Mohave Community College - AZ

HLC ID 1728

STANDARD PATHWAY: Mid-Cycle Review

Visit Date: 2/6/2017

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Context and Nature of Review

Visit Date

2/6/2017

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

There is no institutional context.

Interactions with Constituencies

There are no interactions.

Additional Documents

There are no additional documents reviewed.
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 broadly understood within the institution and guides its operations.

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

Rating

Met

Evidence

The mission was reviewed during the strategic planning cycle. The mission aligns with the industry and demographics needs of the community. MCC mission articulates serving all of the constituents within its service delivery area.

The MCC mission drives who and what the college is and directs how the college is driven by student learning, which is now interwoven into the culture of the college. Potential employees are asked during the interview process how they see themselves aligning with the mission of the college. The mission is embedded in the planning and operationalized in the budget process. The department managers prioritize their funding allocations based on strategic planning priorities.

Although leadership members shared that the mission was vetted through the strategic planning process, there was limited evidence of documentation that internal and external members were involved in the vetting process. The college needs to document both internal and external participants that participated in the mission development and reevaluation process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

The MCC mission is a public focal point of the college and is displayed on multiple documents such as college syllabus, strategic plan, college website, and on the interior glass window of their newly built student center at the Kingsman campus.

MCC mission includes an emphasis “to be a learning-centered institution…inspiring excellence through innovative learning methodologies.” This component of the mission statement is illustrated through the college's strategic plan goal number one which focuses on driving educational attainment through course redesign, the offering of competency-based learning, and upgrading current technology for distance education courses.

The college mission is articulated to various community groups and carried out into the community through various organizations and councils. Each campus Dean has an advisory council that is made up of civic, business, and community members. During these meetings, information is shared, and thoughts are collected on how the campus can best position itself to meet the needs of the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.C - Core Component 1.C

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

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

Rating

Met

Evidence

MCC serves a large geographical territory and has a diverse population socioeconomically. The college addresses the disadvantage population that it serves by providing financial support to under-resourced students through several philanthropic endeavors such as its MCC Future tuition assistance scholarship program for residents that live within its service delivery area.

The College offers a diverse array of course offerings to bring in diverse views and perspectives. Each campus site has a unique demographic niche and offers cultural related activities and programs to raise the social consciousness of those in the community. Hispanics are the fastest growing population in the Mohave County. As a result, though Bullhead campus has offered an array of programming, such as the Day of the Dead culture fest to create community inclusiveness and awareness about this population.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.D - Core Component 1.D

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

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

Rating

Met

Evidence

MCC is actively engaged with the Mohave community that it serves. The college is actively involved in many public and private sectors of the community. The commitment to be a public vessel for the community is demonstrated with its ongoing commitment of MCC cares which employees provide 10 hours of voluntarism through community service activities.

Through interactions with the board of governors, there was a strong sentiment that the board wanted to make sure that the college was an extension of the community and that it was serving the needs of its constituents. The board members were strong proponents of the community outreach programs the college was facilitating, including building a strong rural community, broadening dual enrollment efforts, and hosting educational summits P-16.

The college's mission of being a servant to the immediate needs of the community was echoed at the Leadership Council meeting and among the faculty members during the public forms. The college is actively involved with multiple civic, government and education organizations for the betterment of the community. The college’s commitment is interwoven within its 2016 – 2020 strategic plan which covey's that “MCC will enhance it's value to the community by strengthening its outreach...” This commitment was witnessed at multiple levels and within the college operations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.S - Criterion 1 - Summary

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

Evidence

MCC demonstrates a commitment to its mission by providing transparency of its mission in open forums and publicly displaying its mission in various media and college documents. Most importantly, colleges mission is operationalized throughout the culture of the institution. Remaining learning focus is a key objective and is articulated in many facets within the college. The college takes pride in its mission and recognizes the value and importance of how its mission directs the future of the college. This is recognized in the strategic plan and through speaking with various constituents such as board members, faculty, and staff.
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 operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

- The Mohave Community College District Governing Board is an independent body that is a political subdivision of the State of Arizona. They are empowered with the responsibility of the oversight of MCC. The State of Arizona has provided guidelines for the running of a Community College within the Arizona Revised Statues, Title 15 (Education), Chapter 12 (Community Colleges). In addition, the MCC policy and procedure manual first section is entitled ‘Bylaws of the Board of Governors.’ The Board members are expected to act with integrity and must abide by a Governing Board Member code of conduct. In addition, each Board Member must abide by a conflict of interest code, which states, ‘Each member of the Board is subject to the conflict of interest provisions of Arizona law. 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’.

- MCC’s financial records are audited on a yearly basis by the State of Arizona Auditor General as part of the institutions’ normal report structures. The latest audit, fiscal year 2014, was shown to have been presented fairly, in all material respects. In addition, MCC received the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association. The institution has received this award numerous times. Within the audit it stated, ‘The Government Finance Officers Association of the United States and Canada (GFOA) awarded a Certificate of Achievement in Excellence in Financial Reporting to Mohave Community College for its Comprehensive Annual Financial Report for the year ended June 30, 2013. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized comprehensive annual financial report. The report must satisfy generally accepted accounting principles and applicable legal requirements. A Certificate of Achievement is valid for a period of one year only. The District believes that its current Comprehensive Annual Financial Report continues to meet the Certificate of Achievements Program’s requirements and will submit the 2013-14 report to the GFOA to determine its eligibility for another certificate.’

- A review of the evidence and interviewing employees from the Human Resources Department,
indicates that MCC has established policies and procedures which allow the institution to constantly monitor the ever-changing landscape of Federal and State laws regarding employment and hiring practices. The Department provides training for a multitude of important issues, i.e., sexual harassment and discrimination training, training on Title IX issues, diversity and inclusion training, etc. In addition, the college is committed to equal employment opportunities for all without regard to any legally protected class. It states in a Human Resources presentation, ‘Mohave Community College strives to foster a work environment where the principles of Equal Employment Opportunity (EEO) are willingly embraced and diversity is valued. That means ensuring equal employment opportunity, prohibiting unlawful discrimination, retaliation, and harassment in all its forms.’

