has increased proportionately since 2009. Faculty staffing levels have increased since 2009, and more than 54% of College employees in Spring 2014 worked within Instruction. Enrollment data are used to adjust staffing levels, shifting human resources to support operations and programs, as seen in the president's Commitment to Completion presentation to staff in 2014. Strategic facilities planning resulted in the following recently constructed new buildings that house academic programs: Legacy Allied Health Building II (Bullhead City Campus, 2013); Art/HVAC building (Lake Havasu City Campus, 2014); a multipurpose building (Kingman Campus, 2016); a developing plan for a multipurpose building at the North Campus. Budgetary processes and expenditure controls, guided by strategic budgetary concerns, are well-documented and monitored.

The Center for Excellence in Learning and Teaching (CELT) afforded technological advancements directly supporting educational programs, including the following: carts containing mobile technology (laptops and tablets); the provision of most classrooms with an instructor computer and digital projector; "smart" classrooms with smart boards, integrated sound systems, and easily-moved furniture. In addition, all students are provided an email account and personal network drives.

From a technological infrastructure perspective, strides were made in 2014-15 to address issues pertaining to access and security. Network infrastructure was refreshed, evaluated and documented, allowing much more effective monitoring. Network deficiencies that needed to be addressed in the future were noted through internal reports. A new data center was built that provided more fluid control of all service-providing computers, and tentative plans have been articulated to rebuild the previously existing data center that would provide a redundant system that would enhance data security and allow system maintenance with reduced impact on users.

Given a robust committee structure, revised in July 2015 and again one year later, that involves a large number of individuals representing a cross section of College constituents--and given the centrality of the strategic plan--mission statements and related documents are made with realistic expectations and awareness. Human resources processes ensure that all staff members are appropriately qualified, and the learning-centered mission of the college is demonstrated by a professional development expectation that all employees will engage in work-related professional development activities for at least twenty to twenty-five hours annually. All employees enjoy professional development opportunities of many types during the annual All Staff Day. Instructional personnel benefit from an annual, day long LATTE event hosted by CELT that is focused on effective use of instructional technologies. Student Services personnel collectively engaged in a monthly development session addressing a rotating series of topics during the 2015-2016 year. Managers benefit from focused topics during the annual Management Training retreat, and members of the Presidents Council participate in activities designed to stimulate leadership development. A leadership academy was developed in Fall 2016 for emerging leaders. Many professional development activities are made available throughout each year by the human resources department, CELT, and other college sub-units.

In preparing annual budgets, the College begins with a conservative estimate of incoming revenue while being mindful of Arizona's Expenditure Limitation restrictions put in place by the legislature. Additionally, the College tracks the percentage of budgeted expenses by functional category (Instruction, Public Service, Academic Support, Student Services, Institutional Support, Operation and Maintenance of Plant, Scholarships, Auxiliary, and Contingency) in order to ensure that we remain student- focused in our priorities.

Through a continual active budgeting model, the College reports budgeted to actual expenditures monthly to our Governing Board. This allows the Board to assess whether adjustments are needed to better serve our students and continue to prioritize student-centered initiatives. Furthermore, the College sets aside contingency amounts to capitalize on new program development that may occur mid-year.

Along with consistent growth in our net assets, these strategies have resulted in the College remaining debt-free while still investing in new and improved facilities as well as new program development. For six consecutive years, the College has also received the Certificate of Achievement for Excellence in Financial Reporting which demonstrates the College's commitment to being good stewards of tax-payer dollars while continuing to sustain quality growth of the College for our students.

