

Assurance Argument

Mohave Community College - AZ

Review date: 4/17/2023

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

Mohave Community College (MCC) invests heavily in its mission statement as it serves as its purpose and provides the foundation for action. The College's mission statement is: "MCC serves our communities, empowering students to succeed through innovative pathways and quality education."

Mission Development

In Fall 2019, the College began the process of revising and enhancing its [MCC's mission, values and vision statements](#) as part of developing its [2020-2026 Strategic Plan](#). MCC hired a consulting company, CampusWorks, to guide the institution's efforts as well as solicited the participation of key staff and faculty members in the College and community members from each campus location to serve on the [Strategic Plan Committee](#). The co-chairs of the committee, a lead faculty member and the Chief Advancement Officer, were strategically chosen to unite and lead efforts of multiple constituencies as well as work collectively with the consultant, serving as strong channels for communication and development. Further, the lead faculty member as co-chair ensured faculty representation and communication in the process and outcomes. Overall committee membership was diverse and encompassed all [internal constituent groups and external community leaders](#) - including but not limited to: MCC students, faculty and staff as well as the County's economic director, a local hospital's chief executive officer and a chamber president from one of MCC's communities.

With the consultation company hired, co-chairs selected and the committee formed, the development of the College's mission, vision, value and student experience statement as well as the strategic plan began to take shape. An environmental scan was used as a primary tool to provide the composition or make-up of each community and needs of the area the College serves. The scan examined the

College's service area which includes Mohave County and adjacent areas of southern Utah, southern Nevada and eastern California. It was used to identify opportunities and challenges for MCC by looking for national and regional trends and changes to plan for the future.

Employee brainstorming sessions, college and community surveys, a future summit, “scan to plan” presentations, workshops, and more, continually sought feedback and guidance from the College’s communities in a year-plus timeframe. All were geared to hearing from and working with internal and external stakeholders to envision MCC’s purpose and fit in each of the communities it serves as well as how the College will fulfill the vision and needs. MCC’s District Governing Board also played a significant role with workshops held to seek their input, review drafts of mission, values and strategies and for them to have the opportunity to shape language. Trustees participated in other strategic plan and mission development sessions outside of Board workshops as well.

The process to forming the mission, vision, values and student experience statement and the 2020-2026 strategic plan varied in exercises to ensure a holistic, inclusive and calculated approach. It was all encompassing as it included a diverse array of people from varied backgrounds, constituencies and positions throughout the College's service area. Further, decisions, metrics and measurements were informed and aligned with the statewide [Achieve 60](#) initiative as well as the [Arizona Strategic Vision](#) which is led by the [Arizona Community College Coordinating Council](#) (Arizona’s ten community college district. Ultimately the Council's efforts focus around three major goals: expanding access to postsecondary credentials; increasing transfer and completion of associate degrees and certificates; and improving alignment between college programs and workforce needs.

The Bighorn Intrepid Goal, mission, vision, values and student experience statements as well as the 2020-2026 Strategic Plan were embraced and approved by MCC's District Governing Board in [June 2020](#) with the Board recognizing and affirming the College's foundation and purpose.

Mission, Related Statements: Current, Reference Mission, Identify Nature, Scope, Constituents

The College's mission and related statements, developed between 2019 - 2020 and approved by MCC's Board of Governors in 2020, set the institution's priorities as well as identifies its nature, scope and constituents. They are outlined below.

- Bighorn Intrepid Goal (B.I.G) – All adults who have not yet completed a post-secondary degree will be inspired to attain the credential, certificate, or degree they seek from Mohave Community College by 2030. As part of the Bighorn Intrepid Goal, (B.I.G), MCC provides high quality, affordable, and accessible higher education opportunities as a catalyst for residents to transform their lives, following their career and personal aspirations - in turn, bettering communities. MCC has embraced B.I.G with action plans in place in every Strategic Plan goal: enrollment for all, academic program and workforce development, student success and infrastructure improvements with facilities, technology and personnel. Examples of the action plans include: address the needs of prospective students from underserved populations; explore modality innovations that increases flexibility for students and reduce degree changes.
- Mission - MCC serves our communities empowering students to succeed through innovative pathways and quality education.
- Vision - Improving Lives. Improving Communities. Bridging Possibility to purpose and prosperity.
- Values - Create the Future, Engage Fearlessly, Build Together and Live Authentically
- Student Experience Statement – The student experience will be characterized by a welcoming community that promotes discovery, confidence and belonging; Relevant programs and courses

that ensure preparation for the real world and the future; Personalized and inviting services that support students in person or online; and, Rewarding relationships with knowledgeable and committed faculty and staff.

MCC's mission, vision, value, and student experience statements provide further support for College employees to be bold in their efforts and aspirations in serving students and communities through education. We recognize that creativity without compromising standards is critical. Quality education and innovative pathways, improving lives and communities, bridging possibility to purpose and prosperity, creating the future, engaging fearlessly, and building together are all reflected in the actions and due diligence of multiple committees and teams.

- [Strategic Plan Alignment Committee \(SPAC\)](#) - Staff who serve as chairs of each of the College's Strategic Plan initiatives are responsible for reviewing recommendations and creating initiatives, providing a forum for proposals and activities related to accomplishing the college's strategic plan to ensure institutional effectiveness, community outreach and partnerships, and student success.
- [Guided Pathways Committee](#) – This team is charged with the development and implementation of the MCC's Areas of Interest. This interdepartmental, cross-campus committee has developed fifteen areas of interest students can enroll: Construction, Transportation, Hospitality and Tourism, Manufacturing, Health Professions, Public Safety, Human Services, STEM, Business Computer Science and Information Technology, Art and Design Education Humanities Languages, Social and Behavioral Sciences, Adult Education, Community Education, Career Training and Professional Development and Corporate Training. The teams continue to develop the remaining Pillars of the Guided Pathways Framework with the development of strategies to assist students to enter the area of interest, stay on the pathway and ensure learning..
- [Academic Master Plan](#)- The Instructional Deans have developed an academic master plan which looks into the future to ensure that we continue to develop innovative programs, both credit and non-credit, which serve our communities. This work directly maps to Strategic Planning Goal Team Two – Academic Program Development and Workforce Development Partnerships.
- [Curriculum Committee](#) – This team, led by instruction, reviews and evaluates proposals for new courses and programs of study, amendments to existing courses and programs, and the retirement of existing courses and programs, making recommendations to the President's Cabinet (which also has a faculty representative on it) as appropriate.
- [Academic Standards Committee](#) - The committee is an inter-disciplinary instructional (curricular) group, in consultation with the non-instructional (co-curricular) group, charged with reviewing and recommending academic standards, policy, and procedures concerning academic affairs, as they affect the academic integrity of the College.
- [Institutional Effectiveness Network \(IEN\)](#) – The teams of the IEN are directly focused on academic program review and prioritization, non-academic program review, strategic planning outcomes, student learning outcomes and co-curricular assessment.

Further, MCC encourages and supports learning throughout the institution. Employees receive numerous opportunities to grow personally and professionally through diverse learning offerings including [tuition waivers](#) to attend MCC, discounted tuition at some of MCC's partner institutions, as well as trainings, conferences, webinars and sessions throughout the year. In 2021, MCC created the [Center for Teaching and Learning](#) to support faculty growth and development as well as developed an [Employee Learning and Development Manager position](#) position to further support professional

growth at the College.

The [Bighorn Leadership Academy](#) was also established in 2021 which is designed to build a strong learning environment for selected employees to explore different leadership concepts as well as learn more about the functions and operations at the MCC, the state and higher education overall. The program is 7-months long and involves information, presentations and exercises led by both internal and external constituents. Fifteen employees graduated from the program in 2022 with twenty participants currently enrolled and on track to graduate in 2023.

Academic Offerings, Student Support Services, Enrollment Profile Consistent with Mission

The College's official Carnegie Classification of Associate's Colleges is Mixed Transfer/Career & Technical-High Nontraditional. This is evidenced by Instruction's mix of 80 for-credit academic program offerings in General Education and Transfer, Career and Technical Education and Health Professions, Public Safety and Human Services. As mentioned earlier, MCC has developed fifteen areas of interest in which students can enroll: Construction, Transportation, Hospitality and Tourism, Manufacturing, Health Professions, Public Safety, Human Services, STEM, Business Computer Science and Information Technology, Art and Design Education Humanities Languages, Social and Behavioral Sciences, Adult Education, Community Education, Career Training and Professional Development and Corporate Training. The development of the academic master plan as well as the academic program review and prioritization process incorporates Lightcast data (formerly EMSI, Economic Modeling Solutions and Innovation) to ensure that Instruction is developing and offering the credit and non-credit programs which employers need and are in demand for workforce development within the service region.

Just as important are the transfer programs which students are entering for baccalaureate attainment. Continuing conversations occur and articulation agreements are in place with four-year partners such as Northern Arizona University, Arizona State University, Grand Canyon University and Southern New Hampshire University. MCC serves our communities empowering students to succeed through innovative pathways and quality education, which is MCC's mission statement.

With a strong commitment to the communities MCC serves, the College strives to meet needs of the workforce through diverse program and course offerings, transfer degree pathways, and corporate and community outreach courses, serving a variety of constituents. MCC's Career and Technical Education (CTE) and General Education Divisions partnered to add an associate of applied science degrees in [Entrepreneurship and Organizational Management as well as an Organizational Management Certificate](#) in 2021 to meet current demands. Both programs are a direct response to employers in the area requesting prepared candidates for management and leadership positions in a wide assortment of industry areas, allowing companies to send frontline workers to MCC to obtain managerial training.

CTE also holds [advisory meetings](#) to review program outcomes and to obtain feedback from local industry leaders on workforce fit and best practices. In addition, health professions and public safety programs have advisory boards to gain insight and guidance from stakeholders in the field to adequately prepare students for employment in area facilities

Student success through support and empowerment are essential as students need connection and assistance to reach educational attainment and accomplish their goals. Thus, a [student success coach position](#) was implemented in 2021 and combines skill-building, training, guidance and education into a dynamic environment between student and coach. Organizationally, this allows the

instructional division to better partner with Advising and Student Success to be more intrusive in working with [programmatic and support strategies](#), thus positively impacting students - which is a primary outcome within the Guided Pathways framework..

A newly-established [on-ground orientation](#) has been styled to empower new students, giving them a strong start in helping them succeed through receiving information and resources that are pertinent to being new to College. Orientation includes: advising and financial aid information, meeting with staff and faculty in their designated AOI, student success offerings and campus tours. Student life opportunities are also presented along with ice breaker exercises to encourage engagement.

A [Bighorn Leadership](#) series was introduced in 2021 to provide leadership training and exploration for emerging and current student leaders as well as students who want to develop leadership skills for life or work purposes. Students participate by reading a common text, meeting monthly to discuss a different leadership theory or practice, and engage in leadership development activities. Students have the opportunity to engage with leaders from the college or community and hear from guest speakers, increasing their networking skills and building their confidence in professional and civil discourse.

The College also offers support to students in numerous additional areas including: administering [veterans' benefits](#), [Americans with Disabilities Act and Section 504 accommodations](#), [Title IX](#), 24/7 tutoring, general and career [advising](#) per the AOIs, financial aid advising and transfer pathway planning. Services are offered in-person, online, by telephone, video conference as well as texting. All MCC campuses are also equipped with fully staffed libraries and [Student Success Centers](#) to support students with their academic and non-academic needs, understanding that support is most beneficial when it is delivered holistically. The Centers also provide bus passes for students who struggle with affording transportation and promote the emergency grant for food, housing and other necessities when students need financial assistance for life expenses. The College has partnered with Deer Oaks and Talkspace in recent years to provide therapy resources for students with [Talkspace](#) becoming the primary mental health resource in Fall 2021, providing text-based and video conference sessions with licensed therapists and even psychiatrists as needed.

In addition, MCC was recognized as a [Veterans Supportive Campus](#) in 2022 - with staff and faculty being trained in military sensitivity and awareness, and learning about specific resources to help them improve in their career and life paths. MCC has student Veteran centers located on each campus libraries in Kingman, Bullhead City and Lake Havasu City, which provides an area for students to utilize internet services, books and an area to study. Students also have the opportunity to be apart of the Veterans Club in Kingman and Lake Havasu City.

MCC's [annual student enrollment](#) unduplicated in 2021 was 5,200-plus with more than 4,000 students registered for Fall 2022 - about 70% are first generation with 81% attending part time. Almost 64% of students are age 25 and older, 63% are white and 26% are Hispanic. About 84% of students are from Mohave County or contiguous counties in Nevada, Utah and California and a little over 50% of students complete a FAFSA. About 50% of MCC's students are officially enrolled in Health, Public Safety and Human Services or awaiting admission into health professions. The remaining students are enrolled in general education and transfer programs and/or career and technical education. In addition, the race and ethnicity are as follows: 4% Asian, 2% Black or African, 7.9% Hispanic or Latino, 0% Native Hawaiian or other Pacific Islander, 80.6% White Caucasian, and 12.5% unknown.

Further, MCC demographics differ some when compared to the demographics of Mohave County.

According to the 2020 United States Census Bureau, 91.9% of the county population is White, 1.4% Black or African American, 3.1% American Indian and Alaska Native, 1.4% Asian, 0.3% Native Hawaiian and Other Pacific Islander, 2.7% Two or More Races, and 17.7% Hispanic or Latino. In comparison, student demographics by race at MCC is 64% White, 1% African American, 2% American Indian or Alaska Native, 2% Asian, 1% Native Hawaiian or Other Pacific Islander, 4% Two or More Races, and 25% Hispanic or Latino.

As shown in the U.S. Census, 86.4% of people age 25 and older have a high school diploma or higher in Mohave County. On the contrary, 13.4% of individuals aged 25 years or older have a Bachelor's degree or higher. Mohave County has a high poverty rate that hinders students and potential students in the county. According to the U.S. Census 15.3% of the people in Mohave County live in poverty. As a College, along with stated initiatives such as [Achieve60AZ](#), a primary focus is to increase the percentage of individuals in the county with a college certificate or degree.

MCC was officially designated as Hispanic serving in December 2022. With this designation, conversations continue regarding diversity, equity and inclusion in all aspects of our offerings both curricular and co-curricular. MCC has attended the Hispanic Association of Colleges and Universities (HACU) national conference, plans to attend the Alliance of Hispanic Serving Institution Educators (AHSIE) conference and has been participating in the AZ HSI Consortium led by the University of Arizona. MCC will apply for Federal Title V funds once the competition has been opened in 2023.

Articulates Mission Through Public Information

The mission of MCC is articulated publicly in a variety of publications. The mission documents can be easily found on the [College's web page](#); in the strategic plan and in the [catalog](#); as well as [tag lines](#) on college email signatures; on [flyers](#) around campus; and in the College [Policies and Procedures Manual](#).

Sources

- 2021-Strategic-Vision-Outcomes-Report-ARIZONA
- 4.16.21 WLD Advisory Committee Minutes
- About MCC Mohave Community College Catalog
- AC4
- Achieve60 AZ
- Advising web page
- AMP Summary 12.8.22
- AOI follow up 12 21
- AY-22-23-Academic-Standards-Committee-Charge
- Campus Safety Title IX web page
- Career Training Courses
- CASAA Minutes 2 4 22
- Center for Teaching and Learning
- Charge-2022-23-Strategic-Planning-Alignment-Committee-SPAC
- Collaborative Approach to Strategic Planning
- Disability Services web page
- FY22_CASAA-Charge

- FY22_Guided-Pathway-Charge
- IEN_Charge_20222023
- Institutional Research Website Snapshot
- Leadership Academy Information Website
- Manager Employee Learning Dev Job Description
- MCC campuses now designated as ‘Veteran Supportive Campuses’ by state
- MCC Guided Pathways Plan
- MCC Mission Vision Values
- MCC web page
- MCC_StrategicPlan2020_2026_pdf
- Orientation Program
- PP_Manual_07012022
- Pumpkinfest Flyers Oct 2021
- SSC coach job description
- Strategic Plan BOG Approval 6 11 2020
- Strategic Planning Team
- Student Success Center web page
- Tag Line Email
- TalkSpace Information
- Tuition Waiver
- Veteran Services web page

1.B - Core Component 1.B

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

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

Argument

MCC has served Mohave County and its residents for more than 50 years as an open access higher education institution, meeting students where they are at and providing valuable learning and skill-building opportunities as well as offering quality services to communities - ensuring growth and support. MCC continuously puts its constituents first through its' programming, events, activities, initiatives and delegation of resources.

Educational Role Serves Public, Educational Responsibilities Take Primacy Over Other Purposes

MCC's vision is, "Improving Lives. Improving Communities. Bringing possibility to purpose and prosperity." The College's programming and approach to campus services are a direct reflection of improving lives and communities by satisfying needs and supporting citizens throughout the County. More than 80+ programs are offered at the College with each meeting the demands of jobs and occupations that are needed in the area.

Career and Technical Education is a division that often maximizes enrollment with programs like welding. In addition, the division with in the past year added Associate of Applied Science Degrees in [Entrepreneurship and Organizational Management as well as an Organization Management Certificate](#) in response to employer feedback. Health Professions, Public Safety, Human Services also optimizes student interest and community need with nursing and dental hygiene and assisting being among the programs that are continually in demand. The General Education and Transfer Division recently established an [alternative elementary licensure program](#) which prepares students to become licensed teachers in an expedited timeframe, working to help fulfill the shortage of teachers in the County as well as in the state. General Education and its [transfer partners](#) are featured as "Transfer Wednesdays" on the Kingman campus and "Transfer Thursdays" on the Lake Havasu City campus, educating students and the public about transfer opportunities after obtaining a degree at MCC.

In addition to Mohave Community College's credit based certificate and associate degree programs, MCC also offers a diverse array of [non-credit educational programs](#) intended to fulfill lifelong learning, career development, corporate training and business development needs of individuals, community organizations and employers throughout Mohave County and surrounding service region. These programs are offered under MCC's Workforce and Regional Partnerships Division and includes the following five (5) areas of focus:

- **Community Education** focuses on development, delivery and continuous improvement of educational programs, services & resources to serve the lifelong learning & personal enrichment educational needs and interests of individuals,. Offerings in this unit include courses, events and other educational activities in community education categories such as Arts & Crafts, Life & Leisure, Health & Wellness, Computers & Technology and Home & Garden.
- **Career Training & Professional Development** provides development, delivery and continuous improvement of educational programs, services and resources to serve the continuing professional education and career development needs for individuals to successfully enter into in-demand occupations, to adapt to changes in their current occupation, as well as to advance or transition into new professional career opportunities. Offerings in this unit include courses, events and other educational activities in content areas that are specific to different occupational industry sectors such as Manufacturing, Construction Trades, Transportation, Information Technology, Health Professions, Business & Finance, and Hospitality & Tourism, as well as areas such as workplace & career readiness, customer service, communication, teamwork, management, supervision, leadership and other general areas for gaining professional knowledge, skills & competencies that are valued across industry sectors.
- **Corporate Training & Business Development** targets development, delivery and continuous improvement of educational programs, services and resources to serve the workforce talent recruitment, development, and retention needs of employers throughout the college's service region. Offerings in this unit include educational programs in the same content areas as those offered under the Career Training & Professional Development unit, but may be customized and tailored to the unique needs of the employer to help them recruit and attract workforce talent to fill existing employee vacancies, to add new employees to grow their business, to train & upskill existing workers and to fulfill the employer's strategic business growth and development needs. These offerings include classes, workshops, seminars, retreats, conferences, institutes or special events and may entail combinations of classroom based training integrated with on-the-job learning experiences including internships, apprenticeships and other work based learning collaborations between the college and the employer.
- **Small Business Development Center (SBDC)** is jointly sponsored and funded between the College and the state of Arizona's Small Business Development Center & the federal Small Business Administration (SBA) and offers free consulting services and educational programs for individuals seeking to start their own business as well as for current business owners seeking to grow & expand their existing business. Recently, the College in partnership with the Hualapai Tribe were awarded a competitive [grant](#) through the Department of the Interior Bureau of Indian Affairs Business Incubator Program to create a Business Incubator on the Hualapai Reservation in Peach Springs. The grant funds will be used for renting, furnishing and equipping a mobile office with two full-time staff who will support Tribal members interested in entrepreneurship to develop business plans, conduct market analysis, apply for funding and navigate the technicalities of owning and operating a business on Tribal land.
- **Regional Partnerships** focuses on organizing and coordinating college outreach efforts to cultivate, develop and continuously improve partnerships with regional government, education, industry & community organizations, leaders and stakeholders to fulfill priority workforce development, business development, economic development and community development needs throughout the college's service region. This includes strategic collaborations with the county workforce services division, Arizona@Work, the county economic development office, local Chambers of Commerce, industry associations (i.e. NACA for construction trades), K-12 schools and school districts, city, county and state government entities, as well as individual businesses and groups businesses. Partnerships developed and cultivated within this unit are intended to support successful fulfillment of priority goals outlined in the college's Academic

Master Plan (AMP), the Strategic Plan and the College's important mission and vision.