- The college provides campus wide training regarding Family Educational Rights and Privacy Act (FERPA). The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The training is directed by the Registrar’s office, in association with the Human Resources Department. All employees are required to take this training on an annual basis.
- The College has a decision making process with various committees and councils over many different areas. These committees and councils provide a wide diversity of employee population and greatly contribute to the shared governance model. All of the recommendations that move within the process are finalized by the President’s Council and are then published on the college website.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.B - Core Component 2.B

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

Rating

Met

Evidence

- Mohave Community College presents itself as a public, non-profit institution that is not a subsidiary or affiliated in any way with other external or corporate interests. MCC uses multiple avenues of communication to provide information to current students, future students, community constituents and the general public. These include the following; a public website (https://www.mohave.edu/), an internal portal (JICS – Jenzabar Internet Campus Solution; https://jics.mohave.edu/ics/). An internal learning management software (Schoology), an inbound call center (MCC Connect; http://www.mohave.edu/blogs/2012/05/07/new-call-center-mcc-connect-making-immediate-impact/), an organizational blog (Mohave Wire; http://www.mohave.edu/mohavewire/), social media platforms; including facebook, twitter, linkedin and youtube, advertisements and printed materials.

- The website, related advertising materials, and the 2016-17 Catalog prominently feature pertinent and relevant information about program requirements to students and to community and general public. The website is very easy to navigate and has tabs and quick links to assist the site visitor to find the information they are looking for. In addition, the website visitor has an option to quick message with a MCC employee through the MCC Connect system. This helps those individuals who have difficulty maneuvering though the web an opportunity to get the information that they need.

- Mohave Community College is accredited by the Higher Learning Commission and this information is prominently displayed on the college webpage (http://www.mohave.edu/about/hlc/). In addition to the Higher Learning Commission, the following programs are accredited: The Dental Hygiene program is accredited by the Commission on Dental Accreditation. The Nursing program is accredited by the Accreditation Commission for Education in Nursing. The Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs, in conjunction with the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions. The Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education. The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology. The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs, in cooperation with the Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting.

Interim Monitoring (if applicable)
No Interim Monitoring Recommended.
2.C - Core Component 2.C

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

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

Rating

Met

Evidence

Evidence:

- As indicated in 2.A, Mohave County Community College District Governing Board has jurisdiction over the operations of the institution. It was established in 1971 as a political subdivision of the State of Arizona. A review of agenda and board meeting minutes indicate that the Board has the ability to discuss many of the operational functions of the institution, from both internal and external constituents. Additionally, the Board schedules meetings at the three southern campuses, to allow greater accessibility with employees and local residents of those areas. All board meetings are broadcast over an interactive television system, so every campus can take part in any of the scheduled meetings.
- Within the Board’s by-laws, there is a Conflict of Interest Policy, which is statutory, and a Governing Board Member Code of Conduct. The Conflict of Interest Policy states “Each member of the Board is subject to the conflict of interest provisions of Arizona law. 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 (ARS 38-501 et seq).” While the Code of Conduct states, ” The Board expects of itself, as a whole and of its members, ethical and professional conduct. This commitment includes proper use of authority, recognition of the limitations of that authority and appropriate decorum in group and individual behavior when acting as Board members during lawfully convened meetings of the Board, and when appearing in the community in a setting in which community members look to the individual for information or leadership due to the person’s role as an elected or appointed Board member (ARS 15-1445).”
- The Board is clear, both through policy and from interviews, that the President of the College is totally responsible for the day-to-day operations of Mohave Community College. Through this responsibility, the President has the right to delegate those responsibilities as needed for effective management. The President presents an information report to the Board at every
board meeting. In addition, representatives from the following areas present information at the meetings: Faculty Council, Office of Instruction, Office of Student Services, and Administrative Services.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.D - Core Component 2.D

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

Rating

Met

Evidence:

- Mohave Community College considers Academic Freedom a matter of ethical importance, and has adopted Policy 2.025, Academic Freedoms as an ethics policy. To support for Mohave Community College these principles of academic freedom, the administration of the college and the Governing Board will at all times demonstrate their support by actively and openly working toward a climate which will foster this freedom. Such participation will extend to the point of defending and supporting any faculty member who, while in the course and scope of performing his/her assigned duties, and maintaining the high standards of his/her profession within the instructor's assigned curriculum, finds his/her freedom of expression attacked or curtailed.
- Faculty are free to teach their classes in accordance with the curriculum demands of their discipline. The Team did not notice any institutional constraints on teaching and learning at the institution. If anything, faculty do try to make the content of their classes and programs conversant to the needs of employers.
- The College also supports the freedom of students to feel safe in expressing their individual views, without fear of retaliation or scholastic penalty. The MCC student handbook indicates, “Mohave Community College recognizes that all students, as members of the college community, enjoy the freedom of speech and assembly, freedom of association, freedom of the press, right of petition, and the right of due process. These rights do not come without responsibilities and respect for others in the college community. Attendance at MCC is a privilege and not a right, and enrollment at Mohave Community College carries with it obligations in regard to conduct, both in and out of the classroom. MCC acknowledges that in the course of discussion, debate, and classroom lectures, individuals may find certain topics disagreeable or uncomfortable. These circumstances are an inevitable component of the learning process and should not be considered detrimental when conducted with respect and courtesy. However, Mohave Community College has zero tolerance for threatening or violent language or behavior among its employees, students, or visitors.”
- The College also allows, through policy, individuals, faculty, staff, and student organizations to demonstrate, as long as it does not disrupt the normal activities of the institution. The demonstrations are expected to be conducted so that there is no behavior that violates the freedom of speech, choice, assembly, or movement of other individuals or organizations.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.E - Core Component 2.E

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

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

Rating

Met

Evidence

Evidence:

- As a community college institution with a fundamental teaching focus, Mohave Community College does encourage research and as such has administrative procedures for the oversight of research activities. Mohave Community College does permit human subject experiments and does maintain an Institutional Review Board to monitor research proposals.
- The Student Honor Policy is a subset of the Student Code of Conduct. It reflects the right of all students to receive an education based on a code of academic integrity and responsibility. The policy also indicates the responsibility for assuring academic integrity to the entire campus; faculty, students, and administration.
- The Student Honor Policy is based on an understanding of academic integrity. The following areas are considered to be academically dishonest: Abuse of Resource Materials, Cheating, Collusion, Fabrication, Facilitating Academic Dishonesty, Misrepresentation, Stealing, Plagiarism, and Self-Plagiarism.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.S - Criterion 2 - Summary

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

Evidence

Mohave Community College understands the importance of ethical and responsible behavior, as shown by the evidence presented. This behavior starts with the Governing Board and Senior Administration and filters down to the Faculty, Staff and Students of Mohave Community College. The college presents itself fairly to all constituents of the region.
3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

At MCC, programs undergo review as part of a five-year cycle. Through the review process, each current program articulates its mission, vision, and core values. In addition, each program maintains a "guided pathway" document, accessible to the public on the college's website. Each guided pathway contains a list of learning goals associated with a particular program. In addition, with respect to programs that offer general education courses, program goals are matched to the institution's general education learning objectives.