Sources

- 14-15 Budget Final
- 2013 All Staff Day Program
- 2013 Management Training Agenda

- 2013-2014 Comprehensive Annual Financial Report
- 2013-2014 Year End Report
- 2013-2014 Year End Report (page number 34)
- 2014 All Staff Day Program
- 2014 Management Training Agenda
- 2014-15 Budget Considerations.Board Presentation
- 2015 Periodic Program Review List
- 5.015_CommunicationStructure_08-18-16
- Annual Required Training
- CELT 2013-14 Year End Report
- CELT Mission Statement
- College Infrastructure Report.January.2015
- Commitment to Completion 2014
- Committee Descriptions
- Deferred Maintenance Budget
- ELR_CCDs_slides_handout
- Financial Ratios
- GB_Feb2016_FinancialReport_03042016
- Infrastructure Evaluation Example.BHC Closet Portfolio
- Instructional Expenses
- Leadership Professional Development Plan_2016
- MCC 2014 Academic Program Review CIS Final 12-12-14 revised 2-5-15
- MCCLA Schedule
- P&P_Manual
- P&P_Manual (page number 36)
- P&P_Manual (page number 147)
- P&P_Manual (page number 158)
- P&P_Manual (page number 184)
- P&P_Manual (page number 222)
- Spring 2014 Staffing Models
- Staffing Levels 2009-2014
- StrategicPlan_2013_16
- strategicplan_may_2016
- Student Services Mission Statement

5.B - Core Component 5.B

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

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

Argument

Governance and administration of the College is aided by clear cut procedural documentation and by committee structures, revised in 2016-17, that ensure the opportunity for multiple voices in decision making. Four out of the five members of the Board have taken coursework at Mohave Community College, two of whom graduated with a MCC diploma, one in 1975 and one in 2010. Several Board members are also active members of the College Foundation. Governing board members are routinely informed of developments at the college, community, county, state, and national levels, as well as having a dedicated webpage of community college and MCC resources. Members of the Board have the opportunity to meet individually with the President to review the public agenda and materials, ensuring full understanding of the issues being presented. All College policies require approval of the Board, including those applicable to Instruction, Academic Support, Public Service, Student Services, Financial Aid, Institutional Support, Plant Operations and Maintenance as well as Auxiliary Enterprises.

The Board's standing agenda includes opportunities for both internal and external constituencies to bring items of reasonable and relevant interest to the Board on a regular basis. The Board rotates its meeting location among MCC's campuses, providing both local residents and College employees the opportunity to attend in person at least three times a year (Southern campuses). Meetings are also broadcast in real-time, via an interactive television system to the College's four primary locations, including the North Mohave Campus located in the remote Arizona Strip area. Near the beginning of the meeting, citizens, including employees not representing the College, in all four locations are provided time to address the Board on any matter of concern.

Other standing agenda items include reports from the:

- The Faculty Council is the representative body of MCC's Faculty Association. The President of the Council reports to the Board on academic issues including but not limited to curriculum, instructional methods, evaluation of instruction, learning materials, academic discipline and standards for placement as well as matters of governance such communication with the College's administration, faculty professional development and new faculty mentorship.
- The College President brings items to the Board within his purview that impact the organization, administration, management and general welfare of the College. Regular items include but are not limited to policy recommendations, budget recommendations, strategic plan

review, facilities planning, legal and legislative issues.

- The Office of Instruction regularly presents to the Board items reflecting the administration of Career and Technical Education, including Non-Credit (Community Education, Corporate Education, Small Business Development Center), General Education including concurrent and dual enrollment, Curriculum and Assessment, Instructional Technology and Library Services.
- The Office of Student Services regularly presents items to the Board on topics concerning Student Life, Recruitment and Admission, Enrollment Management, Advising and Retention, Marketing & Public Information and Financial Aid.
- Administrative Services, under the direction of the Executive Vice President, reports on items pertaining to audit, financial and business services, procurement, risk management, human resources management, physical plant, crisis management, and information technology.

Priorities to preserve and enhance the institution are most often reflected in the Mohave Community College Strategic Plan, 2016-2020. The Board approved the implementation of the current Strategic Plan in May 2016 before the 2013-2016 Strategic Plan was concluded. In addition to regular monthly meetings, the administration typically offers two-day long workshops annually, one in the Fall semester for the Board to assess initiatives that reinforce the College's strategic plan to strengthen access, retention and completion and one in the Spring for the Board to evaluate the College's proposed budget and fiscal priorities.