Engages with External Constituencies and Responds to Needs

In 2021, a new division was created at MCC by establishing a [Vice President of Student and Community Engagement](#) (SCE) position and converting the campus dean role on the campuses to [Dean of Student and Community Engagement](#). The division is committed to student belonging and empowerment, creating circumstances and support structures that enhance student development, involvement, and academic success. In addition they serve as a community and college engagement conduit and support MCC's presence in the communities it serves, providing leadership in cultivating viable community partners (e.g. local business, industry, government, and K-12 leaders). Deans hosts Campus Advisory Councils (CAC) twice a year on each campus which brings together government, education, healthcare, business/industry, and economic development leaders in focused discussion about MCC's role in the community as well as to accept feedback from valued partners.

MCC extends its educational role in each of the communities, thus the public through educational activities and events. In 2019 MCC established, ["ConCom"](#) (renamed in 2022 as "Bighorn Trek") on the Bullhead City Campus which aims to connect the community to area resources showcasing a job fair, medical simulations, education programs through MCC and transfer partnerships. Hundreds of people, including local high school students, attend the event to build their future in a fun and engaging environment. In 2022, the event will be offered on MCC's Neal Campus - Kingman with plans for the other two campuses (Lake Havasu City and North Mohave) to follow-suit.

MCC partnered with Mohave Health Coalition in 2022 to offer the [First Annual Family Health Fair](#). Attendees were able to take advantage of numerous free resources including: nutritious meal tutorials, health emergency awareness, vaccinations, blood pressure and blood glucose monitoring and scoliosis screenings as well as body alignment and massage offerings. Exercise demonstrations and tutorials were also available.

Campus personnel participate in area Chambers of Commerce and other professional organizations such as Rotary, Venture Club, Western Arizona Regional Center's Board of Trustees, [Mohave Manufacturing Association \(KAMMA\)](#), Arizona@Work and Partners in Economic Development (PED) through the Small Business Development Center. More than 100 hours is dedicated by College staff on a yearly basis in attending and participating in numerous community organizations and clubs and assist in MCC identifying needs in the area and how to best support.

The College encourages staff to support local organizations through its MCC Cares program, which provides 10 hours of annual paid time off for employees to meet community needs and participate in service projects. Staff have used this time to volunteer in various community initiatives such as: Backpack Buddies, an effort through the local Legacy Foundation to provide school supplies, clothing, shoes, and hygiene products to children kindergarten through sixth grades; the Humane Society; ["Adopt a Block"](#), community food banks; local school districts; and the 2022 Mohave County Pride Festival.

During the pandemic each of MCC's southern campuses worked with Embry Health Services to offer free [COVID-19 testing](#) for close to a year so citizens could benefit from its services, with the campus community working directly with organizers to ensure timely services and efficient operations. [MCC nursing students](#) also helped directly during the pandemic by assisting in COVID-19 screenings at area medical facilities. They extend their skills, knowledge and service to local communities by providing blood pressure and other vital sign tests at local events such as the community health fair

In 2020, the College purchased a [building](#) in the heart of downtown Kingman to enhance its partnership with the Chamber of Commerce, allowing both entities to optimize outreach and impact with the business community. The College has always supported cultural organizations like the [Voices of the River](#) choir and River Valley Artists Guild.

A historically popular event that showcase MCC's dedication to its service area is [Give Kids a Smile Day](#) hosted by the College's Dental Hygiene program. The event provides free dental services to children, ages four to fourteen, throughout Mohave County without dental insurance. Children who participate can receive a teeth cleaning, fluoride treatment, sealants, and oral hygiene instructions. During the local event in 2022, the program provided approximately \$20,000 worth of dental services free of charge.

MCC is also known for its [Technology Drives](#) which are hosted by MC4, a student-led college-wide club. The event provides a centralized location for residents to recycle electronics such as digital cameras, televisions, radios, cell phones, printers, MP3 and DVD/VHS players, reducing the number of recyclable items that end up in the local landfill.

MCC organizes the [Pumpkin Festival](#) every year in October which brings thousands of adults and kids, collectively, to campuses to enjoy trick or treating in a safe environment while becoming acquainted to the college area and some of its' services at no cost to participants. [MCC Shines](#) is another free event hosted in December with each campus decorating buildings and landscaping in lights for residents to enjoy. Campuses also provide an open house during one night of the event for children to meet Santa as well as engage in a variety of holiday-related activities.

Additional free of charge, events that have been offered to the public include: Stargazing hosted by the Lake Havasu City Astronomy Club, [Frank Talks](#) (thorough a partnership with Arizona Humanities) that covers topics including critical race theory, free speech and immigration, and cultural events such as [Day of the Dead](#).

Events such those noted above not only help bring in diverse members of MCC's neighboring communities, but they also help 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, support community efforts toward citizen improvement.

Sources

- Adopt a Block MCC Cares 2022
- Beale Street Opening
- Blood Drives NCK 2022
- CASAA Minutes 2 4 22
- Corp Community Ed Webpage
- Day of the Dead - BHC
- Day of the Dead BHC Flyer 11 10 21
- Dean SCE
- Denim Day BHC Events April 2022
- Educator Prep Flyer
- Embry Health Vaccination Sites
- Frank Talks
- Give Kids a Smile Day Flyer Feb 2022

- IBIP MCC Hualpai Project Abstract
- KAMMA
- MCC ConCom 2022 Flyer
- MCC nursing students_ health profession programs help during pandemic
- MCC Shines Flyers Dec 2021
- Mohave Community College - VP SCE
- Mohave Health Fair Press Release
- Pumpkinfest Flyers Oct 2021
- Technology Recycling Drive Press Release 03 28 22
- Transfer Partnerships
- Voices of the River show on tap Friday _ News West Publishing

1.C - Core Component 1.C

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

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

Argument

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. MCC welcomes students from diverse backgrounds and engages students of all ages. The institution benefits from differences among students, staff, faculty and the community, making each other stronger from varying perspectives, needs and discussions, allowing for growth, understanding and support. As demonstrated by MCC's enrollment demographics discussed in core component 1A.4, MCC is responding to the needs of the diverse population in its service area.

Encourages Curricular, Cocurricular Activities - Preparing Students For Citizenship, Workplace Success

MCC prepares students for informed citizenship and workplace success through curricular and cocurricular activities. The College'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.

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, [PSY 101](#) includes the course goal "Identify the main theories and perspectives in the field of psychology" which is mapped to General Education Philosophy outcome number three (Critical

Thinking Skills and Problem Solving), outcome number four (Cultural Diversity and Global Awareness) and outcome number five (Techniques of Inquiry). Each course relates the intended learning goals to the General Education Philosophy student learning goals.

A non-credit welding offering was created this past year in response to community needs. An Integrated Basic Education and Skills Training Program ([I-Best](#)) program started in Fall 2022 where qualified students can study to obtain their GED and earn a certificate in welding, automotive or nursing assistant.

Further, "[How to Survive and Thrive in College](#)" (STU 103) is a course offered to any student, regardless of program, typically in their first semester at MCC. The course applies college readiness skills by examining relevant topics through authentic learning experiences. Students are exposed to and utilize a variety of available college resources, learn and apply basic research skills, use critical thinking and time management strategies, navigate a learning management system, and explore other strategies that enhance student success and promote professionalism in multiple settings.

MCC administered the Community College Survey of Student Engagement ([CCSSE](#)) this last year to receive further feedback about the student experience and make adjustments as needed. The College rated above average in active and collaborative learning as well as student-faculty interaction with discussions taking place on how to improve the areas identified such as support for learners where MCC rated .9 below the small colleges that were part of the study and .1 below from the national college mean.

Mohave Community College has partnerships with programs such as Arizona@Work to build student and community opportunities. Arizona@Work 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. College advisors as well as program directors, at times in conjunction with other agencies, provide career guidance to students.

MCC established four guiding principles that fall under the General Education Philosophy for cocurricular initiatives and efforts (student clubs, etc.) to fulfill through activities, events, and programming, ultimately enhancing student learning and the student experience. These principles are:

- Intellectual Growth
 - Ability to demonstrate fundamental dispositions;
 - Engage in academic discourse, including analytic and integrative skills;
 - Ability to formulate, defend, and communicate their own points of view.
- Independence
 - Become independent learners who understand and express the lifelong skills necessary to succeed professionally and societally.
- Social Responsibility & Diversity Awareness
 - Understand and appreciate multicultural factors and their personal, professional, and societal significance;
 - Ability to apply awareness, understanding, and appreciation of cultural and human differences to personal and professional situations;
 - Create and foster inclusive communities.
- Commitment to Civic Engagement & Leadership Inquiry

- Ability to develop civic identity that promotes quality of life in community;
- Learn to evaluate and improve upon personal leadership strengths and weaknesses;
- Explore, understand, and lead, guided by the values of self-awareness, equity, social justice, inclusiveness, empowerment, collaboration, and service;
- Give voice to all involved, working to inspire a shared vision;
- Contribute to an inclusive and engaging environment for a dynamic community.

Year round, MCC supports a variety of clubs and organizations that work on creating a fun environment that also promotes human diversity and active citizenship - under the cocurricular general education philosophy principles. Students at Mohave Community College have the opportunity to participate in a range of clubs including: Student American Dental Hygienists' Association (SADHA), American Welding Society chapters, Bullhead City Campus Art Club, Kingman Campus Art Club, Bighorn Science Club, Bighorn Decoders Computer Club, Equal – LGBTQ+ Allies Organization, MC4 Computer Club, Phi Theta Kappa (PTK), Physical Therapist Assistant (PTA) Club, Student Activities Council (SAC), Student Nursing Organization (SNO), Students of Color, and Surgical Technologist Club. Students actively engage with the local community as well by participating in community events such as London Bridge Days, Mohave County Fair and various parades and festivals. MCC's participation in Campus Compact further encourages students and all campus members to actively engage in civic engagement, social responsibility, and equity-focused change.

Further, a Student Activity Council (SAC) representative also serves on the Employee Advisory Council as well as on President's cabinet to ensure student representation.

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 Drives](#), [Give Kids a Smile Day](#), Mathlympics, [Blood Drives](#), MCC Shines, College Daze, [Day of the Dead Art Show](#) and [Pumpkinfest](#). In addition, MCC has established a partnership with AZ Humanities to offer "opportunities to explore shared human experiences through discussion, learning and reflection" with diverse talks and presentations on topics such as Route 66 and Critical Race Theory.

Processes, Activities Demonstrate Inclusive and Equitable Treatment of Diverse Populations, Fosters Climate of Respect

MCC employees serve as role models to students, community members, and each other by respecting differences and treating all individuals equitably. One of the College's role as a higher education institution 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 through various activities and events, civil discourse and lively classroom discussion and course curriculum. The College's 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.

The College has hired a consultant to assist in the discovery and development of a [Diversity, Equity and Inclusion](#) (DEI) Taskforce. The intent of the taskforce is to assess our role in developing a holistic learning and support environment for all students and address potential gaps or barriers that may limit access and success of various groups of individuals. Schabel Solutions conducted the following steps: one-on-one interviews with faculty, students, staff and community members, virtual focus groups with a cross-section of students, faculty and staff, and workgroups to review data and

propose recommendations for the development of the DEI strategic plan which was adopted in Fall 2022. Progress has been made with MCC revising a draft diversity statement to be considered, creating DEI definitions and seven goals to be accomplished - all will be reviewed and potentially approved by its District Governing Board in February as well as [DEI definitions and seven goals](#).

MCC's Office of the President also promotes civil discourse and respect, support and acceptance in light of social unrest. The following was released in June 2020 by Dr. Klippenstein, MCC's President to provide the College's stance in light of the death of George Floyd: "Mohave Community College is committed to maintaining an environment of respect, support and acceptance; one that recognizes the inherent worth and dignity of every person. We are committed to building a social and educational environment free of harassment, prejudice, and injustice and one that supports necessary shifts in societal thinking that infringes on the rights of others. A rich diversity of people and the many points of view they bring to campus serve to enhance the quality of the educational experience at Mohave Community College. As such, and in light of current events surrounding the death of George Floyd, we stand with and support all those who are peacefully working toward social change."

Further, 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. 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 diversity, 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.

MCC's diversity statement is slated to be revised per the College's [DEI initiative](#) once reviewed and potentially approved by its District Governing Board in February.

Focused efforts on student engagement and cultural/identity exploration have led to the formation of two new student clubs in Fall 2022: Equal – a support organization for LGBTQ+ students and allies – and Students of Color which promotes identity exploration and education on matters important to Black, Indigenous, People of Color (BIPOC) students. In addition, the Deans of Student & Community Engagement have hosted events celebrating [Hispanic Heritage Month](#), Women's History Month, Black History Month and Pride Month.

With a diverse community, Mohave Community College supports and empowers students of various backgrounds to continue their education. The College recently enhanced outreach to Native American tribes in its service region and is working to provide programming to tribal members. Further, MCC partnered with the Hualapai Tribe and were awarded competitive Department of the Interior Bureau of Indian Affairs Business Incubator Program funding to create the [Hualapai Business Incubator](#) on the reservation in Peach Springs. The grant funds two full-time staff including a Training Coordinator position. This role will be the liaison between the Hualapai Tribe and the college to support Incubator clients in obtaining developing the skills they and/or their staff need to successfully operate their business. This person will also be a resource for Tribal Members interested in pursuing training for a career.

MCC understands that not all students enter the classroom with the same educational experiences and some individuals will require additional 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.

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.

A newly-established [on-ground orientation](#) has been styled to empower all new students, giving them a strong start in helping them succeed through receiving information and resources that are pertinent to being new to College.

In addition, MCC recently revamped its Work Study student employment program to expand on-campus jobs for students. In Spring 2022, program leads elected to increase student employee hourly rate above state minimum wage to keep campus jobs competitive in hopes to attract students who need flexible work schedules that support student success.

MCC also partners with the University of Texas at Austin's Institute for Organizational Excellence yearly to coordinate an [annual survey of employees](#) to gauge their engagement levels. Employee engagement is the connection that an employee has to the organization and to the work that they perform. For the survey conducted in fall 2021, response rate was above average and employee responses were overwhelmingly positive. Three focus areas, employee compensation, benefits, and internal communication, did receive less than stellar ratings. MCC has taken several steps in response to these results: MCC's leadership team discussed the survey results in detail at the annual Leadership Summit and department leaders are taking steps within their departments to improve communication; the Employee Compensation Team has scheduled town hall sessions to collect employee ideas regarding compensation proposals; employee groups will be created to assist in the development of a new college-wide performance appraisal system; and employees will be asked to participate in the survey again in fall 2022 to evaluate progress.

The Employee Compensation Team (ECT) is an advisory group created in 2019-2020 to provide an avenue for employees to submit ideas related to their compensation. The ECT consists of eight members, two employees from each of the following employee groups: Support Staff; Professional Staff; Professional Manager; and Faculty. A representative from Employee Services serves as a consultant providing support, clarification, and data when necessary. Members serve a two-year term, with half of the membership turning over each year; this rotation gives more employees the opportunity to serve while maintaining consistency amongst the group.

The ECT is tasked with drafting a compensation proposal that balances salary with benefits. Recommendations are data-driven and include compensation recommendations for all employee groups. The group meets monthly throughout the academic year. Members solicit feedback from the employee population and then submit a compensation proposal to the College President in the spring.

In their 22-23 proposal, submitted in February 2022, the ECT's recommendations included: 1) 5.9% annual pay increase to employees in the various non-administrative pay grades, and 2.0% increase to employees in the administrative pay grade; 2) that MCC absorb the cost of the expected health insurance premium increase; and 3) to raise adjunct faculty per load hour compensation.

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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 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 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

Mohave Community College (MCC) governing board, administration, faculty, and staff conduct operations fairly and ethically aligned with its established policies and procedures.

Mohave Community College is a unified institution with multiple site locations that operate under the direction of the College President and an elected Board of Governors for oversight. The College President is responsible for the effective [operational planning and execution](#) (p.133) of the institution. College leadership is responsible for executing the daily work in a fair and ethical manner.

Mission Development & Adoption

Aligning to [administrative procedures](#), in Fall 2019, College leadership began the process of revising and enhancing its [mission, vision, values, and student experience statements](#) as part of developing its [2020-2026 Strategic Plan](#). MCC administration hired a consulting company, CampusWorks, to guide the institution's efforts and solicited the participation of key staff and faculty members in the College as well as community members from each campus location to serve on the [Strategic Plan Committee](#). The co-chairs of the committee, a lead faculty member and the Chief Advancement Officer, were strategically chosen to unite and lead efforts of multiple constituencies as well as work collectively with the consultant, serving as strong channels for communication and development. Overall committee membership was diverse and encompassed all [internal constituent groups and external community leaders](#).

As referred to more in depth in Criterion One, the review and revision of MCC's mission, vision, values, and student experience statements were developed through the active engagement of students, staff, faculty, and local community members. The Strategic Plan Committee ensured that all constituents were able to provide their input through multiple avenues, including, but not limited to presentations, workshops, community forums, and surveys. The committee also actively solicited feedback from all constituents throughout the process of drafting and revising the strategic plan.

MCC's Board of Governors also played a significant role in the adoption of the mission. During the development process, the Strategic Plan Committee hosted [multiple workshops](#) specifically designed

for the Board to review drafts of the mission, vision, values, and strategies, and to provide feedback to address concerns and questions in the development process. On June 11, 2020, the [Board approved](#) the finalized strategic plan with the updated mission statement for formal adoption. The new strategic plan includes updates to the College's mission, vision, values, and student experience statement.

Integrity with Financial, Academic, Human Resources, & Auxiliary Functions

Mohave Community College employees, students, and trustees operate with integrity according to established practices defined in the institutional [policy and procedure manual](#) (PPM). The PPM is publicly accessible to all students, employees, key stakeholders, and community members on the public website. Members of the policy and procedures committee are charged with coordinating the [systematic PPM review](#) to ensure that appropriate education, monitoring and ongoing review of the administrative procedures are accurate, efficient, and effective; and, that all administrative procedures accurately reflect the College's current processes and practices. Any policy revision, addition, or deletion undergoes due diligence through the institutional committee structure and the President's Cabinet prior to being presented to the Mohave County Community College District Governing Board (MCCCDGB, or the Board) for approval. Transparency in this process is ensured with the public posting of committee and council [proceedings](#), the accuracy in recording all Board discussions, and the voting record in the Board minutes archive.

