



# Phoenix College Federal Compliance by Institutions

Effective September 1, 2014 – August 31, 2015



PHOENIX  
COLLEGE

GO FAR, CLOSE TO HOME.



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## Credits, Program Length, and Tuition

### Credits

Phoenix College offers courses on a traditional semester basis where Fall and Spring semesters are between 15-17 weeks long and one Summer session where classes are offered within a 10 week period. Courses may vary in length. The College has flexible scheduling and formats within the semester to accommodate student needs and adheres to the administrative regulation, [Academic Load \(AR 2.3.1\)](#). A credit hour is represented by an hour of in-class instruction and two hours of out-of-class work where an instructional credit hour is typically equivalent to a 50 minute class period. Laboratory, clinical, and field work may exceed the standard contact hours per credit hour due to instructional and supervisory needs.

### Program Length

Phoenix College offers a variety of certificate and degree programs. We offer over 120 degree and certificate programs, including 3 online degrees. Associate degree programs require the completion of a minimum of 60 credit hours and the number of credit hours for certificate programs will vary depending on the program. In general, the college offers three main degrees: Associate of Arts for students who plan to transfer to the university; Associate in General Studies for students whose educational goals require flexibility; and Associate in Applied Science for students to gain expertise in an occupational program. Our course offerings are diverse to meet the needs of the community and offers an array of workforce programs including nursing, dental, legal studies, EMT, fire science, histologic technology, and phlebotomy. Workforce programs are accredited or certified through nationally recognized agencies and comply with the required program length. A comprehensive list of awards can be found in the college [Catalog & Handbook](#).

### Tuition

Tuition and mandatory fees are set and approved by Maricopa County Community College District (MCCCD) Governing Board each year. The tuition and fee information can be found on the [college web site](#) and is listed in the [Catalog & Handbook](#). Tuition is charged per academic credit hour, according to a student's residency classification. Fees may vary, and will be assessed at the time of registration. The most current tuition and fee schedule can be found on the college web site. Students from any other county in Arizona are considered Maricopa County residents (in-county) due to a reciprocal arrangement with that county. Reciprocal agreements allow for in-county tuition rates for residents of all Arizona counties except Apache or Greenlee counties without an Out-of-County Residence Affidavit. According to [ARS §15-1802E](#), a person who is a member of an Indian tribe recognized by the US Department of the Interior whose reservation lies in this state and extends into another state and who is a resident of the reservation is entitled to classification as an in-state student. According to [The College Board Annual Survey of Colleges](#), MCCCDs tuition rate is competitive compared to the national average with more than 80% of other public two-year institutions reporting higher tuition rates.

## Student Complaints

The process for handling student complaints at Phoenix College is described in the 2014-2015 [Catalog and Handbook under Instructional Grievance Process](#) (AR2.3.5 Appendix S-6, p. 43) and [Non-Instructional Complaint Resolution Process](#) (AR2.3.12 Appendix S-8, p. 46). Complaints may be resolved informally or formally, preferably at the lowest level possible. If a student meets with the Dean, they are instructed on both the informal and formal process and encouraged to first seek informal resolution; this is not, however, a requirement for utilizing the formal grievance or complaint process.

The record of complaints is maintained via spreadsheet, and housed in the respective office of the Dean of Academic Affairs and Dean of Student Affairs. There were 299 complaints reported from Fall 2006 through Spring 2015. A combination of paper and electronic files has been standard practice for archiving grievance and complaint records. Resolutions are offered for all student complaints. \*Unresolved complaints involved instances where students were to submit documentation (syllabus, homework, or exams, etc.) or follow up with the Academic Affairs Office but never returned.

<b>Fall 2006- Spring 2015</b>		
<b># of Complaints (Resolved of Total)</b>	<b>Type of Complaint</b>	<b>Resolved by</b>
<b>*Unresolved complaints</b>		
<b>Instructional Grievance</b>		
34 of 37	Faculty grievance	Dean of Academic Affairs
78 of 86	Grading grievance	Dean of Academic Affairs
24 of 24	Course/Exam	Dean of Academic Affairs
41 of 46	Financial/Refund	Dean of Academic Affairs
5 of 6	Misconduct	Dean of Academic Affairs
65 of 67	Other	Dean of Academic Affairs
<b>Non-Instructional Complaint</b>		
7	Incident with another student	Dean of Student Services
0	Incident with a staff member	Dean of Student Services
13	Financial Aid concerns	Dean of Student Services
12	Academic Advising	Dean of Student Services
1	Other (parking, technology, facilities)	Dean of Student Services

The College recognizes the importance of ongoing assessment and improvement in teaching and learning and services. As a result, complaints and their resolution provide an opportunity for the College to make modifications where necessary and to provide clarification to students on college processes and requirements such as attendance, grading, enrollment services and financial aid. Improvements made include syllabi modifications, faculty and staff training, and improved communication to students on important deadlines and process.