Important initiatives that the Board has supported in recent years, either by direct approval or ancillary measures include:

- Default (Rate) Management Plan: Since the plan was implemented in 2009, the Board has consistently approved the financial measures necessary to ensure that Mohave Community College was not sanctioned for exceeding the federal 3-year maximum cohort default rate. By implementing the plan, MCC reduced its rate from 32.7% for the FY2010 cohort to 28.6% for the 2011 cohort, 22.7% for the 2012 cohort, and 18.0% for the FY2013 cohort, showing significant improvements in reducing the number of defaulters each year.

- Dual Enrollment: Annually, the Board approves numerous Intergovernmental Agreements to offer college courses that may be counted toward both high school and college graduation requirements at the local high schools under A.R.S. 15-1821.01. In 2013-2014, the Dual Enrollment program served more than 800 high school students providing 10,200-plus credit hours of course work while allowing them to get a head start on their college career.

- Debt Obligation Reduction: The MCCCDGB by-laws dictate applying a strategic budgeting and fiscal sustainability model (PPM – 1.160). In November of 2010 it approved utilizing reserves to call two Pledged Revenue Obligations bonds and June 2014, the Board voted again to utilize reserves to create a pay-off escrow account for two remaining bonds. This allows the college not only to save on interest payments but also allows more flexibility in revenue allocation.

- New and Remodeled Facilities: Working under a "no added debt" model, the Board has facilitated the opening of four new buildings to support programs since 2010. The Detroit Avenue Nursing Center (2010/Kingman), the Legacy Allied Health Building II (2012/Bullhead City), the Art and Technology Building (2014/Lake Havasu City), and the Student Services Building (2016/Kingman) as well as a yet to be designed building on the North Mohave Campus anticipated to open in 2018.

- Student Support System: In March 2014, the Board approved a student assistance program that

would offer 24-hour, 7 days a week, 365 days a year access to counselors and other professional staff for students to access regarding non-academic related issues, but overall affect the student thus their academics and performance at MCC.

As long-standing members of the Association of Community College Trustees (ACCT), MCC Board members have access to a number of educational opportunities and materials that focus on the necessity for ethical behavior on the part of community college trustees. All MCC Trustee's receive ACCT's "Trustee Quarterly" which regularly covers such topics as public policy, governance, advocacy, leadership, CEO hiring and relations, ethics, finance, fundraising, legal issues and technology.

The Board has an annual board subscription to ACCT's "Trustee Mentor Webinar Series" on which two of the webinars available specifically address (1) donors relations (The Trustee's Role in Fundraising: From arm's-length to knee-deep) and (2) elected officials (The Trustee's Role in Effective Advocacy: Local, State and Federal Level). During their first year of service, newly installed Board members are encouraged to attend either ACCT's Governance Leadership Institute, Annual Leadership Congress or the Community College National Legislative Summit. Board members also participate in annual meetings of the Governance Institute for Student Success, an organization that helps trustees and presidents develop a governing culture committed to student success, equity, and completion.

Board Policy 5.001 states that "the President of the college shall be responsible for the complete organization and administration of the college. The board delegates to the President, as its chief executive officer, its authority for administering the laws and policies governing the college. The President may delegate any powers and duties entrusted to him/her by the board, but he/she shall be specifically responsible to the board for the execution of such delegated powers and duties." Other policies that support the delegation of day-to-day management include:

5.010: The President will prepare administrative procedures for Board policies which explain how the policies of the Board are to be implemented or regulated and which are consistent with the policies adopted by the Board.

5.025: The President shall be delegated the right to exercise the customary functions of hiring, promoting, transferring, disciplining and terminating employees of the college with ratification of those actions by the Board (ARS 15-1445).