The College [communication structure](#) is comprised of specifically charged committees and councils that work together to ensure the effective quality and flow of information which positively impact management and decision-making. Committees such as the [Institutional Effectiveness Network](#) (IEN) ensure that there is a systematic approach to measure the overall effectiveness of the institution, as it relates to programs, services, performance indicators, and student learning outcomes. Additional committees, such as [risk and crisis management](#), [curriculum](#), [academic standards](#), [policy and procedures](#), [strategic planning and alignment](#), and [finance, audit, budget](#) provide the framework to maintain compliance with federal, state, and local laws, uphold academic standards, and affirm the integrity of institutional practices. Sub-committees, workgroups, and action teams are routinely formed within formal committees to achieve committee objectives. The College's advisory councils allow community members, students, staff, and faculty to collaborate and serve as active participants in the shared governance of the College.

Financial Function

All financial operations are conducted according to the guidance from Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Boards (GASB). Since 2011, the Business Services department has been awarded the [Certificate of Achievement for Excellence in Financial Reporting](#) from the Government Finance Officers Association (GFOA) of the United States and Canada for the [Annual Comprehensive Financial Report \(ACFR\)](#). Additionally, the College's official filings of the ACFR, single audit report, and expenditure limitation reports are maintained online and publicly accessible by the Arizona Auditor General. In compliance with Arizona Revised Statute (ARS) 15-1466, the College annually submits the [Full-time Equivalent Student Enrollment Report \(FTSE\)](#), which provides oversight of the institution's enrollment management process.

Employees from business services routinely review the effectiveness of internal procedures in reducing the institution's potential risk to fraud and revises procedures, as necessary, to improve practices. Examples of improved practices include, but are not limited to, an update to the [PCard](#)

[manual](#), increased [PCard oversight](#), the realignment of job duties, and a revised inventory process. [Professional development](#) opportunities are provided to business services personnel to strengthen their skills in auditing procedures and fraud prevention.

Student account integrity is maintained by separating departments and third-party service providers. Enrollment management oversees the student financial aid process, while the student payment and refund process are overseen by business services and administered via Bank Mobile and Nelnet. All financial-related operations are transparent and conducted with integrity under the internal [financial and business services policy](#) and [student financial aid policy](#).

Academic Function

College leadership promotes the fair and ethical practice of academic rigor, decisions, and policies with faculty-driven academic programming and standards. All faculty have the authority to [review, revise](#) (p. 276), and propose academic changes or new programs to curriculum committee, and academic standards, as appropriate. Faculty members may also advise the College President through participation in faculty council.

Per College [policy](#), as outlined in the Student Handbook, students have the right to file a formal [grievance](#), including a grade-related grievance. All grade-related grievances provide the student the option for the academic dean or designee to review the grievance. Students may dispute the decision of the academic dean by submitting a written petition to the academic dean or their designee. Non-grade-related grievances include, but are not limited to, complaints alleging mistreatment by a College employee or errors in student billing or registration. These grievances are reviewed by a Dean of Student and Community Engagement (DSCE). College administration ensures ethical response and integrity in this process by clearly outlining and assuring students that any grievance filed against a DSCE will be handled by an alternative DSCE.

Human Resources Function

The College administration maintains several resources for training, communication, and internal controls to promote the integrity of action and ethical behavior from faculty, staff, administration, and the Board. The [employee handbook](#) is readily available to all employees of the College, explicitly setting clear expectations for [ethical behavior](#), addressing professional relationships, merit-based appointments and promotions, confidentiality, and proper use and protection of college assets. The Board receives ethical guidance from the Arizona Association of Community College Trustees (AACCT), legal guidelines by Arizona Revised Statutes (ARS), and Board [by-laws](#). College employees and Board members are subject to conflict of interest provisions. All employees must annually review the College's conflict of interest policy and complete an updated [conflict of interest disclosure form](#).

Employee Services promotes ethical action and integrity through transparency, accountability, and annual training. [Annual employee training](#) includes a review of the employee handbook, the Family Education Rights and Privacy Act (FERPA), workplace harassment prevention, and Title IX obligations. The human resources/payroll system is accessible to any College employee and provides readily available training materials and resources for employee guidance, including training for hiring committee chairs, inmate work crew training, red flag overview, transparency for compensation and benefits, public records management, and standards of conduct.

Auxiliary Function

The [Mohave Community College Foundation](#) (MCCF), the college-associated nonprofit organization dedicated to supporting the college and its students, staff and programs, operates with a high degree of integrity and transparency and a commitment to sustainability. [Working closely with the MCC Board of Governors](#) and college administration to align its plans with MCC strategic interests, foundation volunteers concluded a strategic planning process in 2021-2022 to create a [performance-based strategic plan and implementation processes](#). Comprised of four chapter councils at each campus location and governed by a board with representation from each campus location service area, foundation leaders express their voices in regular [board and committee meetings](#). The foundation board serves as the governing body with fiduciary responsibilities. Working in partnership with college officials, the foundation board nominally manages [MCC Spirit Store](#) through MCC College Advancement staff.

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2.B - Core Component 2.B

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

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

Argument

Mohave Community College (MCC) administration continuously seeks to improve the transparency and ease of access of information to students and the public.

Leadership & Committee Structure

The College [communication structure](#) includes several councils and committees that meet regularly to ensure that there is effective communication among all employees, students, and community members regarding a myriad of topics including institutional changes, strategic efforts, and upcoming events. The communication structure demonstrates the way college constituents share information and manage decision-making leading up to the College President and the Governing Board. To ensure that communication flows in both directions the College President regularly shares pertinent information to all staff during post cabinet [Bighorn Info Roundup](#) meetings and to the appropriate council or committee. Through this design, the communication structure improves the flow of information and positively impacts the quality and transparency of information.

Currently, there are three advisory councils that report to the President. The [Executive Advisory Council](#) (EAC) is comprised of faculty and staff council representatives that are elected to advise the President of employee issues, within limits described by Federal and State statutes and regulations. Led by the Dean of Student and Community Engagement, each campus location has a [Campus Advisory Council](#) comprised of local business members, community members, and educators that meet with MCC campus leadership and provide advice, general recommendations, and information. The [Campus Communication Councils](#) (CCC), also led by the campus Dean of Student and Community Engagement, ensures that open, honest, and accurate information is communicated between all employees and students. Council meeting minutes are publicly published online to increase awareness and transparency.

Committees such as the [Institutional Effectiveness Network](#) (IEN) ensure that there is a systematic approach to measure the overall effectiveness of the institution, as it relates to programs, services, performance indicators, and student learning outcomes. Additional committees, such as [risk and crisis management](#), [curriculum](#), [academic standards](#), [policy and procedures](#), [strategic planning and alignment](#), and [finance, audit, budget](#) provide the framework to maintain compliance with federal, state, and local laws, uphold academic standards, and affirm the integrity of institutional practices. Sub-committees, workgroups, and action teams are routinely formed within formal committees to achieve committee objectives.

To ensure the accuracy in posted committee minutes, committee recorders undergo training as part of professional development requirements. At the start of all meetings committee members are asked to confirm the accuracy of the prior meeting minutes. If the information is incorrect committee members discuss updates to ensure accuracy in reporting. Formal committee minutes are published online for public and institutional dissemination and archived annually by the Office of the President.

Accurate & Transparent Information

MCC employees maintain accurate and consistent messaging across a broad spectrum of outlets to ensure college communication has the opportunity of reaching a large number of students and community members.

The MCC public webpage serves as a central information resource that is used by many stakeholders and constituents of the college community. Throughout multiple webpage locations, community members are able to [access pertinent information](#) such as: [organizational chart](#), [institutional and specialized accreditations](#), [catalog](#), academic offerings, program requirements, non-credit courses, [tuition costs and fees](#), [financial aid](#), [a net price calculator](#), [faculty qualifications directory](#), and a [calendar of events](#). Program-specific accreditations are listed in multiple locations, including, but not limited to the program's webpage, the [accreditation and state regulatory authorization](#) webpage, and [consumer information webpage](#).

To ensure transparency in fiscal obligations, the College administration publicly posts fiduciary reports for public review on the [Trustees Resources](#) webpage. Resources include, but are not limited to, annual comprehensive financial reports, annual budgets, and the most recent [economic impact analysis](#).

College leadership continues to provide video conference options for internal and external constituents to participate in Board meetings. In the spirit of open communication, the College administration goes beyond meeting the public notice requirements for Truth in Taxation (TNT) hearings. The chief financial officer annually hosts [information sessions](#) for employees, community members, and Board members to learn about the budget process and tax levy. Board members are invited to the information sessions and are also provided with training before the Board decides whether to hold a TNT hearing.

Tuition and fee charges for all classes, supplemental, and auxiliary functions are transparent and accessible to all students and community members. All students may access their student billing records at any time, including requesting itemized billing statements through the online student portal or by contacting the Bursar's Office. In addition, the tuition and fees schedules are reviewed and discussed annually with Student Activities Council (SAC) leaders and representatives to facilitate transparency and obtain student feedback. In February 2022, the four SAC's collectively presented a [resolution of support](#) for the proposed tuition and fee to the Board. As a part of the [annual budget process](#), each January, a first reading of the proposed tuition and fee schedule occurs during the Board meeting where constituents are encouraged to provide feedback.

Mohave Community College utilizes a secured Enterprise Resource Planning (ERP) system which centralizes student and employee information. To improve employee operations and ease of student access to pertinent information, an internal employee evaluation committee proposed a Board approved [ERP transition](#) (p. 5) from Jenzabar to Ellucian Colleague. Employee utilization of the new ERP system began during Fall 2022.

As with all major system transitions, the move to a new ERP inevitably creates temporary operational disruptions which impact students and employees. However, the transition to Colleague was essential to meet the institutional [strategic goal](#) to maximize effectiveness (Strategy 4) by maintaining modern technologies that enhance employee capacity (Objective 4.1) and create a consistent learning environment (Objective 4.2). After evaluating the effectiveness of current operational systems, it became evident that the current technology was a barrier for several constituents. Most notably, several systems, such as document management software and financial aid processing, did not communicate well with the ERP system resulting in the creation of complex operational procedures. As the college community prepared for a transition to a new ERP system, the information technology team and the evaluation committee worked together to propose an innovative system that can support various integrations.

Most importantly, the decision to move to a new ERP system was driven by the need to improve student success outcomes. A notable improved outcome of the change is the ease of access and transparency of information for new and returning students. With the former system, students utilized separate platforms to view academic offerings, complete financial aid documentation, and access advising or tutoring support. With the new ERP, students can now access a new self-service portal which serves as a one-stop-shop to pertinent student information. Through self-service, students can:

- Browse the academic catalog,
- Review financial aid awards and submit pending documentation,
- Review tuition and fees,
- View and download grades and unofficial transcripts,
- Schedule appointments with a student affairs personnel (advisor, tutor, or success coach),
- Compare pending courses required for degree completion to current and future course offerings, and
- Apply for graduation.

The College also recently transitioned to a [new learning management system](#) (LMS) (p.5). The review and recommendation to use Canvas as the LMS was led by a committee of faculty, staff, and students. Official transition from Schoology to Canvas occurred in the Fall of 2022. The LMS is primarily used to centralize all learning resources for credit courses. Canvas is utilized by faculty to share the course syllabus, materials, learning activities, assignments, assessments, and grades. Students are able to receive important course announcements, as well as institutional announcements, through the LMS. Internal departments and committees such as Student Services, the Center for Teaching and Learning, the Institutional Effectiveness Network, and Library Services also utilize the learning platform to offer new student orientation, trainings, and professional development resources for students, staff, and faculty.

Office of College Communications

During the 2022-2023 academic year, College administration restructured and renamed the Marketing and Public Information Office (MPIO) to the [Office of College Communication](#) (OCC). Evident changes included the leadership and communication structure of the department. The Executive Director of the OCC currently reports directly to the President and assists with government relations for the President's Office. Additional roles within the OCC were revised and created which allow the department to continue to effectively coordinate information presented to the College community internally and externally.

In 2022, a new [website content manager](#) position was created to ensure that information that is publicly posted on the college website is accurate, clear, and accessible. All college employees can [submit a ticket](#) to request a webpage change. The website content manager works closely with employees to ensure that all changes to the public webpage are vetted through the appropriate department personnel and reviewed prior to publishing. Established permission protocols and security parameters ensure that changes to the website can be made in a timely manner, after proper review.

Central [communication platforms](#) managed by the OCC include [Mohave Wire](#), a written press release site, and [Mohave Minute](#), a monthly newscast video of institutional updates. Mohave Wire is utilized to engage the community and share the benefits and value of MCC's program, services, and students. It is also a dedicated space used to highlight the success stories of faculty, staff, and students. Regroup, a [mass notification system](#), is also used to provide clear and concise information to students, faculty, and staff regarding emergency situations and general guidance on registration deadlines and payment due dates.

College leadership, with the support of the OCC, actively engages with students and the public through multiple social media platforms including Facebook, Instagram, Twitter, LinkedIn, TikTok, and YouTube. The growing networks for each platform include diverse community members including students, staff, faculty, local schools, businesses, and other organizations. The College strives to create meaningful content tailored to increase engagement and share information. Content posted may include information about new programs, announcements, financial aid, open enrollment period, and college life.

Student Life

MCC's [student life programs](#) are available to all students, in every area of interest, both on-ground and online. The student life program is designed to complement the institutional mission and enhance the college academic experience. The goal of the student life program is to support student learning opportunities, leadership, involvement, and creative expression in and beyond the classroom. Student clubs and student led events provide valuable opportunities for community engagement and experiential learning for all students. All students are regularly invited to engage with the college community and develop their leadership skills through their engagement in [student clubs](#), [student leadership series](#), and [student life events](#).

Like many other educational institutions, the global pandemic deeply impacted student life programming at MCC. During the development of the 2020-2026 [strategic plan](#), the need for increased student and community engagement was noted and emphasized as a priority, as noted in Strategy 2. Throughout the first year of strategic implementation, College leadership created a new executive leadership role focused on student and community engagement. During the 2020 academic year, the new position for a [Vice President of Student Life and Community Engagement](#) was occupied. Currently, the Vice President leads the dynamic team of deans who are responsible for creating the circumstances and support structures that enhance student development, involvement, and engaged leadership. As an internal and external community leader, the Vice President identifies opportunities to cultivate viable community partners.

To further support this strategic vision, College leadership revised the primary responsibilities of the campus dean and added new Student Life Coordinator positions. Former campus dean responsibilities included location-based leadership and management of staff, faculty, and students. The current revision of the position prioritized student and community engagement in the job title

and essential responsibilities. Each [Dean of Student and Community Engagement](#) (DSCE) serves as a conduit to community leaders and helps support and create student life opportunities. Furthermore, the Student Life Coordinator strives to expand student engagement opportunities, especially for afternoon, evening, and virtual students.

Under the leadership of the deans, Bullhead City, Lake Havasu City, Neal Campus Kingman, and North Mohave are all home to location-based [Student Activities Councils](#) (SAC) supported by student fees included in the tuition billing. The SAC are designed to engage students in democratic processes, increase shared governance, develop leadership skills, and promote college spirit. SAC student leadership positions are voted on annually by the student body. All members of the student body are invited to attend SAC meetings to participate in promoting student leadership opportunities. Through participation in the SAC, students have a representative voice in college affairs and are able to increasingly engage with college faculty, administrators, and the leadership team. All four SAC President's are invited to participate in the Executive Advisory Council (EAC), which directly reports to the College President and advises the leadership of student-related issues and concerns.

In the Spring of 2021, the Deans of Student and Community Engagement hosted the first student leadership retreat. The Student Activities Councils (SAC) Leadership & Training Retreat was designed to help students develop the skills necessary to be effective student leaders. Session topics and activities focused on providing strategies for students to effectively communicate, develop meeting agendas and proceedings, organize and lead meetings, as well as fundraise or plan an event.

The first SAC Leadership and Training Retreat was highly effective and well-received from student leaders. The [post-event evaluation survey](#) indicated that a significant number of student participants found the retreat engaging, useful, and relevant to learning about leadership and SAC. Data results indicated that 87.5% of the students who completed the evaluation survey strongly agreed that they would recommend the retreat for aspiring and current student leaders. Similarly, the remaining 12.5% stated that they agreed that they would recommend participating in the retreat. A comparison of the [pre-](#) and [post-assessment](#) survey also reflected positive outcomes of student learning. Per the post-survey, a significant number of students indicated that the retreat greatly increased their understanding in several areas, including, but not limited to familiarity with SAC and student clubs, planning events, effectively planning meetings, and the purpose and role of SAC in relation to leadership and growth.

Due to the effectiveness and positive response of the student leadership retreat, the Deans of Student and Community Engagement developed a consistent schedule for [annual student leadership retreats and ongoing monthly learning series](#). All student leadership retreats and series are open to all students, regardless of SAC or student club membership. Important resources and presentations are posted publicly on the [student clubs webpage](#) to make the information easily accessible to all students.

Students have multiple opportunities to participate in different student life activities and additional student clubs. Some clubs are specific to the programs of study while others support students' general interests including religion, honor society, art, science, culinary, disc golf, or entrepreneurship.

Student club activities are supported through student activity fees and club fundraisers. All clubs have to be initiated by a student, maintain a club advisor, and have adequate club members and officers to provide leadership and direction. Every student club is required to have a constitution that must be provided to the Dean of Student and Community Engagement. When considering, planning, and organizing club events, risk management must be included. Each event must be assessed by the

Dean of Student and Community Engagement in collaboration with the club.

Student clubs give back to the community through volunteer opportunities such as visiting the assisted living homes, boxing and giving out food at local food banks, helping at local charity events, providing [free dental cleaning for children](#), hosting a [technology recycle drive](#), organizing a pet food drive, [assembling and distributing homeless care packages](#), [preparing back-to-school essentials](#) for students, and hosting environmental cleanups. Additional student club events developed, organized, and hosted by students include creative expression art exhibits, welcome back events, Club Rush, [Day of the Dead Art Show](#), No More Week, College Daze, local business tours, peer support groups, movie nights, Phi Theta Kappa (PTK) induction ceremonies, and psychology and art club student stress checks. Students from several clubs also assist the College administration in facilitating large campus-wide events such as MCC Shines and [Pumpkinfest](#). Students are also welcome to use College resources and participate in other events such as the Maker's Space, Flash [Film Festival](#), [AZ Humanities public speakers](#), informational workshops, and the astronomical observatory.

Economic Development

The College is committed to putting students on the path to success and plays a key role in helping students develop the skills necessary to increase their employability and achieve their individual potential. With a wide range of academic offerings, MCC provides opportunities for 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 potential program growth or how to advance the industry, and to discuss the strengths and weaknesses of recent graduates in the workforce.

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.

Mohave Community College's office of Institutional Research provides information on the economic impact of the College in Mohave County. This is done by analyzing the value of the College to students and the community, the economic benefit and cost to the student and the county, and determining if the benefit exceeds the cost in both areas. The [Economic Impact Analysis](#) from 2017-18 showed that Mohave Community College added \$214 million in income to the county's economy and supported over 4,000 jobs.

Academic program leaders demonstrate community engagement efforts by hosting program [information sessions](#) for potential students to discuss program-specific information including their program application process, requirements, and expectations of students accepted into the program. The development of a CUL 280 Culinary Externship and EMT cohort offerings for American River Medical are direct results of faculty and program director community engagement efforts. Furthermore, the new I-Best (Basic Education and Skills Training) program developed as a result of community engagement efforts made to address needs of community adult learners that are seeking to earn their GED and college certificate at the same time.

During the 2021-2022 academic year, the Governing Board [approved a proposal](#) for the College to join the National Junior College Athletic Association (NJCAA). Beginning the fall of 2024, the College will have both men's and women's soccer teams. The college plans to recruit players

throughout Mohave County. This is an opportunity for student athletes to compete in intercollegiate soccer with both regional and national athletic and academic honors. There has been overwhelming community support and community participation which demonstrates that collegiate sports may have a positive impact on local economic growth.

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2.C - Core Component 2.C

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

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

Argument

Mohave County Community College District Governing Board

The Mohave County Community College District Governing Board (also referred to as MCCCDBG, the Board, or the Governing Board) operates with integrity in all operations. Current procedures, communication structures, training, and ongoing professional development provide the Board with the knowledge to make informed decisions in the best interest of the institution.