In the interest of articulating and differentiating its specific course-related learning goals, the college makes use of a common syllabus template. Each syllabus contains a list of learning goals--determined appropriate by the institution's resident faculty. Through a review of course syllabi, the team determined, in a given course, learning outcomes remain consistent across sections, instructors, locations, and in both on-campus and online offerings. In discussions with faculty across the district held at the Kingman campus of MCC, team members also collected evidence to the effect that full-time faculty work with local high school instructors to ensure that classes offered for dual credit match MCC's standards for quality, content, and course outcomes.

During interviews on the Kingman campus, the team discussed the need for MCC to link or map its program goals to the courses where students demonstrate learning outcomes. As an initial effort in this direction, MCC's biology department has taken steps to map its program learning goals to the courses where competencies are "introduced," "practiced," and then "mastered." The team encourages the college to continue its work to produce curriculum maps in each of its degree and certificate programs.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

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

Rating

Met

Evidence

MCC has taken steps to identify six learning outcomes associated with its general education program. As part of its institutional philosophy, MCC cites the development of aesthetic sensibilities, communication skills, critical thinking, cultural diversity awareness, techniques of inquiry, and technical competence as outcomes that students achieve through participation in the general education curriculum. In addition, as part of its "Cycle of Learning," reporting strategy, MCC maps its general education learning outcomes to courses where they are achieved by students and assessed by instructors. During interviews with MCC faculty, the team collected evidence to support the idea that instructors use the annual Cycle of Learning report to document that students meet the learning goals identified as central to the college's general education curriculum.

MCC takes numerous steps to ensure that students receive exposure to human and cultural diversity. In addition to having made cultural diversity awareness a feature of its general education program, each campus in the MCC district offers and promotes co-curricular activities that emphasize diversity. During interviews with faculty, administrators, and staff, the team made a record of activities that expose students to human and cultural diversity. Examples include an International display of Christmas traditions, a Disability Day designed to create an awareness of the challenges faced by individuals with disabilities, and a Day-of-the-Dead celebration intended to create an appreciation of Hispanic culture.

During interviews on campus and through a review of the college's supporting materials, the team
determined that the institution makes a concerted effort to ensure that MCC students build the skills involved in collecting, analyzing and communicating information. The college's institution-wide commitment to "writing across the curriculum" serves as an example of their emphasis on building students ability to express themselves. Through a range of means, the institution also acknowledges students' scholarly and creative work. For example, the metal handrails lining the sidewalks of MCC's Kingman campus were manufactured by students in the college's welding program. Buildings on each of the college's campus contain space to display students' visual art, and in 2016, the college began publication of *Ovid*, a literary journal designed to showcase the work of MCC students.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.C - Core Component 3.C

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

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

Rating

Met

Evidence

During interviews on campus, the team determined that MCC's 80 full-time resident faculty provide sufficient oversight of the college's curriculum. Faculty make up the majority of the college's Curriculum and Assessment committee. In addition, when asked, faculty described their role as one of "ownership" with regard to curricular change, approval, and development. Resident faculty also provide oversight and mentorship to adjunct and dual-enrollment instructors.

The team collected ample evidence to demonstrate that MCC instructors are accessible for student inquiry. Resident faculty host 5 office hours per week, on campus. In addition, each full-time faculty member spends two of his/her office hours as a tutor in one of the college's student success centers. During interviews with students, participants described faculty as highly accessible after class, before class, and in their offices. Online students also described faculty as responsive, within a window of 24-36 hours, when queried about a course policy or assignment.

MCC faculty and staff undergo annual evaluations. The college's full-time instructors take part in an evaluation system with three components. Each instructor must perform an evaluation of his/her own strengths and weaknesses. Students evaluate MCC courses, and resident faculty also take part in a peer review system where they observe one another in the classroom. In addition, MCC's full-time instructors also observe and mentor the adjunct and dual-enrollment faculty that offer online and on-campus courses in their departments.
MCC faculty and staff both enjoy access to regular and varied professional development opportunities. The institution's Center for Effective Learning and Teaching (CELT) provides access to a range of professional development webinars—of interest to both staff and faculty. The CELT center also offers a class on web-based teaching and learning for both full and part-time MCC faculty who are new to online course design and instruction. Those efforts include the hosting of an annual Learning and Teaching with Technology Expositions (LATTE) conference. The institution also provides regular skills updating during bi-annual back-to-school training days. In addition, the college provides up to $20,000.00, annually, for the purpose of faculty travel to attend conferences, workshops, or other professional development activities.

The college maintains an institutional statement on faculty credentials consistent with the guidelines of the Higher Learning Commission. On campus, the team reviewed a random sample of faculty personnel files. The team sampled 20% of the resident faculty in the MCC district. The instructors were determined to be properly credentialed.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

Team members toured the facilities of MCC’s Kingman, Bullhead City, and Lake Havasu campuses. In each case, the team determined that the institution's libraries, classrooms, laboratories, and clinical practice sites are supportive of effective teaching and learning. For example, on MCC's Kingman campus, biology laboratories host well-maintained equipment and up-to-date technology, student's enjoy access to patient simulation in the college's phlebotomy lab, and welding students practice their work with tools that represent the current state-of-the-art.

The team determined that the institution provides suitable academic advising, appropriate to students' needs across the district and at each branch campuses. MCC makes use of a telephone advising service available to students seven days a week. Professional advisors on each of MCC's campuses are trained to field questions about programs that are located throughout the district. New advisors receive extensive training, they are placed with a mentor, and the college maintains an advising handbook for continual reference. The institution also makes an online course-equivalency guide available to advisors. In addition, during interviews with MCC students, the team collected evidence to the effect that, in addition to the school's professional advisors, the institution's full-time faculty also offer abundant advising services.