## Transfer Policies

Phoenix College's policies and procedures governing transfer credit are defined in the [Phoenix College Course Catalog and Student Handbook](#).

The public community colleges and universities have a state-wide transfer policy which specifies how courses transfer and apply. Students select courses to meet university requirements even if they haven't finalized their decision about their major or university. The Arizona Transfer Model includes the Arizona General Education Curriculum (AGEC), transfer pathways, and common courses. If a student is planning to transfer to a private university in Arizona or in another state, a transfer plan may still include completing an AGEC and/or an associate's degree. The Arizona Transfer Model includes the Arizona General Education Curriculum (AGEC), transfer pathways, and common courses.

The PC Transfer Center's goal is to help students plan their transfer to a university, so it is our intent to offer students the information and tools they need to make that process possible. Phoenix College offers the following to assist students in the planning process:

The Maricopa Community Colleges have agreements with the Arizona public universities (Arizona State University, Northern Arizona University and the University of Arizona), and more than forty other institutions - nationally and internationally. These transfer partnerships assist students in making a smooth transition from one institution to the next by maximizing their Maricopa credits. Several of these partnerships offer tuition discounts and scholarships for Maricopa graduates.

The Center for Curriculum and [Transfer Articulation](#) (CCTA) is a district-wide Division of Academic and Student Affairs. Information on transfer advisement, statewide transfer tools, academic resources, articulation process, news and events, data and reports, and presentations can be found at on the web site.

## Verification of Student Identity

New students to any Maricopa Community Colleges are considered an out-of-state student until proof of residency and citizenship or lawful status is established with the Admissions, Records, and Registration Office/Office of Student Enrollment Services at the college they plan to attend.

Arizona law requires that students who are seeking consideration for in-state tuition status or aid that is funded in part or in whole by state money to provide verification of citizenship, permanent residency or other lawful immigration status.



There is a Non-Resident Distance Learning rate that applies to out-of-state students who are taking distance learning courses. The nonresident tuition rate for distance learning courses applies to students who both reside in the state and as well as out-of-state. Students not qualifying for resident tuition would pay the nonresident rate whether taking the course in Arizona or in their state of residence. If the distance learning non-resident out-of-state student is an eligible resident of a WICHE state, the lower Western Undergraduate Exchange Program Rate is charged.

The [Maricopa Enterprise Identification](#) (MEID) is necessary to access the Online Student Center for enrolling in classes, Student Google Apps/Email, and the Canvas Learning Management System.

## Title IV Program Responsibilities

### General Program Responsibilities

Phoenix College is eligible and approved to participate in Title IV programs. Currently, there are no limitations, suspensions or termination actions that have been taken against Phoenix College by the U.S. Department of Education. Phoenix College has no fines, letters of credit, or heightened monitoring. The most recent annual single audit of Maricopa County Community College District's (MCCCD) compliance was completed June 30, 2014. In this report, Phoenix College had no findings.

Phoenix College's administration of Title IV, HEA programs was recently reviewed by the Department of Education. An onsite visit was conducted February 2 through February 6, 2015. Findings of that review were presented in a Program Review Report in a letter dated April 16, 2015. Three areas of noncompliance were identified.

#### 1) Inadequate Exit Counseling.

Phoenix College conducted a review of the institution's Exit Loan Counseling process and will be implementing the following improvements to ensure that all Federal Direct Loan Borrowers receive exit counseling information in a timely manner. Additionally, the new procedure provides for a secondary follow-up for students who either did not complete the exit counseling or did not receive the electronic notification. The secondary follow-up will be completed by mailing exit counseling materials to those borrower's last know addresses.

The improved Exit Loan Counseling procedure that will be implemented is as follows: Interactive Electronic Exit Loan Counseling materials will be sent to all students by email and Student Message Center who are Federal Direct Subsidized Loan or Federal Direct Unsubsidized Loan borrowers at Phoenix College whose enrollment drops below half-time status (6 credit hours) – including those borrowers who drop-out without notifying the institution within 15 calendar. At the time the electronic Exit Loan Counseling material is sent an SIS indicator will be assigned to the student. For those students with the SIS indicator

a nightly (M-F) batch process will run to verify if the student has completed the Exit Loan Counseling Process. Student who do not complete the Exit Loan Counseling within 15 calendar days the student will be mailed their Exit Loan Counseling materials to their last known address within the 30 day period.