5.015: Establish a college management structure that ensures the college is demonstrably managed in an efficient and effective manner and that such committees, councils, and advisory groups as deemed necessary are in place. A primary Management Structure principles is that the college President is responsible for overall leadership and management of the institution and is assisted by all members of the management team, inclusive of all employee.

Board Policy 5.001 also states that "the President shall lead the development of programs and curriculum." The Mohave Community College's Curriculum, Academic Standards and Assessment Committee reviews curriculum submitted via ACRES (Arizona Curriculum Review and Evaluation System) and recommends submissions that supports the mission, purposes, and values of the college. The Curriculum Committee reviews and approves course packages, course retirements, new certificate/degree proposals, program modifications, and program retirements. The Dean of Instruction presents the recommendations to the President's Council for final review. Upon the approval of President's Council, the Dean of Instruction will make the final recommendation of new certificate/degree proposals and program retirements to the Board of Governors. Curriculum

Committee membership includes faculty from each program of instruction and all other full-time and associate faculty are considered ex-officio.

Internal constituencies are involved in institutional governance through the College's communication structure which consists of councils, committees, management groups and project teams--most of which meet in a structured schedule of regular meetings. Campus-level, multi-way communication is aided by broad committees like Campus Communication Council that involve students and employees from disparate collegiate sub-units; instructional, student services and managers meet to discuss college-wide matters in Student Engagement and Learning Committee meetings. Students participate and develop leadership skills through student clubs and the Student Activities Council. Committee, council, and work group recommendations are filtered through the appropriate structures before final review by the President's Council and Governing Board, as appropriate.

Sources

- 2016-17 Communications Meeting Calendar 3 9-28-2016
- 5.015_CommunicationStructure_08-18-16
- Board of Governors Agendas & Minutes - 2014-2015
- BOG_trustee-resources
- Committee Descriptions
- MCC P&PM Section 1 - Board Bylaws
- P&P_Manual
- P&P_Manual (page number 147)
- SAC_policies_and_procedures

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

College planning is systematic, inclusive, comprehensive, and continuous. The institutional mission and values guide efforts, and regional accreditation criteria have been recognized as central to the successful completion of the mission. The communication structure was redesigned in July, 2015 so that each group identified in the plan aligns with at least one criterion; the charge of each committee specifically identifies the criteria which it is designed to fulfill. All assessment activities addressed below are linked to elements included in the communication structure. The strategic plan 2016-2019 is a collaborative product involving the public, students, and all types of employees. The plan is used to guide decision making and to provide the basis for evaluation at the end of the continuous cycle of planning, implementation, evaluation, and modification. Recognizing the need for continuous data-based improvement, the recent renewal activities of the college strategic plan included training sessions for managers in operational areas to engage in departmental processes linked to strategic goals: goal-setting, implementation of plans to meet objectives, data collection and analysis, and data-based decision making.

The communication structure provides for the inclusion of all segments of the college constituency, including student groups. Advisory committees solicit the feedback of area industry experts to assist in the ongoing development of academic programs. Admissions processes continue to be revised with the input from students; electronic orientations for new students have been implemented to better accommodate changing student needs and make use of technological advancements. Institutional assessment of student learning has been an area of focused activity for instructional personnel, and the college was currently engaged in the HLC Assessment Academy from 2010 until June, 2015 Instructional managers and faculty recognize the strong need for continued development in this area.

Ongoing, broad institutional conversations and planning sessions acknowledge the changing global environment and the necessary potential responses. Facilities needs are evaluated continuously and systematically. Facilities project proposals may be initiated at all levels, undergoing multiple layers of review and prioritized with strategic goals in mind. The looming possibility of state legislated expenditure limitations based upon relative enrollment levels has led to the preparation of multiple budgetary scenarios addressing the known formula variations and resultant restrictions. Formulation of budgets includes opportunities for feedback and an iterative approach involving discussion of the

data used to justify requests and alignment with the strategic plan.