Through a review of course syllabi, online documents, and during interviews conducted on campus, the team concluded that MCC provides guidance to students on the effective use of research and information resources. For example, in the fall of 2014, MCC began to require new students to enroll in a student-success course, STU 103, under the title, "How to Thrive in College." Course goals include, "apply technology skills to access information," and "tailor communication and interaction skills to reflect living and working in a diverse society." In addition, MCC's library maintains a web page with information available on plagiarism, academic integrity, and citation in both APA and
MLA formats. The college's reference librarians also work closely with both resident and adjunct faculty to help make information literacy a part of the college's curriculum.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
3.E - Core Component 3.E

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

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

Rating

Met

Evidence

On each of its campuses, MCC provides a host of opportunities for students to become involved in clubs and organizations. The college maintains chapters of Phi Theta Kappa at each of its locations. In addition, the Kingman, Bullhead City, and Lake Havasu City campuses tailor their student organizations to match the programs available locally. Key examples include active chapters of the American Welding Society on the Kingman campus, and the Hospitality and Culinary Club on the Bullhead City campus of MCC.

Through an examination of MCC's website, its promotional materials, and its pronouncements on campus, the team determined that the institution makes sound claims with respect to its mission, purpose, and performance. For example, the team confirmed that in the year 2016, the website "wallet hub" ranked MCC as one of its top 30 community colleges in the United States. As an additional example, the team also confirmed that the college's claim that the performance of its nursing graduates exceeds that of the national average on the NCLEX-RN examination.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.S - Criterion 3 - Summary

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

Evidence

During the site visit, and through a review of MCC's online and print materials, the team concluded that the institution provides high quality education, however, and wherever its offerings are delivered. The college maintains a strong general education program, consistent with guidelines provided by the state of Arizona. The college's facilities are up-to-date, and its technology, in some cases, represents the state-of-the-art. MCC faculty provide oversight, with respect to the institution's curriculum, and the college also undergoes a regular process of program review. On campus, the team discovered that each program maintains a "Guided Pathway" document that charts a student's route from the beginning of a degree-program to graduation. In addition, MCC has begun a process of curriculum mapping--identify the times and places where programs meet their objectives. The biology department has led this effort by mapping its program goals to courses where skills are "introduced," "reinforced," and then "mastered." In summary, the team encourages the institution to continue and further this work to include curriculum maps for each of its program.
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 demonstrates responsibility for the quality of its educational programs.

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

Rating

Met

Evidence

Faculty interviewed by the Team affirmed that the Office of Instruction's implementation of a five year program review cycle and the creation of a detailed program review resource guide have helped programs to engage in regular, meaningful review as part of a culture of continuous improvement. A team review of the Periodic Program Review Guide for Faculty 2015-16 identified the following requirements for program review submission: mission and goals, program data and trend analysis, assessment of student learning, program goals and plan, requests for resources, and an executive summary. A random sampling of program reviews revealed consistent inclusion of these components as well as a self reflection on ways to capitalize on the information gained through the program review process.
Team reading of the catalog noted that Policy 4.050 establishes a detailed, rigorous protocol for consideration of transfer credits, certifications, military service, and industry certifications, and prior learning for potential posting to students' official transcripts. Additional quality control measures for general education courses are established by the Arizona General Education Curriculum (AGEC). Faculty members and student service personnel commented that the shared number system (SUN) as well as the Course Equivalency Guide are valuable tools for effective academic advisement that moves students toward degree completion. A team examination of student transcripts provided evidence that MCC accepts transfer credits from other institutions, awards credit for military service, and posts credits for prior learning experience and/or industry certifications. Team conversations with faculty affirmed that the Registrar consults faculty regarding the appropriateness of "non-MCC" credits posted to student transcripts, specifically in regards to prior industry certification and prior learning experience.

As a result of participation in the HLC's 201-2015 Assessment Academy, MCC convened the Curriculum, Academic Standards, and Assessment Committee (CASA). This group, according to members interviewed, is working to better align the Program Review with the Cycle of Learning Process. CASA currently reviews and approves/rejects all course packages (including establishment of pre- and co-requisite courses, course changes, creations, and retirements) as well as provides oversight for the assessment process and use of a standard syllabus template for MCC and common objectives for courses taught on-ground and online and on any of MCC’s campuses.

MCC maintains standard qualifications for resident and associate faculty based on the respective coursework taught. For example, general education faculty must possess a master's in field or a minimum of 18 hours in the content area whereas career and technical faculty must possess an associate degree or 5 years of recent, relevant work experience, or an industry-recognized certification. Team discussions with the Dean of Instruction revealed that in a 2016 review of faculty qualifications across all campuses/locations and delivery modes, the Dean had discovered that many dual enrollment faculty did not meet the established qualifications. As a result, MCC has applied to the HLC for an extension in effective date for Assumed Practice B2. Resident faculty reported to the Team that they will be meeting with the affected dual-enrollment faculty to develop remediation plans for those who are not currently in compliance. Faculty seemed optimistic that most dual enrollment faculty would be successful in updating their credentials to comply with the current requirements.

Numerous degree programs (particularly in the allied health fields) maintain specialized accreditation from the following agencies: Commission on Accreditation of Allied Health Education Programs (CAAHEP), Commission on Accreditation in Physical Therapy Education (CAPTE), etc. Faculty and program coordinators in several of these fields referenced specialized accreditation as extremely helpful in maintaining currency of the respective curricula. A specific example was the realization that students in the Nursing Program were not performing well on the NCLEX because they were struggling with basic drug calculations. A minor change in the curriculum resulted in a marked increase in student performance the following year.

Pass rates of students in specialized programs are one indicator on which MCC relies to assure that students are adequately prepared for success in their respective fields. Team review of the Strategic Vision Student Progress and Outcomes Report uncovered additional indicators such as the Number of In-State Transfers and Percent with an AGEC and/or Degree at Time of Transfer, In-State and Overall Transfer Rates, Percent of Learners Achieving a Successful Community College Outcome, Percent of Occupational Program Completers/Learners Earning an Industry-Recognized Credential Within One Year, etc.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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

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

Rating

Met

Evidence

It is evident that MCC has invested in creating a culture of assessment across the campus. The College's participation in the Higher Learning Academy for the Assessment of Student Learning from 2011-2015 resulted in a renewed interest in and better articulation of institutional goals, particularly as related to the general education curriculum. Team discussions with MCC faculty and staff on the Kingman campus affirmed that the assessment process at MCC has become more visible and viable because of changes implemented or enhanced as a result of participation in the assessment academy.