2) Inaccurate National Student Load Data System (NSLDS) reporting.

Phoenix College reviewed the agreed upon student file population to verify that the enrollment status is current in NSLDS and updated enrollment statuses, as necessary, to bring it current. A total of 92 students from the 2013-2014 and 2014-2015 were reviewed by comparing last dates of attendance, withdrawal dates, and graduation dates against the enrollment detail in NSLDS. Corrections were made as necessary.

Phoenix College conducted an analysis of our NSLDS reporting policies and procedures to determine the root cause of the instances of inaccurate reporting. The analysis indicated the need for improvements in the reporting to the National Student Clearinghouse and from the Clearinghouse to NSLDS. As a result, revisions were made to the institution's policies and procedures to ensure student enrollment data is reported to Clearinghouse/NSLDS timely and accurately.

3) Improper Loan and Grant Payment Calculations.

Phoenix College incorrectly calculated Title IV grant and loan awards for students enrolled in its Therapeutic Massage program during the 2013-2014 and 2014-2015 (year to date) award years. Phoenix College calculated the Therapeutic Massage program financial aid awards incorrectly based upon 39 semester hours and 48 weeks of instruction instead of the required 700 clock hours and 48 weeks of instruction.

Phoenix College reconstructed the records of all of its students who were enrolled in any portion of the Therapeutic Massage certificate program during the 2013-2014 and 2014-2015 awards years and received Title IV funds. Phoenix College has instituted procedures to guard against this occurrence in the future. Liabilities will be determined by the Department and instructions on paying liabilities will be provided in the Final Program Review Determination report.

## Financial Responsibility Requirements

Phoenix College's financial statements are reviewed annually by Department of Education. The financial audit for fiscal year 2014 indicated no existing or potential concerns. The most recent data reported can be found in Appendix D.

## Default Rates

The U.S. Department of Education released FY 2012 official 3-year cohort default rates to schools on September 28, 2015. Phoenix College's FY 2012 official 3-year cohort default rate (CDR)



is 24.8 percent. PCs 3-year rates are within the Department of Education’s threshold of 30.0 percent rate. PC’s 3-year rates do not exceed the Department of Education’s threshold of 30.0 percent and have not triggered a review.

<b>Phoenix College 3 Year Rates</b>		
FY 2010	FY 2011	FY 2012
21.1	20.6	24.8

In Spring 2013, Phoenix College recognized fraudulent activity and began aggressive efforts to stop aid from disbursing. All data and findings were reported to the U.S. Department of Education, Office of Inspector General, at the end of each semester. District-wide measures have since been implemented to limit fraudulent activity.

Phoenix College engages in efforts to educate students on loan borrowing. Loan entrance counseling is mandatory for all first-time borrowers and exit counseling notifications are sent to students who are less than half-time enrolled or no longer enrolled. Students interested in private loans are required to complete the FAFSA and encouraged to borrow Federal Stafford Direct Loans before pursuing private loans.

## Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

### Campus Crime Information

The Phoenix College Public Safety office is a division of the Maricopa County Community College District (MCCCD) Department of Public Safety. A Police Commander supervises the college activities and reports directly to the District Chief of Police.

The campus safety office is responsible for gathering data used to prepare the annual campus crime statistics. The data is obtained from the Public Safety office at the district, the Phoenix Police Department, campus security authorities and the college Counseling Department is used to prepare the annual crime statistics report. Statistical information is gathered in accordance with the guidelines established under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C §1092 (f)). [Statistics](#) and security policies are published and distributed annually to all current students and employees, and when requested, to any applicant for enrollment or employment at the college.

### Athletic Participation

Phoenix College’s [intercollegiate athletics programs](#) are regulated by the Arizona Community College Athletic Conference (ACCAC) and the National Junior College Athletic Association (NJCAA). These bodies provide standards concerning academics, conduct, fair and equal competition, and sportsmanship. All athletic coaches at PC are required to comply with these regulations and uphold the standards of conduct. Annually, the college files an

Equity in Athletics Disclosure Act report with the U.S. Department of Education Office of Postsecondary Education. The college's annual IPEDS report contains data about athletics arranged by sport and gender. The VP of Student Affairs oversees the functions in this area.