As a political subdivision of the state of Arizona, the MCCCDBG consists of five elected officials who represent their respective precincts for six-year terms. During the first Board meeting of the calendar year, the Board elects from its membership a president and a secretary. The duty of the Board president is to preside over the meetings of the Board, to call meetings, and to perform other special duties as vested in him or her by the Board. The duty of the secretary is to record all proceedings of the Board, to preside over meetings in the absence of the Board president, and perform other duties pertaining to his or her office as they Board may require.

The authority and responsibilities of the Governing Board are established by Arizona Revised Statutes (ARS) and enforced by College policies and procedures. Regulations such as the Board's [general](#) and [administrative](#) powers and duties clearly define the Board's responsibility to adopt College policies and practices that preserve or enhance the integrity of the institution.

According to MCCCDBG [By-Laws](#), all trustees are expected to conduct themselves in an ethical and professional manner. Members of the Board are also responsible for representing [non-conflicted loyalty](#) (p. 40) to the interests of the entire community of Mohave County. Furthermore, each member of the Board is subject to the [conflict of interest](#) provisions of Arizona law. With this provision in place, "no member of the board shall directly or indirectly receive any compensation or remuneration, or derive any profit or gain, by reason of his/her membership on said board or by reason of his/her services to the college district". When a potential conflict of interest arises, the Board practices its due diligence to [seek legal counsel](#) or [excuse themselves](#) from meetings, deliberations, and voting when decisions are made.

Onboarding & Professional Development

Mohave Community College's leadership team prioritizes the ongoing professional development of all Board members. All new trustees participate in a comprehensive [on-boarding and orientation](#) process to become familiar with the inner-workings of the College. In addition to the orientation, new trustees receive access to essential documents and resources to help him/her better understand their role in governance, the current state of the institution, and how to best meet the needs of students and the local community.

To prepare for regular Board meetings, the College President and Board President communicate throughout the month to determine the agenda. All Board members are provided with a meeting agenda seven (7) days in advance of the public meeting for their initial review. Three to five days prior to the scheduled public meeting, each of the MCCCDBG members meet with the College President to review the agenda, request clarification on any items, voice questions or concerns, and provide guidance to the President on agenda issues.

New and returning Board members are regularly invited to participate in training and professional development opportunities provided by College employees and recognized trustee organizations.

The MCCCDBG is able to meet its legal and fiduciary responsibility through internal budgeting procedures, training, monthly updates, and year-end reports. In addition to reviewing and approving budgets, the Board is given monthly financial service updates with an up-to-date cash flow report and a budget-to-actual report during regular Board meetings.

At least once a year, the MCCCDBG participates in a workshop which includes [budget training](#) on the district's property tax levy and Truth in Taxation (TNT) hearings. After the workshop, Board members are encouraged to provide feedback and clarify their understanding of a TNT consideration. If any board member wishes, they can [motion](#) and proceed to hold a TNT hearing for the purposes of increasing the county's property tax levy.

At the district-level, College administration maintains [trustee resources](#) on a public webpage which include resources such as district maps, the institutional organizational chart, year-end reports, Arizona Strategic Vision Student Progress and Outcomes reports, Annual Student Success Initiatives reports, district annual budget reports, and the Annual Comprehensive Financial report. The centralization of resources allows each Board member to easily access important information and reports to stay informed of institutional progress, changes, and finances. External constituents also benefit from public information as it allows them to learn more about the role of the governing board as well as institutional decisions.

As long-standing members of the Arizona Association of Community College Trustees (AACCT), all Board members have access to various learning resources. Learning, through [publications](#), webinars, [leadership institutes](#), conferences, and local events allow first-time and returning board members to learn more about trusteeship, ethics, governance, advocacy, leading through policy, and current events impacting higher education.

A designated Board member represents the College at AACCT meetings and provide monthly updates to the remaining board members with key takeaways, considerations, or upcoming events. During AACCT updates, all Board members are invited to engage in upcoming professional development events or learning opportunities ([AACCT Annual Congress](#); [Helios Decision for Educational Excellence](#)).

Board Deliberations

Regular monthly MCCCDBG meetings include opportunities for both internal and external constituents to bring forward items of reasonable and relevant interest to the Board. The Board rotates its meeting location to provide local residents and College employees the opportunity to attend meetings in person. Monthly agenda items and meeting minutes reflect continuous transparency and communication of the institution's internal progress and documents comments from citizens. The Board's standing agenda includes reports from the faculty council, staff council, president's office, strategic planning, instruction, enrollment, student and community engagement, financial services, and human resources.

As the College continues its strategic efforts to increase its effectiveness, the need for new software, partnerships, initiatives, and additional financial planning was identified and presented to the board for review. Although not all inclusive, the following examples highlight recent Board deliberations on initiatives that significantly impact the College community and the effectiveness of the institution.

Numerous Requests for Proposals (RFP's) were released from the office of procurement for services and systems to improve College systems, enhance student support and increase efficiencies. The solicitations included a new:

- [Enterprise Resource Planning \(ERP\) System](#),
- [Learning Management System](#),
- [Human Resource/Payroll \(HRIS\) System](#),
- [Student Assistance Program \(SAP\)](#),
- [Capital Planning and Management Services \(CPMS/CMMS\)](#), and
- [Security Information and Event Management System \(SIEM\)](#).

All services and systems were reviewed and recommended by employees of the College before the Board reviewed the formal request. Discussions during monthly board meetings reflect how the recommendations were considered based on the need of internal constituents, along with contract information, cost, and expense budgeting.

The MCCCDBG actively engages in discussions to proactively plan for the future. At MCC, the Regional Workforce Partnership Initiative ensures that the College is serving as a vital partner with other regional, county, and local education, government, community, business, and industry stakeholders to serve Mohave County's workforce development needs. When updates about the workforce initiative was presented to the Board, members led the discussion about proactively planning for a market of future jobs that do not currently exist, recommended working with State Legislature for funding and training opportunities, and highlighted the opportunity to increase offerings for corporate training.

Regular Board meeting minutes also demonstrate the Board's commitment to reviewing the relevant interests of the College's internal and external constituencies.

The Board reviewed recommendations to utilize [cash management tools](#) to ensure that the College can continue to remain financially stable in the future, even during a fiscally unstable period. State expenditure regulations limit the amount of spending that can occur based on student enrollment. In a clear and transparent move to remove large IT expenses from the calculations of expenditures limitations, the President presented the Board with a recommendation to enter into a master lease agreement to help address funding limits. After the recommendation was reviewed, Board member

discussion demonstrated the consideration of the financial stability of the College as well as the concern for residents of the county. After review and discussion, the Board unanimously voted to authorize the College to enter into a lease agreement.

Due to the challenges that the global pandemic amplified, MCC faculty and staff determined there was a need to meet the mental health needs of students. After a collaborative process, College employees presented a proposal to the Board to discuss the potential use of HEERFI/CARESII funding to offer all students access to TalkSpace, an online mental health provider. After consideration and review, the board [approved](#) the request to utilize the new provider.

The needs of external constituents are also considered by the Governing Board. The Western Arizona Vocational Education Technical District (WAVEJTED) has had a relationship with the College for many years. Recently, when the institution was preparing to enter into an Intergovernmental Agreement (IGA) for concurrent enrollment, the WAVEJTED requested an addendum where the College agreed to maintain its accreditation through the Higher Learning Commission throughout the duration of the agreement in order to meet the Arizona Department of Education Quality Standards. The Board unanimously [approved the addendum](#).

For the first time, since the College was founded in 1971, the Board was asked to consider the proposal to start a collegiate athletic program. Many residents of Mohave County and community leaders expressed interest in starting a soccer program for men and women. Since then, a group of community leaders volunteered time to help the College identify potential facilities and areas of community support. An Implementation Plan for Mohave Community College Bighorn Athletics was presented to the MCCCDBG by internal college employees and community leaders. The College President informed the Board that the decision to enter the National Junior College Athletic Association (NJCAA) would be data informed. Similar to designing a new academic program, before implementing a collegiate athletic program, the College would assess business industry needs, support and participation, established need and demand, and review the cost benefit analysis.

As interest for a collegiate soccer team grew, the College hosted community information sessions to discuss plans and gather public input. The MCCCDBG reviewed the proposal and the majority [voted to move forward](#) with the proposal with the intent to start a NJCAA men's and women's soccer team.

Delegating Authority

In compliance with statutory limitations, the Board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties. The President is the only employee authorized to accept gifts in the name of the College. The College President is registered with the Arizona Secretary of State as the Designated Public Lobbyist. Aligned to state guidelines, three additional members of the college leadership team are Authorized Public Lobbyists (APL).

Per College [policy](#), the Board delegates to the President, as its chief executive officer, its authority to administer the laws and policies governing the College. The President of the College is responsible for the complete organization and administration of the College, but may delegate any powers and duties entrusted to him/her by the Board to manage the day-to-day operations of the institution.

The [President's Cabinet](#) serves as the leadership team that provides the chief executive officer recommendations and guidance on college issues. The President's Cabinet provides cross functional

review of all proposals and activities related to the strategic plan and student-focused initiatives. This leadership process allows for the development of operating principles and directives to ensure that the appropriate planning, implementation, and evaluation of the college mission, institutional effectiveness, teaching, and learning are accomplished. The institutional [organizational chart](#) and [communication structure](#) demonstrate how respective teams are able to execute the day-to-day operations of the College under the leadership of the College President.

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2.D - Core Component 2.D

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

Argument

Mohave Community College (MCC) is committed to protecting and preserving the principles of academic freedom and freedom of expression in the pursuit of truth in teaching and learning for faculty, students, and staff. The commitment to uphold this principle can be seen through College policies ([freedom of expression](#), [academic freedom](#), [anti-discrimination](#), and [anti-retaliation](#)) as well as institutional values ([build together](#)). Internal policies and procedures clearly define the protection for faculty, staff, and students to attend, learn, work and participate in campus life events free from harassment, intimidation, threats, and retaliation. These policies also help foster a culture of academic freedom, ensuring that students, staff, and faculty can grow intellectually in an environment that supports open dialogue, inquiry, and learning without fear of retaliation or censorship.

Academic freedom is evident through the support of faculty's right to determine their pedagogical practices, classroom procedures, instructional design, student assessments, and curriculum development, as outlined in the [faculty handbook](#). Through various committee assignments, staff and faculty councils, and the [strategic planning process](#), staff and faculty are free to express their views on academic and institutional issues, including the right to express their disagreement with administrative policies and proposals. For students, academic freedom is protected with the student and grade grievance resolution processes ensuring students have the right to seek to readdress if they believe there is a rights violation.

The institutional commitment to preserve academic freedom and freedom of expression is evident in the College's [general education philosophy](#). The curriculum aims to equip students with essential critical thinking skills to challenge perceived biases and engage in a diverse society. MCC libraries provide access to numerous academic journals, and the Center for Teaching and Learning provides professional development opportunities for faculty. The MCC librarians and support staff are available both in-person and online to support all academic endeavors in the pursuit of truth and learning aligned to their [mission and vision](#), the library bill of rights, and freedom to read and access information.

The review and revision of college policies are also subject to change according to state legislation. In 2018, after [House Bill 2563](#) was signed into law, College administration took [action](#) to revise the freedom of expression policy. The revision allowed the College community to reaffirm its commitment to freedom of expression and address the need to promote the discovery of knowledge and open dialogue. The College administrative team also established a process for convening the freedom of expression committee as a part of the [Policy and Procedures Committee](#).

Students are invited to learn more about freedom of expression by reviewing resources included in the catalog, student handbook, student code of conduct, and [new student orientation](#). The Office of the President also provides [reporting data](#) to the Arizona Community College Coordinating Council (AC4) for inclusion in the AC4's annual report to the Governor of Arizona.

Following the national unrest in June 2020, College administration released a [public statement](#) reinforcing the priority to provide a social and educational environment free of harassment that encourages diversity in points of view to enhance the quality of the educational experience.

Diverse [events and learning opportunities](#) bring community members, students, staff, faculty, and administration together to encourage healthy intellectual exchanges, debates, discourse, and inquiry. Per College policies ([3.025](#) and [3.030](#)), the college does not endorse any religious or political organization, candidate, or philosophical belief or position on students, staff, and faculty. Although the College does not endorse a political or religious position, it welcomes all members of the community to engage in College or community [events](#).

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2.E - Core Component 2.E

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

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

Argument

Mohave Community College (MCC) supports the scholarly endeavors of students, staff, faculty, and the community. Pursuit of scholarly work and research often involves the use of human subjects for data collection and analysis. In accordance with federal laws and regulations, the primary purpose of the College's Institutional Review Board (IRB) is to oversee research utilizing human subjects to protect their welfare.

MCC College has a federally approved Institutional Review Board (IRB 00010356) and an approved Federal-wide Assurance (FWA) through the [Office of Human Research Protections](#) (OHRP). As a part of this assurance, the College agrees to consider all research involving the use of humans as research participants as subject to federal regulations, regardless of the source of funding, if specific conditions apply (Authority of the IRB). College [policy](#) defines the basic principles that govern the IRB in assuring that the rights and welfare of subjects are protected and ensure that adequate safeguards are provided.

The [IRB Handbook](#) provides detailed information on the standard operating procedures such as functional relationships, membership, management, record requirements, principles of informed consent, special populations, student engaged research, conflict of interest guidelines, and college research review committees.

The College also supports the research needs of the community through partnerships. Since 2016, the College has partnered with the city of Bullhead to provide laboratory space for the city's Pest Abatement Manager. The city of Bullhead conducts, funds, and provides oversight for research and the College provides a laboratory space.

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 indicates the responsibility for assuring academic integrity from 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 [employee standards of professional conduct](#) and

the [faculty handbook](#).

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](#) policy by educating students on the appropriate use and citation of information and the basics of copyright law during instructional sessions in the library and [virtual workshops](#). Additional learning resources and instructional materials are also available to students through the library in-person and [online](#). Faculty support academic integrity by using measures including proctoring, anti-plagiarism software (Turn-it in) and secure testing software (Respondus). Students can receive additional assistance online through the TutorMe tutoring platform and in-person through the student success center.

All course syllabi include references to academic integrity. Per College policy, faculty members are required to document all potential instances of academic dishonesty in the [Student Alert System](#). Student academic alerts are submitted to document details of the honor code violation, notify the student, and inform the office of instruction and student services of the academic concern.

Sources

- HelpDesk_Student Alert System (SAS) - Self-Service Portal
- Instruction_IRB Handbook_2021-2022
- MCC Libraries Virtual Research Workshops_2021-2022
- MCC Libraries_Lib Guides
- MCC_PPM_5.125_Professional_Conduct
- OHRP_MCC IRB Active Status
- PP_Manual_07012022
- PP_Manual_07012022 (page number 68)
- PP_Manual_07012022 (page number 85)
- PP_Manual_07012022 (page number 94)

2.S - Criterion 2 - Summary

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

Summary

Mohave Community College students, employees, faculty, leadership, and the county-elected Board of Governors conduct themselves with integrity to ensure the institution operates in a fair and ethical manner. Leading by example and promoting a culture of ethical behavior, the Board of Governors maintains a professional standard of conduct and continuously pursues professional development. The Board carefully deliberates to consider the best interests of internal and external parties to enhance the College while delegating the daily operations to the college administration and faculty.

College administration provides transparency and accessibility to all interested parties with open communication, detailed and in-depth publicly accessible record keeping, and state and federal reporting. The committee and council structure allow for equal representation of all relevant constituencies. Established policies and procedures and continuous professional development allow college leadership to ensure that all College employees are well-versed and trained to act with integrity. The commitment to academic freedom is evident in the curriculum development process, vetted independent research, and promotion of freedom of expression in the classroom and student life events. With the college's student honor code, student code of conduct, and multiple avenues to expound upon the value of ethical behavior, students learn the value of integrity in pursuit of truth and learning.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

Courses and Programs

The highest degree Mohave Community College awards 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 the Executive Vice President who is the college's chief academic officer. Every program and course offered at the college have established common learning outcomes (competencies). Student learning outcomes, as agreed upon by the appropriate department and the Curriculum Committee, 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 expected learning outcomes to students.

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 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 program course pathway indicating a suggested sequence of courses per semester.

Articulation

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 licensure and certification 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 health professions degrees are assured through programmatic accreditation. Currently, eight programs have specialized accreditations.

Program Quality

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 health professions, 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 Arizona Transfer System is overseen by the AZTransfer Steering Committee and includes the people, systems, and infrastructure designed to ensure "...that community college students may transfer to Arizona public universities without loss of credit towards a baccalaureate degree." (ARS 15-1824). The AZTransfer Steering Committee provides oversight of curricular alignment among Arizona public and tribal post-secondary educational institutions and helps ensure that students are appropriately prepared and have the support services required to pursue and complete a post-secondary degree program. A major goal of the AZTransfer Steering Committee is to assist with increasing the number of Arizona students who successfully complete a baccalaureate degree.

Faculty are primarily responsible for assuring quality, rigor, and currency for each course and program. All course and program modifications at MCC have a review and approval process. Course packages are developed by faculty within the department and have full, departmental faculty support prior to submission into the curriculum system. Submitted 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 are reviewed by non-academic reviewers for compliance with college standards, credit definitions, financial aid requirements, and accreditation notifications, etc. The course packages are available to members of the Curriculum Committee for review prior to monthly Curriculum Committee meetings. The committee meets monthly to review and approve all curricular and programmatic changes. Following Curriculum Committee meetings, course documents go to the Chief Academic Officer for review. New program proposals and program retirements are forwarded to President's Cabinet and then continue to the Board of Governors when appropriate. The MCC Curriculum 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 Curriculum Committee procedures require course updates least every five years.

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 President's Cabinet requires regular program assessment. The college's Institutional Effectiveness Network (IEN) was developed to ensure organizational effectiveness at all levels and across all areas of MCC. The IEN works within a five-pillar framework with a charge that addresses the following:

- Identify measurement and assessment tools for each pillar:

1. Pillar One-Academic program review and prioritization
 2. Pillar Two-Non-Academic program, services, or department review
 3. Pillar Three-Strategic Plan performance measures
 4. Pillar Four-Academic student learning outcomes
 5. Pillar Five-Co-curricular student learning outcomes
- Map to HLC Criteria
 - Implement an equity lens for all pillars
 - Develop repository funnels for transparency
 - Monitor continuous quality improvement activities annually
 - Select a uniform model of assessment (e.g. Plan, Do, Study, and Act model).

All program modifications resulting from program reviews are evaluated by the Curriculum Committee, financial aid, the registrar, the accreditation liaison, the academic leadership, and President's Cabinet.

Mohave Community College requires that all faculty use the approved course package and a standardized 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 by divisional Deans and Associate Deans, as well as lead faculty. Associate deans and lead faculty monitor classes and confer with colleagues about instructional resources, facilities, and selection textbook.

MCC utilizes an evening supervision program on each of the southern campus locations to support faculty and students who attend class after 5 p.m. Instructors assigned to remote instruction are supported by divisional Associate Deans and Deans.

The [Center for Learning and Teaching](#) (CTL). The CTL serves as a support and resource hub for the instructional division, offering seminars, workshops, and resources focused on elements of successful teaching and fostering effective, innovative teaching methodologies, as well as supporting the implementation of technology into active, engaging learning environments in all modalities.

Full-time, part-time, and dual enrollment faculty must meet the same hiring qualifications regardless of the modality or location of teaching assignments. Hiring qualified instructors supports 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 reviewing faculty including full-time, part-time, and dual enrollment instructors. The faculty evaluation system uses a portfolio consisting of four components, where part-time faculty complete the first three components and full-time faculty complete all four: 1) professional development and college/community service activities, 2) classroom observation, 3) student evaluation, and 4) self-evaluation (full-time faculty only). Evaluations must be completed and submitted to human resources.