One such enhancement of the assessment process is the Cycle of Learning Project, which identifies each semester not only the institutional goal of focus but also the specific departmental course in which that goal is to be measured. Faculty reported to the Team that this process keeps them mindful of the importance of each department/discipline's role in achieving MCC's mission of graduating students with "aesthetic sensibilities, communication skills, critical thinking skills and problem-solving [abilities], cultural diversity and global awareness, techniques of inquiry, and technological competency." Departments map out a four semester cycle to assure that there is adequate rotation of goals and courses.

Co-curricular programs also utilize in the Cycle of Learning Project to assess their role in effectively supporting student learning. To date, the Financial Aid Department, Call Center, Student Success Center, and the Library have participated. A team review of the Library's project, for example, discovered that by analyzing student performance on specific questions across numerous courses, library personnel identified the need for more direct instruction in determining valid and relevant sources. As a result, additional or improved questions/activities focusing on selecting valid, relevant sources will be added to the LMS.

Although HLC team members are confident that similar improvements are being made in courses and in services as the result of assessment data, members of the newly formed Curriculum, Academic Standards, and Assessment Committee (CASA) had difficulty articulating those positive changes to
team members. Similarly, HLC team examination of several program reviews revealed that their primary focus appears to be budgetary in nature (enrollment, revenue, expenditures). This creates a bit of a disconnect between program reviews and the Cycle of Learning Projects.

A team perusal of MCC documents (2016 Curriculum, Assessment, & Academic Standards Committee Charge document and minutes, The Periodic Program Review Guide for Faculty 2015-16) as well as conversations with both faculty and administrators of the Bullhead, North Mohave, and Kingman campuses verified that MCC has based its assessment processes on sound methodology and recognized best practices. There may, however, be the need to "connect the dots" to clearly demonstrate how the various forms of assessment--whether they be course-related, program-focused, or institutionally-driven--should funnel down into improved student learning. Now that several committees have been consolidated into the Curriculum, Academic Standards, and Assessment (CASA) Committee), oversight of and connection among the various forms of data collection and analysis for the purpose of increasing student learning should be much easier to achieve.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
4.C - Core Component 4.C

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

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

Rating

Met

Evidence

MCC defines its institutional goals based on metrics created by the Arizona Community College Presidents Council within the framework of the Arizona Community College Long-Term Strategic Vision. A team review of the Mohave CC Strategic Plan 2013-2016 confirms that MCC collects and analyzes student retention, persistence, and completion that compares its performance to the desired goal and/or the state's data. Specifically, C2-M1, "College-level course successful completion rate," shows that MCC is at 80%, slightly above the Arizona rate of 74%; C5-M3, "Fall to spring retention rate improved to 57% (it was only 38% in 2012).

Examples of strategies for achieving each goal are included in the Strategic Goal and Implementation Activities. MCC has linked strategies with the respective cluster and metric as well as identified the position responsible and indicated the specific month and year for completion as well as delineated those strategies that are ongoing. One example of an ongoing strategy for which the Dean of Instruction is responsible is to "designate a 'master course' status to select online courses that meet the Quality Matters course development standards." This strategy supports Clusters 3 and 4 (retention and completion, respectively) of its strategic plan.

Discussions with faculty members yielded another specific example of the institution's use of data and information to improve student performance: there was a marked decline in NCLEX passage rates from 2012 (96.15%) to 2013 (85.29%). The Nursing Program Director, upon investigation of the content of the exam, determined that changes in the test had created a disconnect between MCC's curriculum and the exam's content. Therefore, the curriculum was updated to be congruent with the NCLEX. As a result, passage rates rose to 92.31% (2014), 91.30% (2015), and 95.9% (2016).
Evidence provided in documents and via discussions with faculty and administrators clearly confirms that MCC’s processes for data collection and its use of results to improve retention, persistence, and program completion reflect sound practice. Additionally, because of the poverty and low level of educational attainment of the population in its service region, MCC is equally committed to improving access to education and as such, collects and utilizes IPEDS and other data respectfully and appropriately to design coursework that is affordable, accessible, and feasible at each of its campuses.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Evidence

Mohave Community College responsibly and systematically collects and utilizes data to measure its progress in achieving the Arizona community college's vision of significantly increasing the number of Arizonians who achieve their post-secondary education and training goals. Data is collected, reported, and utilized to improve both academic and student services to support MCC's mission "to be a learning-centered institution, serving all constituencies, inspiring excellence through innovation and empowering students to succeed."
5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

Mohave Community College utilizes a clear and robust strategic budgeting process at all levels of the institution to adequately and accurately plan and address all fiscal and human resources and facility and technological needs of the college. Data collected through a well respected Institutional Research & Effectiveness Office at the district level provides data to support both immediate and strategic decisions relative to the institution's core services and programs. Evidence of such support was noted in the program review process as well as in the budget allocations for staffing, academic programming and capital building projects. Even with a conservative approach to annual budget development, programs such as Welding Technology have expanded to meet the evolving and growing needs of a local workforce in the four campus regions of the district. Using a debt-free philosophy, College leadership supported by the Board of Governors of the district has been able to avoid bonds and other debt obligation and instead use cash from savings to erect buildings at each of the campus over the past five years. At the Kingman campus, a new student services/library building and new classroom and meeting room buildings have been added using this budget planning model.

MCC uses a newly revised and re-purposed committee structure that ensures representation from all levels of the college when it comes to strategic planning and resource allocation. Grounded in the mission, departmental, campus and institutional goals are born out of this structure. Professional
development of faculty and staff (i.e., All Staff Day) and student success (retention, persistence and completion) are such goals that have been operationalized by MCC and have the greatest impact on curriculum and students.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
5.B - Core Component 5.B

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

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

Rating

Met

Evidence

Transparency between the governing board and institution is evident. Discussion with governing board members while on site provided review team members insight on how they receive information from the president, the college website and through monthly meetings. Spotlighting these monthly board agendas is a report from the Faculty Council president. Issues relating to instructional areas, curriculum, program development and accountability are main topics of continuous dialogue between the faculty and board of governors.

Committees have been formed since the last site review to address the primary planning components of the college. These range from curriculum to budget and strategic planning. Student success is a theme that permeates all planning within the organization. External constituent groups (i.e., technical advisory, Chamber of Commerce, workforce planning commissions and secondary school systems) are included in all strategic planning at the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

MCC employs a conservative approach to resource planning while remaining innovative in academic programming and proactive in student development. Planning documents support and on campus interviews with the Dean of Business Services corroborate evidence of a budget that anticipates emerging factors, such as technology needs or shifts in local workforce need of skilled workers. Utilizing a 92% anticipated expense model, the college has been able to roll over surplus funds from one fiscal year to another for the past 7 years, and in doing so, have been able to embark in strategic facilities planning efforts which resulted in newly constructed buildings that directly impact the academic programming and overall instructional areas of the college.