### Related disclosures

Phoenix College provides student [consumer information and gainful employment](#) disclosures for qualifying certificate program, including program length, estimated cost of completion, median loan debt, and on-time completion rates. In addition to consumer information and gainful employment disclosures, Phoenix College posts information regarding program certificate and degree options, licensure requirements, and access to O\*Net On Line for each program, when applicable. O\*Net On Line provides details about the job description, education requirements, and wage and employment trend information. [Maricopa Community College District web site](#) contains consumer information with links back to each of the respective colleges by category.

### Student Right to Know

Phoenix College complies with the Student Right-to-Know and Campus Security Act (P.L. 101-542) and the Higher Education Opportunity Act (Public Law 110-315) (HEOA), amended in 2008, requiring that certain information be disclosed to students. To meet this requirement Phoenix College publishes a [web site of disclosures](#); and additionally, there are links to a centralized web site at the district level.

Student's Right to Know disclosures available on the college web site include:

- Accreditation
- Campus Security Report
- Diversity of Enrollment
- Diversity of Pell Recipients
- Retention Rates
- Graduation and Transfer Rates
- Gainful Employment
- Net Price Calculator
- Disability Resources and Services

## Satisfactory Academic Progress and Attendance Policies

### Satisfactory Academic Progress

The District-wide Financial Aid Council is responsible for developing and revising the [Satisfactory Academic Progress \(SAP\)](#) policies each academic year. The MCCC District Governing Board reviews and approves the policy which is then updated in the course catalog's common pages. This information can be found on both the district's web site and Phoenix College catalog. The institution complies with federal regulations (CFR 668.32(f) and 668.34) and the Academic Probation (Progress) (AR 2.3.4) outlined in the common pages of the Catalog & Handbook.

Standards of Satisfactory Academic Progress (SAP) are evaluated at the end of each semester; fall, spring and summer. Programs less than one year in length will be evaluated at the midpoint of the program. Non-standard sessions will be evaluated at the completion of the session.

Standards of Satisfactory Academic Progress (SAP) are evaluated on each of the three measurements outlined below. Failure to meet any of these standards will result in suspension of eligibility for financial aid. NOTE: Grades of F, I, N, W, X, Y, Z, and courses not yet graded are considered attempted but not meeting progress standards for purpose of financial aid. A student's eligibility for financial aid may be jeopardized by an incomplete grade.

- Grade Point Measurement: Students must meet the following credit hour/cumulative grade point average (CGPA).

Total Credits Attempted*	Minimum GPA
<= 15.75	1.60
16-30.75	1.75
31-45.75	1.90
46 +	2.00

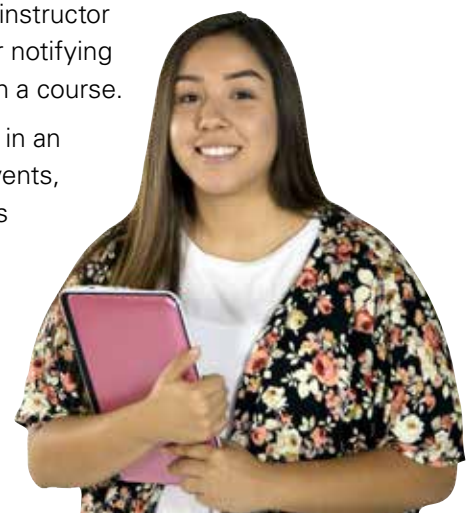
\*for which grade points are computed

- Pace of Progression Measurement: Students must successfully complete 2/3 (66.67%) of all attempted course work.
- Maximum Time Frame Measurement: Students who have attempted more than 150% of the published credits required for their program of study are considered not meeting SAP.

### Attendance

The institution policy for attendance can be found in the common pages of the Catalog & Handbook. Attendance requirements are determined by the course instructor and outlined in the course syllabus. The students are responsible for notifying the Admissions and Records Office when they discontinue studies in a course.

Official absences are those which occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Other official absences include jury duty and subpoenas. Military commitments and the death of an immediate family member, up to one week, will not be counted against the number of absences allowed by an instructor or department. Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member or employee of the Maricopa Community Colleges.



## Contractual Relationships

Phoenix College does not have any contractual relationships with third-party entities not accredited by federally recognized accrediting agencies.

## Consortial Relationships

Phoenix College does not have any consortial agreements with other entities accredited by federally recognized accrediting agencies.