Great care is taken to present the college and its environment in ways that are understandable and accurate.   Discussion of developing legislative action and relevant regional, state, and national events is frequent in committees involving managerial employees. Modifications to budgetary plans are monitored and adjusted as needed. Contingency plans are developed to account for changing and unknown future developments. For example, the College operates with a revenue-based budget model, and the linked spreadsheet provided the starting point for the development of the budget at a Governing Board workshop. The spreadsheet was used to adjust primary revenue sources based on expectations. Projections were developed for multiple years when calculating financial ratios shown in a presentation accompanying the workshop. Conservative revenue projection data was used to populate the graphs included in the presentation. Based on the projections, the demand ratios shown in the spreadsheet were used to determine where additional spending could take place or where cuts needed to be made. Past, present, and future sources of revenue and expenses are shared with internal and external constituencies and the meaning of the data is shared in committees and in less formal circumstances like Chat with the President.

Sources

- 16 - 17 Continuous Strategic Improvement Charge
- 2012 Cycle of Learning Report
- 2013 Campus Level Strategic Plan Data (2)
- 2014 All Staff Day Program
- 2014 Management Training Agenda
- 2014 Strategic Vision Data - access indicators
- 2014 Strategic Vision Data - completion indicators
- 2014 Strategic Vision Data - Retention indicators
- 2014-15 Budget Considerations.Board Presentation
- 2016-17 Communications Meeting Calendar 3 9-28-2016
- 5.015_CommunicationStructure_08-18-16
- bg_minutes_03-13-2015
- Board of Governors Agendas & Minutes - 2014-2015
- Budget Memo
- Budget Reduction Scenarios Workshop
- Campus Level Strategic Plan Data Cheat Sheet
- Chat with the President Memo
- Commitment to Completion 2014
- Facilities Planning Example
- MCC 2014 Academic Program Review CIS Final 12-12-14 revised 2-5-15
- MCC 2014 Academic Program Review CIS Final 12-12-14 revised 2-5-15 (page number 22)
- Mohave 2014 Student Progress and Outcomes Report
- P&P_Manual
- P&P_Manual (page number 147)
- RPP_Charge_FY17
- SAC Facilities Project Example
- StrategicPlan_2013_16
- StrategicPlan_2013_16 (page number 16)

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

The College, in coordination with the Arizona Community College Presidents Council (ACCPC), recognized the importance of documenting institutional accomplishments and sharing them with their stakeholders. Embracing the American Association of Community Colleges (AACC) "Voluntary Framework of Accountability," the College measures and publicizes metrics of institutional performance, sometimes at the campus level. The Voluntary Framework of Accountability lists performance metrics against which the College (and all other Arizona community colleges) will judge its performance. The 19 metrics adopted in the 2013-16 MCC Strategic Plan were taken from the Arizona Community College Presidents Council's strategic vision.

Public reports like the Comprehensive Annual Financial Report publicly report patterns and details of College financial performance, financial trends, and organizational capacities. A financial dashboard was developed in order to present major financial decisions to the Governing Board in ways that illustrate their effects on the entire balance sheet across several years and demonstrate connection to established benchmarks of organizational fiscal performance. The five-year Facilities Renovation Master Plan allows for the cyclical improvement of College facilities in line with budget considerations while giving opportunity each year to adjust the plan to better accommodate previously unforeseen circumstances. The activities of the preceding year are reviewed in annual meetings of college-wide managers, giving time and attention to lessons learned. Annual all-staff training sessions give college-wide colleagues opportunities to discuss topics determined to be relevant, based on the events of the past.