New buildings resulting from this alignment of mission and priorities to resource allocation are the Legacy Allied Health Building II (Bullhead City); Art/HVAC building (Lake Havasu City); and a multipurpose building (Kingman). Additionally, the college used the resource planning and their shared governance structure of committees to increase technology the support services and educational programs of the college through the Center for Excellence in Learning and Teaching (CELT).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

The College is very cognizant of the importance of establishing performance metric to track not only outcome data through the major units of the college (Academics, Students and Finance) but have worked diligently to use these measures to promote change within the organization. Since the last site visit, MCC has championed the American Association of Community Colleges (AACC) “Voluntary Framework of Accountability,” Using the VFA framework for data collection and metric development. The 19 metrics were adopted in the 2013-16 MCC Strategic Plan were taken from the Arizona Community College Presidents Council’s strategic vision and serve as the primary data collection engine for the 2016-2020 MCC strategic plan.

The College also showed evidence of using a Comprehensive Annual Financial Report report that is used both internally and externally to spotlight College financial performance, financial trends, and organizational capacities. Data from this report is not static and MCC has incorporated a financial dashboard which showcases major financial decisions to the Governing Board.

The site review team noted on numerous occasions the work of the Student Success Centers These centers serve multiple purposes on campus and help drive the First Experience program at the College. The Centers also holistically address student needs by providing tutoring intrusive academic advising which now result in Student Success Plans.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
5.S - Criterion 5 - Summary

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

Evidence

No evidence has been added.
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Review Summary

Conclusion

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.
Federal Compliance Worksheet for Evaluation Teams

**Evaluation of Federal Compliance Components**

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Mohave Community College

Please indicate who completed this worksheet:

- [ ] Evaluation team
- [x] Federal Compliance reviewer

**To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:**

Name: Erin J. Frew

[ ] I confirm that the Evaluation Team reviewed the findings provided in this worksheet.
Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours*. Submit the completed worksheet with this form.
   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree
   - Note that 1 quarter hour = 0.67 semester hour.
   - Any exceptions to this requirement must be explained and justified.
   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - □ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - □ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - □ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MCC’s associate degrees are between 60 and 62 credit hours, as appropriate for a community college and there are no differences in tuition across them. A full and current schedule of tuition and fees is available on the MCC web page.

Additional monitoring, if any:
Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Upon the federal compliance reviewer’s request, MCC furnished additional information related to academic and non-academic student complaints. The tables provided a summary that included the date, type of complaint, and the party involved in the resolution; however, the length of time for the resolution was not included. The HLC site visit team reviewed the student complaints and student survey responses and confirmed that complaints are resolved in a timely manner.

Additional monitoring, if any:
Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.

- Review the institution’s transfer policies.
- Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
- Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
- Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
- Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☑ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The MCC transfer policies for international and domestic students are clear and easily accessible via resources available at the web page, including the incoming and outgoing transfer student resource pages. The campus participates in the state-wide Arizona General
Education Curriculum and transfer agreements with Arizona State University, Northern Arizona University, and the University of Arizona. Details about these relationships may also be found via the internet.

Additional monitoring, if any:

**Practices for Verification of Student Identity**
*(See FCFI Questions 11–16 and Appendix G)*

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
   - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

MCC employs acceptable standards of practice for verifying student identity. In the future, it may want to consider more sophisticated technology tools beyond user name and password for verifying student identity.

Additional monitoring, if any:

**Title IV Program Responsibilities**
*(See FCFI Questions 17–24 and Appendixes H–Q)*
1. This requirement has several components the institution must address.

   - The team should verify that the following requirements are met:

     o **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.

     o **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

     o **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

     o **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

     o **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

     o **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

     o **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with
HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Components 2.A and 2.B).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- ☑ The institution meets HLC’s requirements.
- □ The institution meets HLC’s requirements, but additional monitoring is recommended.
- □ The institution does not meet HLC’s requirements and additional monitoring is recommended.
- □ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
MCC appears to be in compliance with Title IV program responsibilities. The most recent interaction occurred in August 2014 with the resolution of some findings and the subsequent notification of closure of the review with no further actions.

The institution has been intentional in its efforts to reduce default rates for the past three years. It created a default management plan in 2013 to promote responsible borrowing, loan repayment, and financial literacy among its borrowers.

Campus safety, crime logs, and statistics are disclosed and available via the MCC web pages.

Copies of recent crime and fire statistics reports are available on the university website in the Student Right-to-Know section.

A follow-up email exchange with MCC’s ALO confirmed that it participates in no contractual or consortial relationships.

Additional monitoring, if any:

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MCC’s web site is easy to use and makes a great deal of information readily available to the public. Standards and procedures for Satisfactory Academic Progress are available via the web in the consumer information, financial aid information, and student handbook sections. Student Right to Know information is published in the catalog, the student handbook, and the policies and procedures handbook. Processes for withdrawing as a student, current academic
programs and faculty, and names of applicable accrediting bodies are provided. The college also provides a description of resources for students with disabilities in these publications.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.

   • Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.

   • Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

   • Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

   • Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A review of MCC’s web page indicates that the institution appropriately publishes information about its accreditation relationship with the HLC and professional accreditors. Its affiliation with the HLC and professional accreditors is available at MCC’s governing board web pages and the "about" the institution (http://www.mohave.edu/about/hlc/) web pages. Programs
information and student support resources are readily available among the electronic resources on its web page. No actual print materials were available for review, however.

Additional monitoring, if any:

Review of Student Outcome Data
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
   - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
   - Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MCC participates in the American Association of Community College's Voluntary Framework of Accountability and in the Arizona Community Colleges: Long-Term Strategic Vision. It also produces detailed annual reports on assessment activities and improvement information. These reports are available via the college's web pages.

Additional monitoring, if any:

Publication of Student Outcome Data
(See FCFI Questions 36–38)
1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

- Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
- Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MCC is engaging in and publishing the results of student outcomes assessment in the catalog for each program and for general education as a way to enhance communication with stakeholders. A catalog statement describes how assessment of SLOs is conducted and how the information is used to promote MCC’s effectiveness.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or
adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.

- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.

- Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   □ The institution meets HLC’s requirements.
   □ The institution meets HLC’s requirements, but additional monitoring is recommended.
   □ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   □ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Based on letters and notifications included as part of MCC’s federal compliance review documentation from the Arizona State Board of Nursing (regarding low NCLEX pass rates) and the Joint Review Committee on Education in Radiologic Technology (regarding required additional information on accreditation standards), The HLC site visit team requested accreditation documentation from both the nursing and radiologic technology programs and confirmed the accreditation status of both allied health programs.

Additional monitoring, if any:

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.
Note: If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The MCC web page and the local newspaper were utilized to invite public comment.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

- Review the list of direct assessment or competency-based programs offered by the institution.
- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
• Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

MCC’s only competency based program, an AAS in Auto Collision Technology, is offered asynchronously with sufficient online demonstrations of learning. In addition, the program’s face-to-face labs provide opportunities for faculty-student interaction and student demonstration of mastery in its outcomes.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Grievance information forms
Grievance policy
Advanced standing (non-traditional) credit policies
Transcript evaluation policies
Arizona higher education course equivalency guide
Arizona general education curriculum
Transfer policies
Transfer partners
Policies and procedures manual
Department of Education April 24, 2014 program review report, determination, and follow-up requirements
2013 default management plan
2012 default management plan
Campus crime information
Drug-free schools and alcohol abuse prevention program
Consumer information
Financial aid programs
Financial aid application
Tuition and fee schedule
Title IV fund return policy
Student loan entrance counseling process
Student loan exit counseling process
Satisfactory academic progress standards and procedures
Disability services handbook
Process for withdrawing
Student right to know disclosure
Course catalog
Student handbook
Advertising and recruiting materials
Mark of HLC affiliation
Student outcomes data
Accreditation standing materials
Notifications of opportunity to comment
Syllabi as indicated in the credit hour worksheet

Additional material requested by the review team:

Comprehensive aggregated complaints report
Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: Mohave Community College, January 27, 2017

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☐ Yes ☐ No

Comments:
The term lengths for Mohave Community College are 15 weeks for standard format classes, 8 and 12 weeks for compressed formats, and 5 and 8 weeks for summer terms.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution’s calendar and term length practices?

☐ Yes ☐ No

Rationale:
Identify the type of HLC monitoring required and the due date:

**Part 2. Policy and Practices on Assignment of Credit Hours**

**Instructions**
Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

   - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a...
short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

- For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

- At a minimum, teams should anticipate sampling at least a few programs at each degree level.

- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. Direct Assessment or Competency-Based Programs. Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. Policy on Credit Hours and Total Credit Hour Generation. With reference to the institutional policies on the assignment of credit provided in Supplement A2 to Worksheet for Institutions, consider the following questions:

- Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
• If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

• Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

• If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

• If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

• If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

**Worksheet on Assignment of Credit Hours**

**A. Identify the Sample Courses and Programs Reviewed by the Team**

The following syllabi from the 2016-2017 academic year were reviewed (all are from 3 credit hour classes unless otherwise noted):

- Basic Safety in Welding & Construction (WLD 100 211), F2F, Standard
- Cutting Processes & Weld Quality (WLD 102 231), Hybrid, Standard
- Welder Certification & Code Application (WLD 265 211), F2F, Standard
- Western Civilization I (HIS 135 851), Online, Standard
- American National Government (POLS 120 851), Online, Standard
- History of the United States (HIS 131 243), F2F, Compressed
- Plane Trigonometry (MAT 181), Synchronous, Standard
- Calculus 1 (MAT 221 M11), F2F, Standard, 4 credits
- Calculus with Analytic Geometry II (MAT 241 P11-P41) 4 credits
- Using Quick Books (ACC 120 851), Online, 8 weeks, 2 credits
- Introduction to Accounting (ACC125 221), F2F, Standard, 4 credits
- Business Math (BUE 110 111), F2F, Standard
- Public Speaking (COM 151), F2F, Standard
- Children’s Literature (EDU 200 231), F2F, Standard
B. Answer the Following Questions

1. Institutional Policies on Credit Hours

   a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

      ☒ Yes      ☐ No

      Comments:

      MCC adopted the ABOR Policy on credit hour definition and it is applied to all delivery modalities.

   b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)
The college policy explicitly relates the instructional/contact time associated with the credit hours awarded.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☐ Yes  ☐ No

Comments:
An examination of syllabi representing a variety of formats indicated that MCC awards credit hours based on reasonable expectations for the timeframe and activities (e.g., demonstrations of student learning).

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes  ☐ No

Comments:
Syllabi sampled indicate that the institution’s policies and practice fall within those of good practice in higher education and align with the federal definition.

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes  ☐ No

Comments:
A review of 30 syllabi by the team evidenced that MCC applies its credit hour policy.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

☐ Yes  ☐ No
Comments:
The course student learning objectives appear to be appropriately challenging for the level of the program offerings.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☐ Yes  ☐ No

Comments:
A comparison of sections of the same course offered in a variety of formats revealed that they are consistent in their descriptions and expectations for student learning.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☐ Yes  ☐ No

Comments:
A comparison of sections of the same course offered in a variety of formats revealed that they are consistent in their descriptions and justified in the level of expectations for student learning.

e. Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes  ☐ No

Comments:
A review of the catalog course descriptions and the syllabi indicated that MCC’s practice is consistent with its policy related to the award of academic credit and with the standard of practice in post-secondary education.

C. **Recommend HLC Follow-up, If Appropriate**

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.
Is any HLC follow-up required related to the institution’s credit hour policies and practices?

☐ Yes  ❑ No

Rationale:
Based on the evidence reviewed (e.g., syllabi, catalog, policy handbook) and a careful audit for consistency, I recommend no HLC follow-up actions.

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes  ❑ No

Identify the findings:

Rationale:
A review of sampled syllabi indicates that MCC awards credit hours consistently and appropriately across and within academic programs.