## Required Information for Students and the Public

Phoenix College provides its students and public with accurate information about its calendar, grading, admission, academic program requirements, tuition and fees, and refund policies in its annual catalog and student handbook; the student handbook was integrated into the catalog beginning the academic year of 2009/2010. This document is available on the following web site: <http://www.phoenixcollege.edu/academics/course-catalog>.

Sections of the web site that include required disclosure information are as follows:

- Accreditation Information
- Academic Calendar
- Grading
- Tuition and Fees
- Refund and Refund of Title IV



## Advertising and Recruitment Materials and Other Public Information

Phoenix College’s marketing and recruitment materials provide accurate, timely, and appropriately detailed information to current and prospective students in addition to the general public. The college Marketing Department is responsible for crafting and/or refining messaging and ensuring accuracy for print, online, direct mail, and other advertising efforts, in addition to documents such as the annual Report to the Community, college profile, and college catalog. All Phoenix College marketing and recruitment efforts include promotion of the college website in order to provide the most up-to-date and in-depth information about programs, locations, and policies. The Marketing department maintains responsibility for ensuring the accuracy of information released to the public, and utilizes a multi-step review process before any document or advertisement is finalized and released.

	Accreditation	Programs	Locations	Policies
Annual report	X	X	X	
Catalog	X	X	X	X
College profile		X	X	
Enrollment postcards		X	X	
Print advertisements		X	X	
Program brochures		X	X	
Online advertising		X	X	
Radio advertising		X	X	
Schedule eZine		X	X	
Search brochure		X	X	
Television advertising		X	X	
Website	X	X	X	X

The Higher Learning Commission’s Mark of Affiliation is posted on the Phoenix College website (<http://www.phoenixcollege.edu/hlc>) and links directly to the HLC website. Due to space limitations, the mark is not included on the majority of college marketing pieces. Instead, these pieces drive the audience to the website, where the Commission’s Affiliation is clearly displayed.

## Review of Student Outcome Data

Phoenix College focuses on five general education student learning outcomes (SLO) established by faculty; critical thinking, oral presentation, writing, information literacy, and numeracy. Locally-developed rubrics for each learning outcome are used across the curriculum. They reflect the competencies necessary to meet an expected outcome measure. Data collection is ongoing as determined by each academic department. The five core SLO assessment rubrics can be used as a pre and post-assessment. Instructors can do this within each class they choose or by program. Evidence of student learning in the five core SLOs is collected in a database that was locally-developed and has been in use since spring 2012. Data is captured at the course level, which can be rolled up to the program and college level. The results are reported at all three levels, as well as by learning outcome.

Course surveys provide an indirect measure of student learning. These surveys ask students about the quality of their learning experience in six areas: course assignments, course objectives, instructor commitment to student learning, instructor/student interaction, testing, and preparation/organization. Faculty participating receive their scores as compared to the institution as a whole. We find that institutionally, students confirm the high quality of their learning experience as evidenced by survey results.

The Governing Board Metrics, adopted in 2011, are district wide measures focusing on improving access and student success. The core planning areas are Access to Learning, Pathways to Success, Effective Learning and Teaching, and Organizational Integrity. There are 11 key measures that address university and transfer education, workforce and economic development, developmental education, and community development. These measures are part of the college's annual report and a subset is used for performance based funding. The college has adopted these metrics as the key performance measures.

- College-Level Course Success Rate
- Fall-to-Fall Retention Rate
- Graduation Rate within Six Years (Degree and Certificate)
- Percent of Learners Achieving Credit Hour Thresholds within Two Years
- AGECE and Transfer Degree Completion Rate
- Number of Transfer Associate Degrees and AGECE Certificates Awarded Annually
- Occupational Degrees and Certificates Awarded Annually
- Success Rate in Developmental Education Courses
- Success Rate in College-Level Math after Completion of Developmental Math
- Success Rate in College-Level English after Completion of Developmental English
- Unduplicated Annual Headcount in Non-Credit Courses



## Standing with State and Other Accrediting Agencies

A number of Phoenix College's programs are also accredited and/or approved by the following agencies.

**The American Bar Association (ABA), Standing Committee on Paralegals** - The ABA approves paralegal education program. The ABA's purpose is to improve the American system of justice by establishing standards for the education of paralegals and by promoting attorneys' professional, effective, and ethical utilization of paralegals.

**The American Dental Association's Commission on Dental Accreditation** - The Commission accredits the Dental Hygiene and Dental Assisting programs offered by Phoenix College. The Commission on Dental Accreditation (CODA) is nationally recognized by the United States Department of Education (USDE) as the sole agency to accredit dental and dental-related education programs conducted at the post-secondary level. CODA's mission is to serve the oral health care needs of the public through the development and administration of standards that foster continuous quality improvement of dental and dental related educational programs. Programs are assessed every seven years with a peer review process.