The Student Services Unit recently invested significant time and effort in data collection, analysis and informed systematic adjustment. Student Success Centers were implemented in Fall 2015, designed to identify and holistically address student needs that include tutoring but may extend beyond traditional academic assistance. Advisors working in conjunction with the Student Success Center employees create individual Student Success Plans, seeking to help remedy perceived issues before they become problematic. At the macro level, Success Center managers analyze data in academic areas with historic student success issues. For example, five-year trends in Precollege Studies pass/fail rates, repeated failure attempts in transitional courses, and transitional course failure rates were analyzed and shared with student services personnel, instructional personnel, and the results were discussed in President's Council. Instructional managers were subsequently charged with rapid development of a plan to address transitional math success rates. In another Student Services initiative, data collected from an early intervention program utilizing Starfish software was analyzed at the conclusion of Fall Semester 2015. The data suggested that the intervention program was generally ineffective in terms of successful grade outcomes. At the time of this report, replacement systems were initially implemented. Also during the fall semester of 2015, Student Services personnel collaborated in the creation of departmental performance metrics, with plans for data collection to begin in Spring 2016.

Current educational programs are evaluated through program reviews and their future plans based upon consideration of previous years' lessons. Students complete course evaluations, and instructors receive the collated results. The relative success of assessment programs are documented in the HLC Assessment Academy project report and the cycle of learning report. All personnel participate in performance evaluation processes.

Sources

- 2012 Cycle of Learning Report
- 2013 All Staff Day Program
- 2013 Management Training Agenda
- 2013-2014 Comprehensive Annual Financial Report
- 2014 Management Training Agenda
- 2014-15 Budget Considerations.Board Presentation
- bg_agenda_04-17-2015
- bg_agenda_04-17-2015 (page number 79)
- Campus Metrics Posted
- Commitment to Completion 2014
- Deferred Maintenance Budget
- HLC Academy Project
- How to Submit a Student Alert Using the New Student Alert System 9.12.16
- MCC 2014 Academic Program Review CIS Final 12-12-14 revised 2-5-15
- MPEP Evaluation Form
- MPEP FAQs
- SS 12.4.15 Training
- StdtSvs.Metrics.12.14.2015
- StrategicPlan_2013_16
- StrategicPlan_2013_16 (page number 3)

5.S - Criterion 5 - Summary

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

Summary

The College continues to address shifting conditions through modified processes. Strategic planning documents provide direction and goals for planning at all levels and in all units, and they represent collective decision making and planning by administration, staff, students, and community members. Public reports outline strategic budgeting processes based upon the operational areas of the District that better enable the distribution of funding to mission-sensitive areas of the College. Major financial decisions are presented to the Governing Board in a way that illustrates their effects on the entire balance sheet across several years, and data pertaining to major financial decisions is connected to established benchmarks of organizational fiscal performance. The five-year Facilities Renovation Master Plan allows for the cyclical improvement of College facilities in line with budget considerations. Current educational programs are evaluated and their future plans formulated against the background of comprehensive and strategic planning. The provision of resources to strengthen existing programs and to initiate new academic programs is built into planning processes.

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Given a robust committee structure involving a large number of individuals representing a cross section of College constituents, and given the centrality of the strategic plan, mission statements and related documents are made with realistic expectations and awareness. Human resources processes ensure that all staff are appropriately qualified, and the learning-centered mission

of the college is demonstrated by a professional development expectation that all employees will engage in work-related professional development activities for at least 20 to 25 hours annually. Many professional development activities are made available throughout each year by the human resources department, CELT, and other college sub-units.

The constantly shifting landscape experienced by all contemporary organizations will undoubtedly offer opportunity for continuing adjustment and evolution of college structures and processes. In particular, the systematic and universal data gathering capabilities of the college have continually improved. However, those capacities--and the accompanying processes designed to ensure effective use of data to drive necessary change--presents a broad and fertile area for potential improvement. In addition, elements of the current strategic plan are currently being used to guide initial conversations aimed at development of a more robust new program development process and enhanced program review processes. Last, the delivery of student services is expected to continue evolving through use of technology, a developing Student Success Center, and the capacities of a relatively new call center. The opportunity to offer traditional and new types of student services in increasingly flexible and convenient modalities and styles is considered significant.

Sources

There are no sources.