Mohave Community College offers flexible program offerings to meet the needs of all students. There are programs that can be taken fully online, though most students choose a combination of modalities including: online, hybrid, 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 through supervision and review by

divisional associate deans and program directors.

Sources

- 2015 Periodic Program Review List
- 2022-2023 syllabus template 05.25.22 - Fillable
- Center for Teaching and Learning_Annual
- Course Package EDU 214 Cultural Diversity in Education
- Curriculum Review Process
- Dental Pass Rate Webpage copy 6.15.22
- 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
- MCC Accreditations_2022.pdf
- P&P General Education Philosophy
- Periodic Program Review Report Template

3.B - Core Component 3.B

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

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

Argument

General Education Program Purpose and Philosophy

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:

1. Aesthetic Sensibilities: An appreciation of creative expression in the world around us.
2. Communication Skills: The ability to effectively convey meaning through various media on both personal and professional levels.
3. Critical Thinking Skills and Problem-Solving: The ability to analyze data and arrive at logical and defensible conclusions.
4. Cultural Diversity and Global Awareness: An appreciation of relationships and differences in values, customs, and norms of diverse global communities.
5. Techniques of Inquiry: Use of standardized methodological framework to collect, analyze, interpret, and present findings.
6. 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. The general education requirements in MCC programs are [mapped to the six general educational outcomes](#) listed above in the program pathway documents.

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 meet at least once 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 seventeen other universities.

The course packages for each course outline the purpose, content, and the learning outcomes. Course packages are peer reviewed by discipline faculty members prior to being submitted to the Curriculum Committee for review and 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 health professions programs prepare students for industry certification and licensure. 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. Arts and humanities are also embedded in the general education curriculum to provide students with the opportunity to engage in creative inquiry and expression through study of the art, 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 "Use a variety of modes to communicate (e.g.,

oral, written, visual) with 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 relates the intended learning goals to the General Education Philosophy student learning goals.

General Education and Diversity

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 diversity, 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.

The college has hired a consulting firm to assist in the discovery and development of a [Diversity, Equity and Inclusion](#) (DEI) strategic plan. The intent of the work is to develop a holistic learning and support environment for all students and address potential gaps or barriers that may limit access and success of various groups of individuals. Schabel Solutions conducted the following steps: one-on-one interviews with faculty, students, staff and community members, virtual focus groups with a cross-section of students, faculty and staff, and workgroups to review data and propose recommendations. The result is a new [diversity statement and DEI strategic plan](#).

Further, MCC emphasizes the importance of the college as an advocate and resource for cultural activities in 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. Students, employees and community members are invited to campus events such as the [Day of the Dead](#) event on the Bullhead City Campus which highlights student artwork, regional cuisine from culinary students, and presentations from Spanish I students. The library hosts Frank Talks, which are thought-provoking discussion on important issues through a partnership with Arizona Humanities and the Arizona State Library, Archives and Public Records. Recent [Frank Talks](#) include “What is critical race theory?”, “What is patriotism?”, and “Listen Through the Fear: Understanding Extremism in America.” The library also hosts [AZ Humanities](#) presentations such as “Southwestern Rock Calendars and Ancient Time Pieces,” “Chilies & Chocolate: Sweet and Spicy Foods in the American West,” and “Saviors and Saints on the Arizona Frontier.”

Faculty Scholarship

MCC faculty are not required to participate in research, rather our faculty are engaged in the scholarship of teaching and learning. The Center for Teaching and Learning (CTL) provides faculty support services such as trainings and workshops through CTL and subscription services like Magna

Publications and Online Learning Consortium course quality scorecards. Full-time faculty must complete 15 hours of MCC provided learning and 10 hours of job/position specific [professional development](#) each year.

Mohave Community College hosts a wide variety of educational events showcasing the work of students. Radiology technology students prepare poster boards in celebration of Radiology Week each. Dental hygiene students provide Zoom [table clinic](#) presentations on a variety of topics where the dental community can earn continuing education credit. Culinary program students create menus and prepare foods from a variety of cultures and serve it to campus employees.

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 students' work. The events are open to the community.

Sources

- 15-1824 - Transfer articulation-course numbering-reports
- 2022-2023 syllabus template 05.25.22 - Fillable
- AGEC-A-B-C
- Associate of General Studies
- AZ Humanities
- AZ Transfer Values
- BIO 181 General Biology 1 Course Package
- Day of the Dead - BHC
- DEI One Pager
- DEI Update 2.10.23
- Dental-Hygiene-AAS-Program-Course-Pathway
- DH Table Clinics 2022
- Frank Talks
- General-Education-Philosophy-2
- Kingman Student Art Show -2022
- Professional Development Plan
- Transfer Partnerships

3.C - Core Component 3.C

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

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

Argument

Employee Diversity

The MCC community strives to ensure that employee demographics represent a diverse population. During the hiring process, the hiring committee membership is required, as established by [Employee Service's procedure](#), to be comprised of individuals who represent diverse backgrounds in culture, expertise, gender, and/or geographic location.

Job announcements are publicly posted on the MCC website and are advertised on job boards such as Indeed, Inside Higher Ed, the Chronicle of Higher Education, and other prominent boards in order to maximize job posting visibility and broadening the audience of potential candidates.

MCC Employee Services personnel utilize a diversity boost option when advertising positions, which elevates job listings so that it will appear programmatically on numerous diversity-targeted job sites, including sites such as Diversity Work Match, Diversity and Career, ProDivNet (Professional Diversity Network), and the National Diversity Network. Additionally, at Higher Ed Jobs, MCC purchases the option to use a diversity and inclusion email which sends postings to an estimated 310,000 candidates from an opt-in proprietary list highlighted with a "Diversity" icon on the website. It also includes job agent emails and diversity and inclusion job listings page.

When recruiting educational professionals for health related programs, the Employee Services utilizes the National Healthcare Career Network, which integrates with nearly 300 professional associations and societies. Additional specialty sites are used, when appropriate to a specific position.

All job postings and applications are digitally managed through NEOGOV Software to ensure a systematic approach to application and document collection.

Diversity of staff and faculty is representative of the county; however, MCC student demographics are evolving. MCC has been recognized by the Department of Education as a Hispanic-Serving Institution. MCC vice presidents will shepherd the college community through the HSI process and program implementation in the coming year.

Faculty Numbers for Instructional and Curricular Expectations

As wages have increased in the state over the past five years, MCC salaries was outpaced. In addition, cost of living in Mohave County has increased. In an effort to support recruitment and retention of its workforce, the College has strived to ensure that [faculty salaries are competitive](#). In 2021-22, all faculty received a \$6000 flat increase to make MCC faculty salaries more competitive among Arizona's community colleges. Adjunct faculty also received a load-based pay increase in 2022, with a second increase planned for 2023. Student to teacher ratios are maintained at a very manageable 13:1, which allows instructors significant opportunities for effective one-on-one discussions and consultations.

Curriculum and assessment development and planning are performed by the faculty. At the course level, faculty perform curriculum assessment reports annually. At the program level, program reviews occurred once every four years, up to 2022. In the summer of 2022 a new program review process was implemented, now the iterative program review cycle spans over three years.

The committee, Curriculum, Academic Standards, Articulation, and Assessment (CASAA) was reconfigured in 2022. The new organization separated the curriculum and academic standards portions into two separate committees, Curriculum and Academic Standards committees.

The [Curriculum committee](#) is charged with reviewing, evaluating, and making curricular recommendations for new courses and programs of study, amendments to existing courses and programs, and the retirement of existing courses and programs, making recommendations to the President's Cabinet as appropriate. Course and program changes are presented to the committee after preliminary review of the submissions by instructional and non-instructional staff. During the meeting items are discussed and motions are made to approve for the item to move forward or send the item back to be refined or tabled. The determination of the motion is made by the voting members of the committee.

The select faculty are members of the Curriculum Committee, and all program additions, deletions, and revisions are reviewed through this [Committee](#). Faculty representatives are selected from each area of interest to ensure a breadth of perspective in committee decision-making.

The [Academic Standards](#) committee is an inter-disciplinary instructional (curricular) group, in consultation with the non-instructional (co-curricular) group, charged with reviewing and recommending academic standards, policy, and procedures concerning academic affairs, as they affect the academic integrity of the College, to the President's Cabinet.

Faculty Qualifications and Resources

Faculty qualifications are reviewed at time of hire. Faculty are required to complete 20 hours of professional development annually. They are provided professional opportunities through attendance

at national, state, regional and local conferences, webinars, and workshops. Faculty are encouraged to develop in both the area of expertise and in pedagogical practice. The Center for Teaching and Learning provides an array of [learning opportunities](#) to support both new technology, such as the transition of Learning Management Systems from Schoology to Canvas, and topics of import, such as working with Veteran students or with students with accommodations. The [Educational Developer](#) position was established to enhance the student experience through the ongoing development of teaching and learning practices. [Faculty Affiliate](#) positions for each division have been established. Each affiliate is a liaison between the Center for Teaching and Learning and the faculty in their area of interest and are to engage in faculty professional development activities through the Center for Teaching and Learning.

Dual enrollment instructors are qualified to teach in their subject area using the same criteria as traditional faculty. Those who were on educational plans to achieve required qualification levels are checked with each semester to establish that they are progressing toward qualification. The local associate dean works with the schools to assist in whatever way they can to ensure that dual enrollment programs retain the integrity of traditional college courses.

Per Policy and Procedure Manual 5.150-B, the college requires faculty performance to be reviewed in alignment with [Arizona Revised Statute 15-1445](#), which states, “The college shall maintain a system of employee evaluation that supports employee success within the college. College policy indicates that the full-time faculty evaluation system uses a portfolio consisting of four components: 1) professional development and college/community service activities, 2) classroom observation, 3) student evaluation, and 4) self-evaluation. Part-time faculty complete 1 through 3 of the faculty evaluation components.

Instructors are required to perform 20 hours of professional development as a part of their annual work agreement and many perform far more. For example, in addition to college-provided professional development on pedagogy, many attend state, regional and national [conferences](#) in their fields of expertise. Others obtain and maintain nationally recognized credentials and certifications through financial support of the College. All faculty are encouraged to continue their studies in their content areas as well as receive training in pedagogical principles. Part-time and dual enrollment instructors are encouraged to perform professional development as well and are provided a stipend for doing so.

Numerous professional development opportunities provided by the Center for Teaching and Learning are maintained on a [calendar of events](#) with a healthy offering of diverse topics. The Center for Teaching and Learning also provides professional development through several subscription sites. A few of the professional development subscription sites include

- Magna Publications
- Online Learning Consortium (Course Quality Scorecards)
- Open SUNY (OSCQR Rubric and “New to Online” Instructor Info)

The Center for Teaching and Learning is the resource for professional development and institutional support in all areas of Curriculum & Assessment, Articulation, Accreditation, Educational Development, Instructional Technology, and Accommodation Services. The Center works to foster a professional culture of curiosity, engagement, collaboration, exploration, creativity, effective teaching, learning, reflection, and innovation. It provides support, training, resources, and guidance in the following areas:

- Professional Development Opportunities and Events
- Curriculum Development
- Development and Assessment of Learning Outcomes
- Course and Program Articulation, Transfers, and Accreditation
- Course Design and Development
- Educational Technology
- Student Accommodation Referrals and Support

Faculty Accessibility for Students

Instructors are required to provide formal office hours in their syllabuses. (Syllabus samples for evidence). All instructors have a Learning Management System course regardless of modality. This provides students a second mode of access to instructors. In addition, many instructors will perform office hours in the college Student Success Centers (<https://www.mohave.edu/resources/student-success-center/> Screenshot), which will allow access to not only a single faculty's students, but all students who visit the Student Success Centers in need of instruction in that faculty's field of expertise. CTE program faculty will have open lab hours for students to perform makeup work, improve on their skills, or to connect with an instructor. The Career and Technical Division also employs supplemental instructors to provide additional assistance during their courses. (Supplemental Instructor job description). Many instructors provide assistance to students beyond their posted office hours.

Faculty also serve as advisors on many student clubs and organizations. This provides additional time for student-teacher interactions in a healthy, educational environment. The clubs and organizations perform a wide variety of extracurricular activities that enhance the

overall academic experience. See Student Clubs (<https://www.mohave.edu/life-at-mcc/clubs/> Screenshot).

Qualified Staff

The college requires 25 hours of professional development for staff positions. In addition to regularly scheduled internal training opportunities, the College provides many training opportunities for its staff by allowing participation in the AZTransfer Conference, annually sends teams to Higher Learning Commission (HLC) Annual Conference, the Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO) Annual Meetings, and the American Associate of Collegiate Registrars and Admissions Officers Annual Meetings. The College also has sent teams to Ruffalo Noel Levitz (RNL) Strategic Enrollment Planning Forums. Other trainings and conferences that have been or will be attended include:

- Jenzabar Annual Conference - this is past
- Fraudulent ID Training
- Arizona Women in Higher Education
- WAVES - Veterans Training
- NASFAA (National Association of Student Financial Aid Administrators)
- AASFAA (Arizona Association of Student Financial Aid Administrators)
- Be Connected - AZ Supportive Campuses - Veteran Student Specific training
- FERPA Training
- NACADA (National Academic Advising Association)
- WACAC/NACAC (Western Association of College Admission Counseling)

- National Student Clearinghouse
- College Source Training
- Dual Enrollment Conferences
- NROC (Network-Resources-Open-College&Career)
- Ellucian Annual Conference
- HACU (Hispanic Association of Colleges and Universities)
- AHSIE (Alliance of Hispanic Serving Institution Educators)
- AZ HSI Consortium

Sources

- 2022-4-1-CASAA-Minutes
- ARS 15-1445_Governing Board_Administrative powers and duties of district governing boards
- AY 22-23-Academic Standards Committee Charge
- AY_22_Curriculum Committee Charge (1)
- CTL Calendar
- CTL_Building Together_Plan for 2022_23
- Educational Developer Job Description
- Faculty Affiliate Job Description
- Faculty Prof Develop - Pohlman HVAC Excellence
- FINAL_MCCCDGB_04-09-2021
- Hiring Committee Designation
- MCC_StrategicPlan2020_2026_pdf

3.D - Core Component 3.D

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

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

Argument

Mohave Community College provides support for student learning and resources for effective teaching to meet the needs of the student population. Each campus provides student services as noted below.

Academic Advising

MCC has at least one academic advisor on each campus location from 9 to 6 Monday through Thursday and from 8 to 5 on Friday for academic advising. During the months of August and January, advising hours are expanded to provide phone advising on Saturdays. Phone and virtual advising are available for students unable to make it to a campus location. Students are assigned to an academic advisor based on their area of interest (AOI) and are matched with an academic advisor who specializes in the appropriate AOI to provide enhanced assistance and support for students enrolled in each program. Students meet with the advisor once a semester and as needed when questions arise to 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 academic advisors, student services technicians assist students in applying for financial aid and provide financial literacy programming.

Financial Aid Counseling

Students have access to a dedicated financial aid student support coordinator at MCC. [Financial literacy counseling](#) is continually offered through an online partnership with ECMC Learning, as well as, one of the offerings at New Student Orientation. All students who take out loans are required to complete loan counseling through the Department of Education annually. Additional training is required for first-time borrowers.

Life Counseling

MCC provides student assistance programs to all of our students. [Talkspace](#) is a completely free digital space for private and convenient mental health support. Students are able to select their therapist, counselor, psychologist, or psychiatrist from the recommended licensed provider and

receive support day and night from the convenience of their device (web, iOS, and Android).

Veterans Services

MCC provides services to veterans, widows, and their dependents who may be eligible for education assistance from the U.S. Department of Veteran Affairs. The Arizona Department of Veteran Services has designated all MCC campuses with the [Veteran Supported Campus](#) award. This award is in recognition of veteran specific training faculty and staff have completed learning about the needs, interests, and assistance in ensuring success in studies and resources available within the community. Veteran services 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.

Testing Center and Placement Services

MCC offers course placement services on all campuses. MCC utilizes Multiple Measures for course placement as well as [Testing Services](#) for state certifications or course placement for students. MCC utilizes [ACCUPLACER](#) testing for some degree programs to ensure appropriate placement, however, most students are placed with multiple measures.

The student will meet with an academic advisor to help with placement, 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 attend [New Student Orientation](#). This course is designed to enhance college readiness skills including the development of a relationship with their faculty, learn successful study habits, time-management, learning styles, utilizing college resources, academic success strategies, and establishing student expectations.

Student Accommodation Services

[Student Accommodation Services](#) is responsible for the facilitation of collaborative efforts between students, internal departments, and external entities and stakeholders to ensure that, in accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973 (504), and under the guidance from the Office of Civil Rights (OCR), the college is providing equitable access to all students with disabilities. It is MCC's goal to ensure students with disabilities are provided equitable access to educational opportunities and that they are provided the resources they need to function independently to allow them to succeed in an environment free from discrimination. Student Accommodation Services launched, with the expanded circle of care, an initiative that allows for the provision of Compassionate Care Accommodations. This accommodation allows students a confidential process to ask for support for life's challenges as they struggle to balance their lives and academic pursuits. MCC is able to support students with academic accommodations and community resources in several situations, including the suicide of a family member, taking emergency custody of grandchildren, and the hospitalization of terminally ill children.

Library Services

The [MCC libraries](#) provide services and resources for students that enhance the learning process. Kingman, Lake Havasu City, and Bullhead City have physical libraries that provide students with computer access to software needed for coursework, a printing kiosk, wi-fi, and study rooms. Services include laptops for checkout, interlibrary loan, course book reserves, physical holdings, and staff

available to assist with research and information literacy skills. The libraries are open five days per week in the fall and spring semesters with evening hours available four days per week. The library website provides on- and off-campus access to the library catalog and research databases from EBSCO, JSTOR, InfoBase, and Gale. The website also includes tutorials on citation styles, plagiarism, and research, as well as live chat support from library staff.

Student Success Center

MCC has designated [Student Success Centers](#) (SSC) on its three southern campuses and remote support services for North Mohave Campus students. The SSC is a one-stop-shop for academic support services on campus to empower students and help them gain the confidence and resources to be successful in a friendly, no judgment zone. The SSC remains proactive and flexible in responding to student needs. Utilizing leading indicators, outreach is focused on persistence, progression, retention to move students to completion. The SSC is designed for students at every stage of their academic journey providing services from life coaching, tutoring, academic support, study skills, life skills and to assist with making connections with other departments.

The Student Success Coach position was implemented in 2021-2022. Success Coaching combines aspects of advising, counseling, education, and coaching into a dynamic and personal interaction between a student and a coach. This interactive process focuses on the relationship between the student and the coach, in which the coach challenges the student to think about their personal and professional goals to connect them to the academic goals. Imperatively, the coach encourages the student to develop more self-awareness through understanding their strength, values, interests, purpose, and passion. Coaches completed a [Master Certified Life Coach](#) certification to enhance their ability to effectively interact with students in life coaching. Coaches will guide students by using coaching skills and ask the questions that will allow them to explore and find answers that will benefit them in achieving their academic and life goals in the areas of relationship building, education, and self-evaluation.

The Student Success Center continues to provide support through its [Student Support Connections](#) with daily communications, event reminders and virtual tutoring options which gives students the opportunity to receive academic assistance and guidance online, regardless of location. It is a place where students can easily connect with services and peers. The student support connections enhance communications with students through digital means (e.g. phone calls/voicemails, emails, LMS and message) have become more personalized, catered to student progress in the course, and more connected with faculty.

The 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 via the STAR (skills, tutoring, academic, retention) intervention program. The STAR program monitors student academic performance in nine courses that data indicates when a student receives a grade of C or below, chances are high that they will not return to MCC the next semester. Real-time intervention allows the SSC staff to contact students who are below 80% during any week, encouraging them to come into the center and work with a tutor or receive coaching. All students also have access to SmarThinking™ is an online tutoring service available to students 24/7. SmarThinking™ provides students with access to tutoring services round the clock, allowing flexibility in meeting students' needs even when the SSC is closed. Math and English continue to be the most frequently utilized services.