Part 3. Clock Hours

Instructions
Review Section 5 of Worksheet for Institutions, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes  ❑ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.
Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

**Worksheet on Clock Hours**

A. **Answer the Following Questions**

1. Does the institution’s credit-to-clock-hour formula match the federal formula?
   - □ Yes  □ No
   - Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)
   - □ Yes  □ No
   - Comments:
4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes    ☐ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

☐ Yes    ☐ No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

☐ Yes    ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:
Institutional Status and Requirements Worksheet

<table>
<thead>
<tr>
<th>INSTITUTION and STATE:</th>
<th>Mohave Community College, AZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF REVIEW:</td>
<td>Standard Pathway Comprehensive Evaluation</td>
</tr>
<tr>
<td>DESCRIPTION OF REVIEW:</td>
<td>Year 4 Comprehensive Evaluation. Comprehensive evaluation to include a Federal Compliance Reviewer.</td>
</tr>
<tr>
<td>DATES OF REVIEW:</td>
<td>2/6/2017 - 2/7/2017</td>
</tr>
</tbody>
</table>

X No Change in Institutional Status and Requirements

Accreditation Status

<table>
<thead>
<tr>
<th>Nature of Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control:</td>
</tr>
<tr>
<td><strong>Recommended Change:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees Awarded:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associates</td>
</tr>
<tr>
<td><strong>Recommended Change:</strong></td>
</tr>
</tbody>
</table>

Reaffirmation of Accreditation:

<table>
<thead>
<tr>
<th>Year of Last Reaffirmation of Accreditation:</th>
<th>2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Next Reaffirmation of Accreditation:</td>
<td>2022 - 2023</td>
</tr>
</tbody>
</table>

**Recommended Change:** no change

Accreditation Stipulations

General:
- Prior Commission approval is required for substantive change as stated in Commission policy.

**Recommended Change:** no change

Additional Location:
- Prior HLC approval required.

**Recommended Change:** no change
Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:
   Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: no change

Direct Assessment:
   Approval for credit based competency-based education is limited to the Associate of Applied Science in Automotive Collision Repair Technology.

Recommended Change: no change

Accreditation Events
   Accreditation Pathway   Standard Pathway

Recommended Change: no change

Upcoming Events
   Comprehensive Evaluation: 2022 - 2023

Recommended Change: no change

Monitoring
   Upcoming Events
   None

Recommended Change: no change

Institutional Data

<table>
<thead>
<tr>
<th>Educational Programs</th>
<th>Recommended Change: no change</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
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<tr>
<td>Certificate</td>
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<tr>
<td>Associate Degrees</td>
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<tr>
<td>Baccalaureate Degrees</td>
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<td>Graduate</td>
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<td>Master's Degrees</td>
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<tr>
<td>Specialist Degrees</td>
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</tr>
<tr>
<td>Doctoral Degrees</td>
<td>0</td>
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</tbody>
</table>
Institutional Status and Requirements Worksheet

Extended Operations

Branch Campuses

None

Recommended Change: no change

Additional Locations

Arizona State Prison Complex-Kingman, 4626 W. English Drive, Golden Valley, AZ, 86414 - Active
Bullhead City Campus, 3400 Highway 95, Bullhead City, AZ, 86442-8200 - Active
Lake Havasu City Campus, 1977 West Acoma Blvd, Lake Havasu City, AZ, 86403-2958 - Active
North Mohave Campus, 480 South Central, Colorado City, AZ, 86021 - Active

Recommended Change: no change

Distance Delivery

11.0101 - Computer and Information Sciences, General, Associate, Computer Information Systems
11.0201 - Computer Programming/Programmer, General, Certificate, Programming and Game Development
11.0501 - Computer Systems Analysis/Analyst, Certificate, Systems Support and Security
11.1001 - Network and System Administration/Administrator, Associate, Systems Administration
13.0101 - Education, General, Associate, Elementary Education
14.0101 - Engineering, General, Associate, Engineering
22.0302 - Legal Assistant/Paralegal, Associate, Paralegal
22.0302 - Legal Assistant/Paralegal, Certificate, Paralegal
23.0101 - English Language and Literature, General, Associate, English
24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Liberal Arts
24.0102 - General Studies, Associate, General Studies
26.9999 - Biological and Biomedical Sciences, Other, Associate, Science
27.0101 - Mathematics, General, Associate, Mathematics
30.1701 - Behavioral Sciences, Associate, Social and Behavioral Science
43.0102 - Corrections, Certificate, Corrections Officer
43.0104 - Criminal Justice/Safety Studies, Associate, Administration of Justice
43.0203 - Fire Science/Fire-fighting, Associate, Fire Science
50.0701 - Art/Art Studies, General, Associate, Art
51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Insurance Coding
51.0801 - Medical/Clinical Assistant, Associate, Medical Assistant
51.0904 - Emergency Medical Technology/Technician (EMT Paramedic), Associate, Paramedic Emphasis
51.0904 - Emergency Medical Technology/Technician (EMT Paramedic), Certificate, Paramedic
51.1501 - Substance Abuse/Addiction Counseling, Associate, Chemical Dependency Studies
52.0101 - Business/Commerce, General, Associate, General Business
52.0201 - Business Administration and Management, General, Associate, Business Administration
52.0301 - Accounting, Associate, Accounting
Institutional Status and Requirements Worksheet

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Bookkeeping
52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Professional Applications
52.0701 - Entrepreneurship/Entrepreneurial Studies, Associate, Business Entrepreneur
52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Business Entrepreneur
54.0101 - History, General, Associate, History
54.0199 - History, Other, Associate, Social Studies

**Recommended Change: no change**

**Correspondence Education**

None

**Recommended Change: no change**

**Contractual Arrangements**

51.0806 Physical Therapy Technician/Assistant - Associate - Physical Therapist Assistant - Aquatic Rehab & Wellness Center

51.0806 Physical Therapy Technician/Assistant - Associate - Physical Therapist Assistant - Advanced Care PT

51.0806 Physical Therapy Technician/Assistant - Associate - Physical Therapist Assistant - Adrienne Parry Physical Therapy

51.0806 Physical Therapy Technician/Assistant - Associate - Physical Therapist Assistant - Mesa View Physical Rehab

51.0806 Physical Therapy Technician/Assistant - Associate - Physical Therapist Assistant - White Mountain Regional Medical Center

51.0911 Radiologic Technology/Science - Radiographer - Associate - Radiologic Technology AAS - Mountain West Imaging Center

51.0911 Radiologic Technology/Science - Radiographer - Associate - Radiologic Technology AAS - Kingman Regional Medical Center

51.0911 Radiologic Technology/Science - Radiographer - Associate - Radiologic Technology AAS - Western Arizona Regional Medical Center

51.0911 Radiologic Technology/Science - Radiographer - Associate - Radiologic Technology AAS - Valley View Medical Center

None

**Recommended Change: no change**

**Consortial Arrangements**

None
Institutional Status and Requirements Worksheet

Recommended Change: no change