To support and promote evidence-based instructional practices that advance learning and

professional development the College established the [Center for Teaching and Learning \(CTL\)](#) in 2021. It was formed to serve as an instructional resource hub in an effort to support faculty in their professional learning. Professional development opportunities that focus on enhancing student engagement and accessibility through effective instructional design, development, and support for faculty are provided by CTL. With monthly CTL events designed to promote innovative and enriched teaching through quality course design and the effective use of technology, faculty members can get support to augment their students' experiences in courses of all modalities.

Science Labs

Each campus has dedicated biology and chemistry laboratories, as well as a science lab technician to maintain the sciences labs and prepare materials for classes. The technician is responsible for chemical management and ordering as well as assuring compliance with regulations.

Health Professions Labs

Student success is at the heart of each Health Professions program, and MCC provides the necessary materials to expose students to the current clinical practice. MCC supports all of the Health Professions programs with the necessary components to ensure a successful program. This is accomplished by employing a sufficient number of professional instructors to guarantee 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.

The Health Professions 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. The surgical technology program utilizes a [synthetic cadaver](#) (SynDaver[®]) with anatomically correct synthetic tissues, organs, and muscles to replicate hands-on surgical simulation. Nursing and practical nursing programs have simulator manikins that provide pre-programmed 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 equipment includes hospital beds, headboards with faux O2 masks, suction devices and medication carts.

In the Medical Assisting program, students 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.

The department of Nursing offers a laboratory and two simulation spaces on each campus. The laboratory is stocked with simulated injection training arms and IV chests. All of the equipment and technology used in a clinical setting is available for student skills training. Associate of Applied Science (AAS) degree in Nursing utilizes a variety of resources such as high-fidelity manikins for simulation, virtual simulation using Swift River Medical Center, Assessment Technologies Institute (ATI), Inc., and Wolters Kluwer CoursePoint+ products.

Similarly, the Physical Therapist Assistant program, in Lake Havasu City, possesses equipment such as mobility aides, patient diagnostic equipment, such as stethoscopes and sphygmomanometers. Other field-specific equipment includes 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, Pilates reformer, and a Gait Trainer to obtain a video representation of patient ambulatory skills.

The Radiologic Technology program, in Bullhead City, 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, in Bullhead City, have operatories with electronic microscopes, radiography units including direct digital and ScanX and ultrasonic power instrumentation. The [clinic](#) has a panorex x-ray machine, electronic health record carts and aerosol-mitigating vacuums and air exchange. The labs are also equipped with manikins for instrumentation, radiology and anesthesia training.

Many of the health professions 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 also trains using electronic health record documentation. Nursing labs on each campus have computers installed at each bedside.

Many programs include [clinical sites](#) for live patient learning opportunities. Programs coordinate clinical contracts for MCC with these sites for clinical practicums. Each department is responsible for negotiating and maintaining their own clinical database. These contracts are reviewed and approved by the MCC Executive Vice President. 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 3000 sq. ft. Surgical Technology Building. Multiple adequately-sized rooms used 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 Health Professions 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.

Career and Technical Education Learning Environments

Like the Health Professions programs, each of the career and technical education programs utilize a

laboratory space that has been designed to reflect industry levels of quality.

The automotive service laboratory contains four bays with three two-post lifts and one four-post lift. It includes equipment related to the industry that addresses wheel alignment, tire 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 that reflects the feel of the shop environment.

The automotive collision laboratory is separated into four areas. It contains four bays, and the layout focuses on the organizational processes utilized in the industry. 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. All or portions of the Food Preparation Certificate are being offered at additional locations across the service area. Students receive ServSafe Manager training as a part of the first course at all locations.

The electrical (ELC) program laboratory is located at the Neal Campus Kingman site, and the program utilizes both a traditional classroom space and the laboratory space. The electrical program provides space for students to study all aspects of residential electrical training with the residential certificate and delves into commercial and industrial electrical practices for the second certificate. It includes a wide assortment of training aids that have been purchased or constructed by the electrical faculty in order to meet the needs of the students. Tools and equipment are consistent with industry practices.

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 fully functional and matches the same standards as the other lab, but with smaller capacity. In Fall 2022, HVA expanded onto the Neal Campus Kingman site by offering residential HVAC. Equipment includes industry-recognized equipment and instructor designed training aids. All students receive OSHA 10 and EPA certification training as a part of the residential certificate program.

The welding program is available at the Bullhead City, Lake Havasu, and Kingman campus sites. The college houses its American Welding Society (AWS) approved testing facility at the Neal Campus Kingman site and is working to certify the Bullhead City and Lake Havasu sites as approved testing facilities as well. In Bullhead City, the welding program, through a partnership with the Colorado River Union High School District (CRUHSD) is available to high school students as a dual enrollment opportunity. Students can complete a full certificate at that location and then can travel to any of the comprehensive campus locations to continue their education. The Bullhead City welding building features a building with 12 state-of-the-art welding booths with a fume extraction system, fabrication areas for larger projects, a covered outdoor fabrication area and a classroom meeting area. Additionally, students can use new welding machines, specialized CNC welding tables, and ironworkers to train on industry standard equipment and obtain certifications. In Lake Havasu City, the welding facility has 10 booths and additional instruction space for fabrication. In Kingman, the WLD program is fully developed and contains 18 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 at all comprehensive campus locations.

Sources

- ACCUPLACER Platform for Institutions – The College Board
- Center for Teaching and Learning
- Clinical External Site Evaluation Form-6.21.22 (1)
- Dental Clinic
- Disability Services
- Financial Aid
- Level 1 Class Preview _ Certified Life Coach Institute _ United States
- MCC campuses now designated as ‘Veteran Supportive Campuses’ by state
- MCC Libraries_Lib Guides
- Mohave Community College - Talkspace
- Orientation
- Student Success Center
- Student Support Connections
- SynDaver Surgical Model SynDaver
- Testing Services

3.S - Criterion 3 - Summary

The institution provides 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 the General Education Program. Faculty Professional Development is offered through our Center for Teaching and Learn in addition to numerous state and national professional organizations. Full-time and Adjunct Faculty are evaluated regularly as outlined in the Faculty Handbooks.

Faculty are involved in the oversight of curriculum, the assessment of student learning and program review. The Curriculum Committee reviews all curriculum proposals and revisions, program proposals and revisions, and assessment projects. The Academic Standards Committee reviews and develops procedures as related to the College's 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 accommodation services. Services are available on all campuses and online.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

4.A. 1 MCC practices of regular program reviews and acts upon the findings.

Mohave Community College (MCC) maintains a practice of regular program reviews. Historically program reviews have been scheduled for academic departments on a four (4) year cycle, however after iterative review, MCC has created a more indepth process of review with more detailed instructions to writers to ensure consistency and quality. Programmatic review will consist of three year cycles for review for all programs with [a published schedule provided](#) well in advance for transparency and tracking purposes. Using the institutions learning management system, a [program review course](#) has been designed under the guidance of the Institutional Effectiveness Network for all stakeholders to participate in. This allows for universal understanding of the purpose of the procedures for creating a quality programmatic review. The new formal review also explicitly states the requirement the writer to consider the impact of the results, as seen in the [program review template](#) and the following examples from the [nursing](#), [math](#), and [education](#) departments. The writer is required to identify significant findings and strategically consider how these findings impact the quality of the program. Decisions to maintain, expand, or retire the program are driven by the results of the review. The appropriate Dean has the responsibility for ensuring the Program Reviews are

completed and utilized to drive decision-making.

4.A.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.

Mohave Community College evaluates all the credits 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. Credit for Prior Learning (CPL) is awarded for the College-Level Examination Program (CLEP), formal military education, high school Advanced Placement (AP), and International Baccalaureate (IB). There is a new CPL process being implemented in Fall 2023 that will consider various work experiences as credit for courses. The final decision on whether credit for prior learning satisfies course outcomes is made by the Dean of the division. 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 are reviewed after they have been evaluated by a foreign education credential service. The final determination of the transfer of credits is made by the Office of the Registrar.

4.A.3 The institution has policies that ensure the quality of the credit it accepts in transfer.

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 official 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, Health Professions, computer, and other technical courses that are taken ten or more years ago are ineligible for transfer
- Fire Science, Emergency Medical Services, Administration of Justice Studies, and Early Childhood Education courses that are taken five or more years ago are ineligible for 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 are 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 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 the transfer of credits between state colleges and universities. The Shared Unique Number (SUN) system is a college numbering system that

ensures the successful transfer of credits between Arizona schools, these identifying numbers are found listed on course packages. 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 website includes a Course Equivalency Guide that indicates how any course transfers to any public college in Arizona.

The Arizona community colleges and universities have 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 coursework. All courses included in the AGECE block must be completed with a grade of “C” or better in order to transfer. A completed AGECE also transfers as a block from other community colleges in Arizona to meet the general education requirements at MCC.

MCC is a member of the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#), a private non-profit organization. The goal of this organization is to continuously improve the quality of distance education classes and programs across the nation with careful oversight. Their work improves access for distance students regardless of their physical locations, reduces student and institution costs, and assists with member coordination between states. Data regarding learning experiences, regardless of location, is shared among team members. Participation in this program allows our students more flexibility in their educational path and allows MCC to further vet the quality of transferable courses. The portal agency for NC-SARA that MCC belongs to for oversight purposes is AZ-SARA.

4.A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

MCC maintains and exercises authority over the prerequisites for courses, their rigor, and expectations for student learning. Prior to the 2022-2023 school year, all course, degree, and program changes are submitted to a formal review process through the [Curriculum, Academic Standards, Articulation, and Assessment \(CASAA\) committee](#), run by the Dean of General Education and Transfer. Changes are submitted through the Academic Curriculum Review and Evaluation System (ACRES) system to the Director of Curriculum and Assessment three weeks prior to presentation to the committee. Upon presentation, discussion, and voting, the information returns to the [office of Curriculum and Assessment](#) for inclusion in the College catalog during the indicated year. Review and discussion are documented via CASAA Committee proceedings, such as these examples from [February 2022](#) and [October 2021](#).

The Institutional Effectiveness Network (IEN) Pillar Four (Assessment of Course Learning Outcomes) recognized the need to separate the current CASAA committee into two distinct groups. Starting in the 2022-2023 academic year, the singular CASAA committee was separated into two groups, the [curriculum committee](#), and the [academic standards](#) committee. In addition to suggesting the separation, Pillar Four members are developing a well-defined systematic plan of evaluation for

all courses. [Outcome improvement forms](#) are currently utilized by the department of Nursing. These forms identify the outcomes that met and did not meet established benchmarks as well as an action plan. These forms are presented at the end of each semester to the Nursing faculty for feedback and accountability. The action plans are implemented and benchmarks are monitored for improvement. Pillar Five of the IEN is charged with the ongoing assessment of co-curricular activities such as the New Student Orientation and the Bighorn Leadership Academy.

Through the use of course packages, instruction is driven to standardize learning in all sections of courses, regardless of modality. These packages are reviewed by all faculty teaching specific courses and are used to drive learning. They are shared to ensure consistency in learning goals with the College's dual enrollment partners through regular meetings, proceedings seen here, examples [one](#) and [two](#). A description of how to use a course package to create a syllabus and course is included in the [handbook for both full-time](#) and part-time faculty. In order to ensure these packages are consistent statewide, they are approved through the [AZ Transfer system](#), as coordinated by the Director of Curriculum and Assessment.

[Faculty qualifications](#) are consistent across campuses.

- General Education courses require faculty to hold 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, five years of recent work experience in the field to be taught, or a specialized certificate in the course to be taught.
- Adult Education (ABE and GED) and English Language Acquisition (ELA) 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.
- Faculty teaching for the Associate of Applied Science degree in nursing is required to hold a minimum of a master's degree in Nursing or a master's degree in another area of focus and a bachelor's of science in Nursing and two years of work experience.
- Faculty teaching for the Practical Nurse program are required to hold a bachelor's degree in nursing and have two years of direct patient care experience.
- Faculty teaching for the Nursing Assistant or Assisted Living Caregiver courses are required to hold an associate's degree in nursing and have at least one year of direct patient care experience.

During the hiring process the Associate Deans of Instruction, or Program Director, complete the Qualifications Determination Form (QDF) that requires a review of official transcripts to determine whether an applicant meets faculty qualifications. These forms are held by the Employee Services department and [faculty qualifications are listed publicly](#).

Dual Enrollment Courses

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, must be at a higher level than high school courses, 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 meet the college admission requirements and all prerequisites and/or achieve an appropriate score on a placement assessment. The college provides the course packages, syllabi, textbook 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. Dual enrollment courses are overseen by the associate deans of instruction and program directors according to physical location (by city) for general education or by program for CTE courses. Dual enrollment (DU) faculty apply through the College's portal for traditional faculty and are required to complete the same training and professional development as full-time and part-time faculty. DU faculty submit syllabi to the associate dean or program director for review and filing. The appropriate supervisor works with DU faculty to ensure they are aware of materials or course outline changes and that their courses adhere to College policy and standards. [Meetings are held](#) on each campus at least once per academic year with campus based leadership and administration and the principals, vice principals, superintendents, advisors, and other interested parties at the local high schools to communicate any College wide changes and keep the channels of communication open between all parties.

4.A.5 MCC maintains a wide array of specialized accreditations for our programs as appropriate to our educational purposes.

Mohave Community College maintains specialized accreditation with the following agencies:

- 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 Associate of Applied Science (AAS) degree in Nursing Program including advanced placement options is accredited by the Accreditation Commission for Education in Nursing (ACEN), The Registered Nursing, 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 addition to specialized accreditations, MCC is associated with various professional organizations, which provide a myriad of benefits to our students enrolled in the associated programs.

- The MCC Automotive Service program is currently seeking accreditation through the Automotive Service Excellence (ASE) organization. It is anticipated that this accreditation will be achieved during Fall Semester 2023.
- The MCC Welding Department utilizes American Welding Society (AWS) D1.1 Standards in its teaching practices and provides students the opportunity to take AWS tests for each of the processes and positions that they are preparing for in their courses. This testing is performed by the college's AWS Accredited Testing Facility that is located on the Kingman Campus. Many welding students also take advantage of the opportunity to participate in an Occupational Health and Safety Administration (OSHA) 10 course that the college makes available to them.
- The MCC Heating, Ventilation and Air Conditioning (HVAC) program provides Occupational Health and Safety Administration (OSHA) 10 and Environmental Protection Agency (EPA) training as required components of its HVA-100 course. These two certifications ensure the proper use and handling of refrigerants and safe worksite practices.
- The MCC Culinary Program provides all students with ServSafe Food Safety Manager training as a required component of its CUL 111 course to ensure that students are competent in the safe handling of food.

4.A.6 The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission. The College evaluates the success of its graduates utilizing data obtained from surveys. For example, the Health Professions programs are required through their accreditation process to report the percentage of graduates who obtain employment in their area of study. The AAS degree in Nursing expects at least 80% of graduates will obtain employment with a community healthcare organization within one year of graduation. Currently, 100% of graduates obtain employment. 100% of graduates from the Physical Therapy Assistant (PTA), Surgical Technology, and Dental programs also obtain employment in their respective fields. Additionally, Advisory Committee meetings are held each semester where community partners have the opportunity to discuss the quality of graduates they are employing. This discussion is generally presented in a Strengths, Weakness, Opportunities, and Threats (SWOT) format. Each Program Director takes the information shared at these meetings and uses it to influence change.

Health Professions 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:

	2018	2019	2020	2021
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Ultimate Licensure Pass Rate	100%	100%	100%	90%
1st-time Pass Rate	100%	100%	100%	80%
Graduate Rate	80%	78.9%	72.7%	90%
Employment	100%	100%	100%	100%

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

The ultimate score is the two (2)-year average licensure pass rate obtained from the FSBPT

Employment tracking is calculated one (1) year following graduation and licensing

Sources

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- AZ Transfer Values
- CRUSHD_Dual Enrollment Fall 21 Meeting
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- Dual Enrollment Handbook
- EDU Program Review
- Faculty Handbook
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- IEN Course Overview
- IGA Example TTwo
- K12 Partner Luncheon Fall 2022
- MAT Program Review
- MCC Outcomes Improvement Form_NUR222_Fall2020
- NC-SARA Homepage _ NC-SARA
- NUR Program Review
- P&P_Manual
- Program Review Schedule
- Program Review Template

4.B - Core Component 4.B

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

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

Argument

4.B.1 The institution has effective processes for the assessment of student learning and for the achievement of learning goals in academic and cocurricular

The College engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its student and considers the assessment process as an iterative one. MCC has clearly stated goals for student learning with respect to curricular offerings and has worked to improve our assessment practices after careful review and discussion. The college's general education philosophies are stated in the [Policies and Procedures](#) Manual. The 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, aligned to the general education philosophies, and vetted through the curriculum review process.

In 2021 the Institutional Effectiveness Network (IEN) was established as part of the next steps in continuing to improve assessment as part of our aforementioned iterative process. This network is charged with ensuring the effectiveness of all curricular and co-curricular programs and services offered by MCC. The IEN consists of five pillars each with a specific charge; Academic Program and Prioritization Process, Non-academic Programs and Services Review, Strategic Plan Key Performance Indicators, Academic Student Learning Outcomes, and Co-curricular Student Learning Outcomes. The IEN adopted the Council for the Advancement of Standards (CAS) in Higher Education as the framework. The Center for Teaching and Learning (CTL) staff created an [online learning module](#) that provides [training for all staff and faculty involved as they complete the Self-Assessment Instrument](#).

Learning outcomes have been loaded into the learning management system (LMS) and faculty are responsible for aligning all assessments to the appropriate outcome. Through reviewing the mastery section of LMS faculty can quickly and easily see how students are progressing to mastering competencies and outcomes. In order to ensure faculty are capable of accomplishing this task, [all-faculty training is provided](#).

Student learning outcomes are assessed by the Lead Faculty, Associate Deans, and/or Program

Directors. One, or more, course (s) are designated to be assessed to determine if student mastery of the learning outcomes was achieved each academic year. Each course in a department will be assessed at least once every four years. Lead faculty and Program Directors are also required to ensure the completion of the "[Curriculum Assessment Report \(CAR\): An assessment of learning and student achievement](#)" report and submit it to the Director of Assessment annually, seen in these examples from the [business](#), [nursing](#), and [social and behavioral sciences](#) departments. The information contained in these reports represents evidence of the extent learning outcomes were met by students. When outcomes are not met, interventions are designed and implemented to improve mastery in future sections, as designed in the CAR assessment itself.

The effectiveness of co-curricular activities is assessed through the Student Services department and the office of the Vice President of Student and Community Engagement. Student Services is part of Pillar Two of the IEN, while co-curricular outcomes are assessed via Pillar Five. The overlap of these pillars within the IEN allows for thoughtful oversight and intervention in this area. A statement regarding co-curricular assessment and its importance can be found in the [Student Life Handbook](#). Student organizations wishing to request funds must address learning goals and data collection and use in their application. Utilizing tools like pre-and post-surveys, learning gains are assessed and program improvements are made for future iterations. Data collected has led to the redesign of new student orientations to improve efficacy, the creation of outreach programs for struggling students led by our student services team, and a technology loaner program run through Student Services and the Information Technology (IT) department.

An example of co-curricular outcome assessment through innovative programming is the Dental Hygiene and Assisting programs "Give Kids a Smile" event each year. This is a community event where children are able to obtain free oral care from Dental Hygiene and Assisting students. The Dental Hygiene program has an outcome that states, "Graduates must be competent in providing dental hygiene care for all patient populations including :1) child, 2) adolescent, 3) adult, 4) geriatric, and 5) special needs. The Dental Assisting program outcomes include, "Defend the importance of oral health for children ages infant through five years." In 2022 students provided \$9,108 dollars of care to 25 children between the ages of 3 and 18 years. Students were able to demonstrate competency in the outcomes above during this event.

4.B.2 The institution uses the information gained from assessment to improve student learning.

MCC uses the information gained from assessments to improve student learning. The data submitted in the CAR report serves as evidence as to whether learning outcomes were met for the course(s) being assessed. When the expected level of achievement for Course Learning Outcome Mastery is not met, an action plan, intervention, and follow-up assessment are required. Evidence of department meetings where the assessment results are analyzed and discussed must be submitted as part of the CAR reports, as referenced above.

To assure quality in instruction and assessment, the College requires all faculty to participate in and log a minimum of 20 hours of professional development each academic year, as explained in the faculty handbook. This ensures all faculty are well-versed in high-impact and quality practices to utilize in their courses. Opportunities are provided through both external sources and internal departments and events. A large mandatory professional development event is planned each academic year, which is run by and for faculty. This event, termed [META](#) (previously LATTE) is focused entirely on curriculum, instruction, and assessment.

4.B.3 The institution's processes and methodologies to assess student learning reflect good

practice, including the substantial participation of faculty, instructional and other relevant staff members.

The College maintains a department to assist faculty in continuously improving their courses and offer training to meet specific instructional needs. This department, known as the [Center for Teaching and Learning](#) offers various learning opportunities for faculty throughout the academic year on a proactive schedule with on-demand and needs-based training when called for ([CTL Calendar](#)). The CTL was created in support of the Strategic Plan for 2020 - 2026, specifically Strategy 2.5 - "Promote a culture of faculty development support student achievement and program learning outcomes" and Strategy 4.1 - "Enhance employee capacity by supporting the achievement of annual professional development goals."

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 the assessment of student learning were reviewed and integrated into the process of assessment. The Curriculum and Assessment Director regularly participates in on-going training to ensure their guidance follows best practices. Information learned is shared during curriculum and academic standards meetings and is disseminated via meetings with the academic deans, program directors, and associate deans. The College also sends a rotating, diverse team of individuals to the yearly HLC conference, who return to the College and participate in share fairs in order to share new knowledge gained.

The curriculum and academic standards committee structures, as noted previously, engage stakeholders across the College community and include a robust faculty presence is further evidence of faculty involvement in assessment. These committees also include various staff from the Student Services, Business Office, Financial Aid, and the Registrar's Office. Each member is provided an agenda of items to be voted on in advance of each meeting. This practice allows each member time to review and analyze proposed changes. Open discussions are encouraged during regularly occurring meetings, and detailed proceedings and minutes are made available for review for those who may have been unable to attend.

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- General-Education-Philosophy-2
- IEN Self Assessment Template
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- IR Request Ticket Screen Prints
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- STAR Current Student Success dashboard
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4.C - Core Component 4.C

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

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

Argument

4.C.1 The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

MCC pursues educational improvement through goals and strategies that improve retention, persistence, and completion rates in its degree and certificate programs. College goals are well defined through the College's Strategic Plan. Strategies two and three teams of the 2020-2026 Strategic Plan are heavily focused on the retention, persistence, and completion rates at MCC. The various workgroups tied to these teams have set ambitious goals to improve all three facets. To track objectives, action plans, outcomes, targets, resources, budgeting, responsible parties, and statuses of initiatives, the College keeps a running [Strategic Planning Matrix](#) as a living document that is regularly updated.

As part of the strategic planning process, [MCC set multiple goals](#) surrounding the college-going rate for students in our area (an increase of 39%), increased enrollment in underserved students (+15%), and occupational learners (+25%). The college seeks to increase the two-year credit threshold rate by 5%, the fall-to-fall retention 5 year average by 8%, the program completion goal is a 2% increase over 5 years, and MCC is striving to increase the transfer-out rates by 5% in a 5-year average.

Graduation rates, transfer rates, and retention rates are posted on MCC's [Institutional Information web page](#). Graduation rates increased gradually year each between 2018-2019 to 2021-2022, from 10% to 23%. Retention rates also have increased from 50% to 62% for full-time students and have increased from 40% to 47% for part-time students.

Transfer rates overall have decreased, following the trend in the states from 26% to 13% during that same time frame. Student transfers to the large three-state schools have actually increased during this time frame, from 121 students in 2018-2019 to 130 in the 2020-2021 year, according to the

[AZTransfer Partnership Report for 2022](#). During the 2020-2021 year, 208 baccalaureate degree recipients at ASU, NAU, and UArizona had credit from MCC. For those students who are transferring, 44.6% are able to successfully enter their four-year programs with 60+ credits.

Milestone Advising supports and encourages 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.

4.C.2 The institution collects and analyzes information on student retention, persistence and completion of its programs.

The Office of Institutional Research's (IR) 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. Individuals or work teams wishing to access data may make a data request, which is fulfilled within two weeks per departmental procedure. MCC provides a [public-facing website that indicates progress towards these goals](#). The IR team completed a six-year retention study report in 2022. The results indicate that students who have a GPA of 2.0 or higher are more likely to persist.

Retention, persistence, and completion review are tools used to achieve educational improvement. The College does this when departments evaluate retention and completion trends and their 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.

The [Recruitment and Retention Plan for 2021 - 2022](#) was developed by the Student Services staff. This plan presents a robust plan that guides Student Services to improve recruitment and retention efforts. The plan has been shared with the Instructional Deans to ensure staff and faculty are aware of and using the same plan. Student Services staff have been assigned to a dedicated Area of Interest (AOI) for the purpose of targeted student support. This group meets with the staff and faculty of their AOI to discuss recruitment and retention initiatives. For example, during Fall 2022 the teams participated in a "Recruit Back" initiative where students who had not been enrolled for the previous academic year were contacted via telephone. Additionally, faculty have been encouraged to connect with students to engage them in class work prior to assigning them a non-participation drop grade.

4.C.3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. The College carefully monitors student success in courses, as tracked by Tableau Dashboards. Various initiatives, as detailed below, have been implemented in response to student data. These discussions in terms of specific courses can be seen in CAR reports and program reviews.

About data usage reflected in the general student population, numerous examples can be provided. The Student Success Coach position was implemented in 2021-2022 to improve retention, persistence, and completion. Success Coaching combines aspects of advising, counseling, education,

and coaching into a dynamic and personal interaction between a student and a coach. Coaches hold a Master Certified Life Coach certification. (Life Coach Institute). Student services provided responsive services through ([Student Support Connections](#)). Data from nine courses that make up the [STAR program](#) (previously “Big 9”) indicates when a student receives a grade of C or below, likely, they will not return to MCC the next semester. Real-time interventions allow the Student Success Center (SSC) staff to contact students who are below 80% during any week, encouraging them to come into the center and work with a tutor or receive coaching (Tableau: Student Success Dashboard). TutorMe™ is an online tutoring service available to students 24/7. TutorMe™ provides students with access to tutoring services around the clock, allowing flexibility in meeting student's needs even when the SSC is closed. Math and English continue to be the most frequently utilized services. The department offers engaging workshops with a wide range of topics, including self-advocacy, student skills, and navigating technology. All workshops are recorded and available on the SSC website. Supplemental materials were also posted. The Student Support Center provides a digital newsletter bringing awareness to faculty/students of resources with quick links.

4.C. 4 The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice.

MCC has an [Institutional Research department](#) that collects and analyzes institutional data. The department's stated mission is to, "...assure(s) that the college can make informed decisions that improve institutional performance, accountability, and student success." The Office of Institutional Research collects, analyzes, and disseminates internal and external data/information to respond to all the strategic information and analytical needs of MCC. The Office utilizes an internal ticketing system, where they ask among other things what the purpose of pulling the data is for. If the requester is unable to answer that question without a legitimate, research-based reason, the Office follows up for further discussion. The answers to preliminary questions about the data pull helps requestors start considering possible biases and starts to prepare them for the deeper discussion regarding what we see in the data. In that effort, they apply current Institutional Research knowledge, theories, and standards. The department is a member of the Association of Institutional Research and utilizes guiding practices in terms of identifying/limiting biases and best practices from the organization.

Sources

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- Objective Matrix with Yearly Goals (1)
- RR Plan 21 22 Revised 02.28.22
- STAR Current Student Success dashboard
- Student Support Connections

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

MCC requires program reviews every three (3) years and encourages a culture of continuous assessment. Year one (1) of the assessment cycle is the planning phase. This phase focuses on developing and educating a self-assessment team. This team will begin to identify, collect, and review evidence for the self-study. Year two (2) is focused on evaluating the evidence found in phase one, preparing a final report, and managing any changes that need to occur as a result of the evaluation. Year three (3) the Institutional Effectiveness Network (IEN) selects programs for review.

MCC evaluates all credit that it transcripts. Credit may be granted through Credit for Prior Learning (CPL), College-Level Examination Program (CLEP), formal military education, high school Advanced Placement, and International Baccalaureate. Students may earn no more than one-third of the credits required for a degree or certificate of proficiency through advanced standing credits.

MCC policies ensure the quality of the credit that is accepted through the transfer process. The policies can be found in the College catalog and include not accepting credits without an official transcript; a grade of a C or higher is required for eligibility for transfer; only transcripts from regionally accreditation commissions will be considered; courses that fall short of MCC semester hour equivalents will not be eligible; and science courses are not accepted if they are between five and ten years old, depending on the program. Additionally, MCC is a member of NC-SARA which strives to ensure quality distance education which allows MCC to have confidence in the transferability of these courses and programs.

MCC maintains authority over the pre-requisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all programs, including dual credit. The IEN pillar four – Assessment of Course Learning Outcomes is responsible for identifying measurement and assessment tools for assessment of course learning outcomes; monitor annual continuous improvement activities; and implement a uniform model of assessment. The Curriculum Committee reviews and approves all changes to course packages to ensure learning outcomes are appropriate and ensure rigor within each course and program. Courses offered through Dual Enrollment go through the same internal process which allows the College to control the rigor and maintain consistency among course offerings.

MCC maintains a variety of specialized accreditations. The Dental Hygiene program is accredited by the Commission on Dental Accreditation (CODA); the Associate of Applied Science degree in Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN); The Paramedic program is accredited by the Commission on Accreditation of Allied Health Education programs (CAAHEP) and the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP); The Physical Therapy Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE); the Radiology Technology program is accredited by the Joint Review Committee on Education in Radiologic

Technology (JCERT); and the Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

MCC evaluates the success of its graduates and ensures they are meeting the needs of the community. Various programs track data on licensure certification and employment post-graduation. Additionally, Advisory Committees meet each semester to discuss the quality of MCC graduates. Members of the Advisory Committees are encouraged to provide input into whether there are changes that need to occur to improve the quality of the graduates.

Mohave Community College (MCC) 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.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

5A.1

New paradigms and fresh approaches accompanied the arrival of a new College president in July 2019. A distinctly inclusive and collaborative [approach to strategic planning](#) over the 2019 – 2020 academic year paved the way for subsequent [transformation](#) of [practices](#) and [structures](#) that embraced a holistic vision aligned through the [strategic plan](#). Systematic efforts to affect broad inclusion, [cross-functional engagement](#), and [data-informed decision making](#) resulted in an ongoing cultural transformation more attuned to the needs of students and the communities served by the college.

Elected student leaders hone their leadership skills, represent campus student constituencies, and enhance student life opportunities through [Student Activities Councils](#) at each campus location. Student representatives in the President's Cabinet group and Executive Advisory Council ensure participation in review of on-campus smoking policies and tuition and fees discussions. Student voices were central to developing the [Student Experience Statement](#), a symbolic and aspirational description of the ideal future state that continues to provide broad guidance for decision making. Members of the [Strategic Planning Team](#) that coordinated strategic plan development were chosen to formulate a representative cross-section of the college community. Student leaders served alongside community members and employees, and the [governing board engaged](#) significantly during plan development through [board workshops](#). The [board continues to be involved](#) through [regular board updates](#) of strategic plan implementation. [Faculty Council](#), [Staff Council](#), and the combined [Executive Advisory Council](#) ensure inclusion and consideration of critical employee group perspectives.

Committee and [communication structures](#) continue to [evolve](#) to foster efficiency balanced by

inclusion, cross representation, and multiple levels of review. Revisions to policies and procedures, codified in the Policy & Procedure Manual, may be introduced through committee processes and vetted by the [Policy and Procedure workgroup](#) before final presentation to the [President's cabinet](#) group. Awareness of the mission, vision, and institutional strategic priorities is reinforced by committee structures, with the [Strategic Planning and Alignment Committee](#) actively carrying out their titular assignment, ensuring that activities, decisions, and resources are aligned to institutional strategic priorities. The faculty-driven [Curriculum, Academic Standards, Assessment and Articulation Committee](#) provides oversight of academic requirement decisions, policy, and processes. The highly positive overall perceptions of climate measured in the [2021 - 2022 Employee Engagement Survey](#) suggest that intentional efforts to create inclusive and collaborative decision-making processes have been successful.

5A.2

Institutional commitment to the availability of data and to data-informed decision making is evidenced through events like [Data Day](#), a virtual event with significant participation by internal parties exploring institutional data and their meaning. Investment in Tableau and the creation of a growing series of interactive [dashboards](#) addressing key data sets and organizational performance measures available to many across the college further illustrate a [commitment to data-informed response](#). The [Data and Analytics \(DA\) Committee](#), with cross-functional membership, was initially formed to support the formulation of the current strategic plan. The committee subsequently evolved into an integral part of the committee structure, [supporting college decisions](#) through its charge: "Collecting data based on measurable goals or [KPIs](#), analyzing patterns and facts from these insights, and utilizing them to develop and assist with implementing strategies and actions that benefit the institution."

Recognizing the centrality of data, drafters of the strategic plan incorporated data governance as a priority, and exploration of action plans to [draft appropriate data governance procedures](#) ensued with strategic plan implementation. A [pilot survey](#) was developed and implemented to obtain baselines of required and requested data usage by position. As of July 2022, the results of the survey are being interpreted by the DA Committee and IR to determine if it will be a viable tool to access all positions within MCC to inform the framework of the Data Governance Plan.

As MCC continues to strive towards increased data awareness and data-driven decision-making, [reports from EMSI analytic software](#) are [used to enhance MCC relevance](#). Enhanced staffing and reorganization of the IR function in 2021-2022, combined with frequent two-way communication with senior administration ensures a consistent flow of information and shared understanding. A [web-based ticket system](#) allows a simple and efficient way for internal parties to make data requests. Along with the completion and consumption of a high volume of data request tickets, the Department of Institutional Research is engaged in directed, ongoing research regarding ongoing retention, student success, and enrollment-related data. One example of these studies consists of a 6-year in-depth [retention study](#) for the President's Cabinet meeting. The ongoing and in-depth discussion of this data (and similar research) has served as the basis for high-level strategic decision making as well as a mechanism to further look into specific key performance metrics by student subpopulations.

5A.3

Mohave Community College empowers faculty, staff, and students through its [committee structure](#). The [Curriculum, Academic Standards, Assessment and Articulation \(CASA\) committee](#) reviews new

courses and programs, modified curriculum, and academic matters. The committee utilizes faculty members as the foundation for its membership. The membership also includes non-instruction staff from financial aid, advising, and enrollment. The [agenda](#) is posted and sent to all members one week prior to the meeting, allowing time for all members to review the items that will be presented. Members are encouraged to discuss the items presented in-depth to ensure that the college maintains its integrity in the curriculum and academic guidelines it provides. An item may be [approved or tabled](#) for further investigations or revision if necessary.

MCC faculty and faculty from around the state attend statewide [Articulation Task Force](#) meetings every year. All programs are represented by a current full-time faculty member, adjunct faculty member, or program director. The Director of Curriculum and Assessment is the liaison for AZ Transfer, the statewide organization for community colleges and state universities in Arizona, and the host of the Articulation Task Force meetings. MCC's presence and attention to statewide articulation task forces between the state universities and the community colleges in the state of Arizona allow college personnel to prepare for changes in articulation to universities, as well as communicate with colleagues in similar community colleges. Articulation for new program development can also be prepared at these meetings, providing an opportunity for new programs in community colleges to align immediately to 4-year baccalaureate degrees.

MCC used this particular [ATF meeting](#) to confirm alignment in Course Equivalency Exams, update its MAT 142 course to align more effectively with competencies, begin discussion of a Data Science AA program, and make sure its overall alignment with universities and community colleges in Arizona continues to strengthen.

Sources

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- Student Experience Statement

5.B - Core Component 5.B

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

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

Argument

5B.1

Tremendous efforts were made across the institution in recent years to enhance the infrastructure to ensure sustainable support for educational programs. Following approval of the MCC 2020 – 2026 Strategic Plan, college personnel engaged in an intentional and continuously evolving effort to [align resources to strategic priorities](#) better. The Strategic Planning and Alignment Committee (SPAC) continues to facilitate the identification of [annual action plan priorities aligned to strategic goals](#). SPAC representatives work with the [Finance, Audit and Budget Committee](#) in continuously evolving processes to [ensure the availability of resources](#) to accomplish those priorities. The [Institutional Effectiveness Network](#) was conceived during the 2021 – 2022 academic year as a mechanism to engage a broad audience in processes to uniformly assess and evaluate programs, especially non-academic programs that may not have had a consistent history of self-appraisal.

Recognizing the impact of the technology underlying and supporting student learning, employee actions, and strategic goals, MCC personnel undertook the complex task of [updating technological infrastructure](#), with the weight of the ongoing multiphase process--humorously dubbed the “Alphabet Soup” project--hitting most heavily during the 2021-22 academic year. Cross-functional planners engaged with full awareness of the [interdependencies](#) involved and the [coordinated effort](#) required to be successful. New software systems slated for conversion included: enterprise resource management (ERP), customer relationship management (CRM), human resource information (HRIS), learning management (LMS), and facilities management systems; the conversions will extend into the 2022-2023 year. Documented dimensions of the project illustrate how the college plans for the future, anticipating changes and arranging for the right resources to be in place when they are needed. It also demonstrates how the college engages in integrated planning: i.e., technological plans align with academic plans and strategic goals.

MCC leaders demonstrate awareness of the importance of having the right people in place and engaging them with opportunities to keep their minds and skills honed. MCC [recruitment, selection, and hiring policies](#) establish processes to ensure the hiring of highly qualified candidates for all positions. [Standardized onboarding](#) processes ensure that new employees are initially acquainted with resources and information immediately necessary for them to succeed. Monthly [employee newsletters](#) and [invitations to training opportunities](#) help internal audiences stay abreast of current

events. An [MCC Employee Team Site](#) includes a [resource library](#), [org charts](#), employee calendars, links to news items, and more. Employee development is a strategic priority specifically linked to [objectives 2.5 & 4.1](#), evidenced by the creation of the new [Employee Learning and Development Manager](#) position in 2021. Provision for increasingly [systematic employee learning](#) opportunities is in [active development](#). The MCC [Center for Teaching and Learning](#) (CTL) provides ongoing [support to faculty](#). CTL staff, in coordination with instructional leaders and the MCC Employee Learning and Development Manager, published a comprehensive 2022 - 2023 schedule of faculty professional development opportunities on their webpage, including four different learning series in which participants may earn digital badges. The [Bighorn Leadership Academy](#) provides a series of opportunities for employees in different college units to develop a more comprehensive awareness of college operations and to develop leadership skills. Finally, the MCC tradition of annual development for supervisors continued during the early summer of 2022 with a new approach and title, "[Leadership Summit](#)."

5B.2

The MCC [Mission and Vision](#) statements serving as the North Star for all college actions were comprehensively and [collaboratively reconstructed](#) during the strategic plan creation process in 2019-2020, involving recursive feedback loops for community members, students, employees, and governing board members. Similarly, all other components of the [MCC 2020 - 2026 Strategic Plan](#) were created through iterative and disciplined processes to ensure a performance-based plan that would appropriately stretch the organization and motivate positive change while remaining realistic and achievable. A protracted [environmental scan](#) of more than four months preceded a public [Future Summit](#) event in which participants from across Mohave County listened to external experts speak about relevant trends in higher education. The Future Summit participants--students, community members, and employees--then created [impact statements](#) in response to "What if?" scenarios posed by group facilitators. The Future Summit impact statements were synthesized then [researched](#) by Strategic Planning Team "Scan to Plan" subcommittees, who [presented](#) their research to the team joined by diverse college leaders. Ultimately, the process resulted in [strategy statements](#) that had been thoroughly vetted and for which a very high degree of consensus had been established. Parallel processes were followed to create [objective statements, objective measures, and strategic action plans](#).

The newly created strategic plan implied transformative change. Consequently, a phased approach to implementation, based on governing board dialogue in strategic planning workshops complimented by parallel strategic planning committee workshop discussions, was determined to best fit institutional needs. The concept of "[Year Zero](#)" was built into action plans to enable an effective transition from prior ways of operating to new ways informed by the strategic plan. [Developing the infrastructure underlying strategic action during Year Zero](#)--different committee and department structures, different procedures, new positions--was perceived as an innovative way to prepare the path to success.

5B.3 & 4

Budget creation processes and tools are currently in the midst of dramatic transformation. Work began in 2020 to [reformulate](#) budget creation processes in response to Objective 4.4 of the 2020 - 2026 strategic plan: "Develop and implement an annual budget process that provides resources aligned with the strategic plan and allocated to support efficient, sustainable management of strategic priorities." The Institutional Effectiveness and Alignment Committee created in 2020 was rebranded the following year as The Strategic Planning and Alignment Committee ([SPAC](#)). SPAC facilitates

the identification of [annual action plan priorities aligned to strategic goals](#). SPAC representatives work with the [Finance, Audit and Budget Committee](#) in continuously [evolving processes to ensure the availability of resources](#) to accomplish those priorities.

[Departmental budgets](#) continue to be developed with feedback from budget managers and departmental personnel. Budget managers have access to [monitor](#) their respective accounts, with the assistance of business office personnel. Efforts to better align departmental budgets with actual costs of operation are exemplified by programs like welding, in which the complex task of [analyzing the cost](#) of actual per student/per semester consumables was reinitiated in 2022.

Intentional evolution of budgeting processes will continue, but much of the work is contingent on the tools available. The transition to [new budgetary software](#), Colleague Finance, began at the end of the 2021-2022 academic year and continued into the fall term of 2022 - 2023. Governance officials are kept up to date with [monthly reports](#). A new Resource Allocation Guide is currently in development to familiarize internal audiences with new procedures. The still-developing processes will be enhanced by the [accountability measures](#) of the strategic plan, ensuring awareness of the degree of progress toward strategic goals and fulfillment of educational purposes.

As indicated above, MCC's fiscal allocations are increasingly aligned to strategic priorities. Student success and quality students experiences are explicitly identified as priorities in the strategic plan. [New budget development processes](#) in development help ensure accomplishment of educational priorities, and [tuition and fees](#) are scrutinized to align with educational goals. Academic program costs are analyzed and resources like the [Comprehensive Local Needs Assessment](#) used to ensure student learning needs are adequately addressed.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

5C.1

Integrated institutional planning continues to evolve significantly at MCC; the organizational culture has evolved, with personnel more consistently embracing the complex interdependencies inherent in the college [mission and vision](#). The [strategic plan](#) serves as a compass, indicating institutional direction and informing the [prioritization](#) of resources. Several planning projects flow from the vision and directions of the strategic plan, examples of which follow:

- The structures and principles of [Guided Pathways](#), identified during strategic plan creation as a necessary and desirable pathway toward institutional transformation, are being implemented under the facilitation of the Guided Pathways Committee. The Guided Pathways work was internally labeled under the heading “Areas of Interest,” frequently abbreviated as AOI.
- Academic leaders worked in 2022 and 2023 to formulate an [academic master plan aligned to the Areas of Interest project and other strategic goals](#).
- In cooperation with the Strategy 1 *Enrollment for All* committee, the Dean of Enrollment and Student Success guides work groups are currently laboring to outline the organization's first strategic enrollment management plan (SEM). A [Recruitment and Retention Plan](#) emerged early as a subordinate step of the SEM plan. Another example of emergent understandings driven through SEM development was the [Reenrollment Project](#) of the summer of 2022.
- Emerging from external and internal voices involved in strategic plan creation workshops, a compelling theme emphasized the college's central role in developing a [robust talent pipeline](#) in the region by strengthening external partnerships and providing flexible programs. Following board approval of the strategic plan in June 2020, a position was created to facilitate work performed by a new division in direct cooperation with the Strategy 2 *Academic Programs and Workforce Development Partnerships* committee, the [Dean of Workforce and Regional Partnership Development](#). In the ensuing time, the [new division worked in formal partnership](#) with the Mohave County Office of Economic Development, the county job services

organization - Arizona@Work, and the county Workforce Development Board and Workforce Services Division, shepherded a complex and nuanced outreach process to identify regional workforce priorities, education program needs, and talent pipeline structures that would best serve the area. [Labor market information](#) was compiled to predict workforce supply and demand gaps over the next five years. The three core partners were joined by the area Chambers of Commerce to champion the development of registered apprenticeship programs. The collective partners chose the areas of [manufacturing](#), [transportation](#), [construction trades](#), and [health professions](#) as targets for early efforts. As of January 2022, core county and local level community, government, education, industry association, and employer stakeholders have partnered to develop an innovative “Mohave County Multi-State Regional Workforce Talent Pipeline System.” The dean acknowledged how the project was conjoined with other critical strategic activities in a [presentation](#) to the college board of governors in June 2022. Simultaneously during the 2021-2022 year, a strategic workgroup piloted an ongoing project known as the "[K-12 Pipeline Project](#)" in which MCC personnel work with grade school children to advance college readiness, enhance career awareness, and improve county college-going rates.

- In partial fulfillment of Strategy 4 *Foundations of Organizational Success with Technology, Facilities, Personnel Resources*, the college took a first step towards the creation of the master facilities plan by hiring an external company to perform a [comprehensive facilities audit](#) in 2021-2022. The facilities master plan is currently in development.
- Meshing with the aforementioned efforts, members of the [Institutional Effectiveness Network](#), first convened in 2021, endeavor to design and implement [programs](#) designed to foster continuous improvement, strengthen the quality of academic and nonacademic programs, and better attain desired outcomes aligned to college strategic interests and goals.

The strategic planning creation process and the MCC 2020 – 2026 Strategic Plan itself served as the impetus to [align resources to strategic priorities](#) with greater intentionality. The Strategic Planning and Alignment Committee (SPAC) facilitates the identification of [annual action plan priorities aligned to strategic goals](#). SPAC representatives work with the [Finance, Audit and Budget Committee](#) in continuously [evolving processes to ensure the availability of resources](#) to accomplish those priorities. Finally, the [President's Cabinet](#) serves as a cross-functional body [discussing many matters](#), including resource allocation. The group serves as a final review body and an advisory panel to the president.

5C.2

Improved integration of planning processes was and continues to be an intended outcome of the institutional strategic plan, including assessment of student learning, evaluation of operations, and budgeting. During the Fall of 2021 MCC's IR Department worked directly with Strategic Plan Team leads, MCC's Department of Marketing and Public Information, and MCC's Department of Informational Technology in the development of the public interface to relay how MCC is doing towards achieving each [Key Performance Indicator](#) identified in the [2020-2026 Strategic Plan](#). The simplistic infographics were designed with public audiences in mind, and both qualitative and quantitative summaries of the updates were led through MCC's IR Department. Future updates to the public interface will be done on an annual or bi-annual schedule, giving the strategic planning leads time to create and exercise new initiatives and subsequently gauge the impact of those initiatives. Strategic Planning and Alignment Committee members, subordinate strategic committees, work groups, and departmental groups review KPI data and ancillary measures identified in strategic action plans to inform discussions about next steps and resource prioritization.

A specific example of data used to inform action linked to strategic outcomes, operations and budget started during the 2018-2019 Academic Year, when the IR department in conjunction with senior administration conducted an intensive study on Fall to Spring retention. This study led to the discovery of nine introductory courses whose course performance showed significance in impacting Fall to Spring retention. A dashboard was then developed to help the Student Success Team focus on students enrolled in the courses identified by the study. Another example of data-informed action occurred when the Student Success Team worked alongside the IR Department to develop the [STAR Current Student Success dashboard](#). Involved personnel continue refining the STAR tool, giving Student Success Coaches the ability to track a student's weekly progress in key courses. The dashboard also offers an in-depth profile of the student, including demographic data and other requested metrics to aid in delivering the most appropriate assistance to the student. The project data is also used to inform other student success activities involving strategic workgroups and departmental units, like those developing and implementing [new student orientations](#), which have budgetary implications.

Student learning and academic programming are inexorably linked. Academic [program personnel currently complete](#) the [Academic Program Review](#) on a 3-year cycle implemented in the 2022-2023 academic year. Each program conducts a review using [CAS standards](#) and a [self-study template](#). Previous academic program reviews used a different template on a 4-year cycle. Members of the program review team gather data on the program's operations, including management of facilities, personnel, and budget. The academic program review utilizes student learning data from the [CAR report](#). This data is gathered according to the proposed [schedule](#) of assessment for each course in a program. This report has recently been revised to include data on student achievement of course learning outcomes and student success. MCC has also committed to reviewing each credit-bearing course within a discipline on a 3 or 6-year cycle. The college created an additional layer of review in 2021-2022. The [Institutional Effectiveness Network](#) facilitates [assessment](#) practices of curricular, cocurricular, and nonacademic functions, and organized its work into five pillar groups representing all functional areas of the college. The Council for the Advancement of Standards in Higher Education (CAS) standards were implemented as a guideline for institutional assessments.

5C.3

MCC faculty analyze student learning data when completing the [Curriculum and Assessment Report](#) while reviewing course competency outcomes. Departments meet to review the outcomes and discuss any changes needed in the course competencies and/or student learning outcomes. Faculty also review the general education philosophy statements to ensure alignment with the learning outcomes. Additionally, faculty [review individual courses](#) in their respective disciplines on a minimum 5-year cycle (Link to Course Package Inventory) or sooner in response to program or curriculum needs. This ensures that course curricula are reviewed by faculty, associate deans, and/or academic deans to meet the needs of students.

The college remains sensitive to student needs that change over time and in response to variable environmental contexts, and the college adjusts its processes during changing circumstances. During the Covid-19 lockdown throughout 2020, MCC identified students with a lack of technology to thrive in taking courses away from campus. This need was addressed by loaning 68 laptops to students in need, and the project prompted [discussion](#) about future technology/laptops. In July of 2021, MCC's Information Technology department discussed extending the loaner program to students in the Transitional Math program. Graduating students are offered the opportunity to complete the [graduation survey, giving college personnel a post-study source of information](#). The Data and

Analytics Committee in conjunction with Enrollment and Student Services has worked to revise the graduation survey to assess student perceptions of their learning, including the general education standards, to enhance student-related internal processes. This revision of the graduation survey will give MCC a clearer view of student success and identify gaps in student learning opportunities and services provided.

Linking student experiences and outcomes to a larger context, MCC continues to utilize [Economic Modeling Software \(EMSI\)](#) data to assist in the understanding of local economic issues. [EMSI data has been used](#) frequently by MCC administration as well as academic program leaders to examine local job availability and potential wage data. This data helps college decision-makers better understand the viability of academic programs and study employment data within the county and by zip code. With this understanding, college personnel can deliver programs specifically designed to address trends in the regional economy.

The technological tools required by students and employees also must change in response to external factors, and MCC is not found wanting in that regard. As described by CIO Mark VanPelt in a [memo](#) dated May 25, 2022, "The college is quite literally changing every piece of software that touches on students, faculty, and staff." The [approach to planning](#) revealed in documentation illuminates institutional [capacity for change](#), a trend toward [collaboration](#), and acknowledgment of the need for [intentional communication](#).

5C.4

College [financial plans](#) also are predicated on the exploration of possible future changes and understanding of current capacity. A financial modeling tool is currently in development to allow decision makers the opportunity to project the implications of changes to the fiscal environment. Major sources of income such as property taxes, tuition and fees, government grants, and state appropriations, are differentiated in part by the relative degree of local control. A new source of revenue was created by Arizona voters in 2020 when they passed [legislation legalizing the sale and use of recreational marijuana](#) and disbursing a significant portion of the resultant tax income to community colleges. Major expenses such as personnel, scholarships, and supplies are analyzed in budgeting and [projection](#) exercises. Other factors considered are the statutory Arizona expenditure limitation (limiting the spending of local revenues), special government funding, [enrollment trends](#), and [strategic plan](#) items. [Ratios](#) contributing to the public composite financial index are carefully monitored, such as the Primary Reserve Ratio, and Net Operating Revenue Ratio. Budget planning [guiding principles](#) were adopted in 2021-2022, [helping planners](#) remain mindful of the MCC mission and priorities as they construct [budgets](#). [Training](#) of governance officials, budget managers, and staff is ongoing, ensuring a common understanding of processes.

The most recent (2021) Mohave Community College [Annual Comprehensive Financial Report](#) (ACFR) demonstrates a clean or unmodified opinion by external financial auditors of the activity from the 2021 fiscal year. Key financial metrics addressed in the ACFR included:

- The District has continued to have a positive change in net position over the past ten fiscal years.
- Unrestricted net position has increased from \$11.7 million in FY12 to \$22.2M in FY21.
- Revenues have remained consistent with lost tuition revenue being offset by COVID-19 grant funding and additional state appropriations.
- Operating expenses have remained consistent over the past 10 years.
- Tuition has remained consistent and FTE numbers have decreased.

Concerning the Single Audit Report, no financial or federal award findings were issued on the programs tested for the current fiscal year. The District had \$12,201,259 of federal expenditures during the current year. Auditors tested two programs, the Higher Education Emergency Relief Fund – COVID-19 and the Student Financial Assistance Cluster. Between these two programs, the auditors tested 96% of MCC's federal programs. The District complied in all material respected in regard to compliance, no disagreements were noted with management and auditors encountered no difficulties in performing the audit. The ACFR suggests ongoing ability of the college to operate with a sound understanding of its environment and financial capacities.

5C.5

MCC institutional planning remains cross-functional and inclusive of all stakeholder perspectives, including external perspectives. In addition to the remarkably inclusive and collaborative [approach to strategic planning](#) in 2019 – 2020, [program advisory groups](#) and [campus advisory groups](#) inform college programs and decisions as a matter of routine. The CFO routinely [engages the public](#) in [presentations](#) and [interactions](#) designed to educate public members about college financial processes and to obtain feedback from participants. In addition to [Faculty Council](#), the [Staff Council](#), [Executive Advisory Council](#), [Campus Communication Councils](#), and [Student Activities Councils](#) ensure access to all voices and play important roles in multidirectional communication across the college. Committee and [communication structures](#) continue to evolve to create opportunities for inclusion. Finally, the college president sits as a nonvoting director on the [Mohave Community College Foundation](#) (MCCF) board, [meeting regularly with the community leaders](#) that comprise the remainder of the board along with volunteers and staff members that carry out the work of the foundation. Because the college-associated nonprofit organization is dedicated to supporting the college and its students, staff, and programs, its [leaders work with the MCC Board of Governors](#) to align its activities and expenditures with MCC strategic interests. A [new MCCF strategic plan](#) was completed in 2021-2022 to create a performance-based strategic plan and implementation process designed to better integrate its plans and maximize positive outcomes for the college.

The integration of the various strands of MCC institutional planning is increasingly apparent, even to external audiences. A recent [enrollment review](#) presented to the Board of Governors in November 2022 explicitly acknowledges the strategic enrollment plan as "part of a larger dynamic of access and attainment, being an outcome of the work done through the College's Strategic Plan and further analyzed through the Arizona Vision Report. . . [providing] the interrelations and synergies of all three, operating at times inside different timeframes and/or parameters, with the principles remaining consistent. The Executive Vice President dubbed 2022-2023 the "Year of [Strategic Convergence](#)" as the interdependencies between departments and strategic teams become apparent to all.

5C.6

The clarity of mission and vision accompanied by a performance-based strategic plan focused on service to students and communities with measurable and publicly-reported progress toward outcomes inherently ties all subordinate plans--academic master plan, facilities master plan, strategic enrollment plan, foundation strategic plan, areas of interest plans, and more--together. Altogether, the various strands of institutional planning are overtly designed to positively impact operations and enhance achievement of student success outcomes.

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5.S - Criterion 5 - Summary

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

Summary

Mohave Community College and representatives from the communities it serves worked diligently in 2019- 2020 to craft new [mission and vision statements](#) that reflected contemporary realities. The prosaic mission statement reflects the pragmatism necessary for a rural comprehensive community college, but the focus on *service* emerged as a critical theme and remains front and center: "MCC serves our communities, empowering students to succeed through innovative pathways and quality education." The vision statement paints a picture of a region's preferred future: "Improving lives. Improving communities. Bridging possibility to purpose and prosperity." The MCC Bighorn Intrepid Goal (B.I.G.) serves as an audacious challenge and motivational statement to employees: "All adults who have not yet completed a post-secondary degree will be inspired to attain the credential, certificate, or degree they seek from Mohave Community College by 2030." The aspirational [Student Experience Statement](#) uses the actual words of students to illustrate a future state that now guides MCC actions. The Values Statement The remainder of the [MCC 2020 - 2026 Strategic Plan](#) outlines the areas of focus and the measures by which success will be measured for the next several years.

The breadth and depth of the ongoing institutional transformation initiated by a new administration and a new strategic plan strongly suggests community and institutional commitment to continuous improvement and mission fulfillment. In [2020, MCC President Klippenstein](#) exhorted the MCC community to "Rethink, Reengage, and Recharge." [One year later](#), Dr. Klippenstein continued to demonstrate effective leadership by asking college employees to "Realign, Reinvest, and Reimagine." At the time, he cited several broad accomplishments, including the following:

- The college had developed new action plans aligned with key objectives from the new strategic plan, mission, and B.I.G., including a renewed focus on Guided Pathways (Areas of Interest).
- The organizational structure and committee and communication structure were redesigned to align with strategic goals and increase effectiveness.
- New systems like revamped new student orientations were being implemented to better support student access, student learning, and overall student success.
- Student and community engagement activities and events had been reimaged by the 2021 presidential State of the College address.

College planning, policies, and procedures are developed through demonstrably collaborative engagement of internal and external constituencies while emphasizing the importance of data-informed decision making. A full commitment to sustaining support for college programs is evident through budget processes increasingly aligned to strategic priorities, enhanced professional development processes and resources, and upgraded technological infrastructure. Relevant, quality programs are developed and maintained through new conceptual models like Guided Pathways, and supported through a new academic master plan. In short, where the college community identifies need for resources, evolving internal processes readily [accommodate the discussion](#) and planning necessary to identify solutions most likely to achieve the desired outcomes.

Certainly, solutions to complex issues often take significant time, research, and debate. While ongoing improvement and adjustment to the rapidly changing world are widely acknowledged, internal perception of strengths documented in the [2021 - 2022 Employee Engagement Survey](#) include widespread belief that MCC is an organization with proactive management that communicates and has the capability to make thoughtful decisions. As of June 2022, the college community must negotiate the [convergence of previously separate strategic and departmental action plans](#) in which organizational interdependencies that may have been previously invisible present challenges. Cooperative, open, and adaptive mindsets are required to chart the most effective path forward, ultimately resulting in the expansion of organizational capacities. Given a financially stable position, a strong sense of direction and the means to measure progress, close connections with its community, rapidly evolving technological and personnel resources, Mohave Community College stands ready to achieve its mission now and in the future.

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