**The Commission on Accreditation for Health Informatics and Information Management Education (CAHIM)** - CAHIM is an independent accrediting organization whose mission is to serve the public interest by establishing and enforcing quality Accreditation Standards for Health Informatics and Health Information Management (HIM) educational programs. HIM professionals have skills and competencies in health data management, information policy, information systems, administrative, and clinical work flow.

**National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)** - The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) is committed to being the premier international agency for accreditation and approval of educational programs in the clinical laboratory sciences and related health professions through the involvement of expert volunteers and its dedication to public service. NAACLS accredits PC's Histologic Technology program and Medical Laboratory Science program.

**The Accreditation Commission for Education in Nursing (ACEN)** - ACEN is the specialized accreditor of nursing education programs, both postsecondary and higher-level degrees, which offer a certificate, a diploma, or a recognized professional degree. This can include a clinical doctorate, master's or post-master's certificate, baccalaureate, associate degree or diploma. The Commission has authority and accountability inherent in the application of standards and criteria, the accreditation processes, and the affairs, management, policy-making, and general administration of the Accreditation Commission of Education in Nursing.

**The Commission on Accreditation of Allied Health Education Programs (CAAHEP)** - Board of Directors of the National Registry of Emergency Medical Technicians (NREMT) voted to require that paramedic applicants for certification graduate from an "accredited" paramedic program effective January 1, 2013. The NREMT is requiring programmatic accreditation as outlined in the EMS Education Agenda for the Future.



## Public Notification of Opportunity to Comment

Phoenix College will solicit comments from students, community members, taxpayers, donors, alumni, faculty, and staff via notices placed on the college website and in The Arizona Republic and North Central News newspapers. Notice of the opportunity to comment will also be shared via the college's social media channels, Bear Essentials employee e-newsletter, alumni email list, and campus-wide email list. The following notice will be published.

Phoenix College is seeking comments from the public about the college in preparation for its periodic evaluation by its regional accrediting agency. The college will host a visit April 25-26, 2016, with a team representing the Higher Learning Commission of the North Central Association. Phoenix College has been accredited by the Commission since 1928. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the College:

Third-Party Comment on Phoenix College  
The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411

The public may also submit comments on the Commission's website at [www.ncahlc.org](http://www.ncahlc.org).

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing.

All comments must be received by March 21, 2016.





# Appendix A: Assignment of Credit Hours

## Part One: Institutional Calendar, Term Length, and Type of Credit

Name of Institution: Phoenix College

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
<b>Semester / Trimester Calendar</b>	Standard Format: 14-17 week term	14-17	4
	Compressed Formats: 4, 8 or other week terms within the semester calendar <sup>1</sup>	1-13	18
	Summer Term	1-15	10
<b>Quarter Calendar</b>	Standard Format: 10-12 week term	NA	NA
	Compressed Formats: 2, 5, or other week terms within the quarter calendar <sup>1</sup>	NA	NA
	Summer Term	NA	NA

**Non-Standard Terms** (terms that are not semester, trimesters, or quarters. A non-standard term may have the following characteristics: courses do not begin and end within a set period of time; courses overlap terms, including self-paced and independent study courses or sequential courses that do not begin and end within a term; terms may be of equal or unequal length.)

In general, Phoenix College schedules all classes within three standard terms (Fall, Spring, and Summer). Courses outside of the scheduled term and date parameters are dual enrollment classes, special partnerships (e.g., ambulatory services, phlebotomy, medical assisting, medical laboratory science, histologic technology). Phoenix College partners with Valley high schools to offer dual enrollment credit for academic and occupational classes.

# Appendix B: Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Term and Length: Fall 2014, Standard Format 14-17 weeks

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent /Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
0 Credit	# of courses	22	4	7				
	# of meetings	1 – 34	1-17					
	Meeting length	1 – 3.5 hrs	1 – 10.5 hrs					
.5 Credit	# of courses	2	1					
	# of meetings	17	1-15					
	Meeting length	1 hr	1 hr					
1 Credit	# of courses	72	1	9		9		
	# of meetings	1 - 34	1-17					
	Meeting length	1-8 hrs	1 hr					
2 Credits	# of courses	48	14	2		1		
	# of meetings	1 – 64	1-17					
	Meeting length	1 – 4 hrs	1 - 3.5 hrs					
3 Credits	# of courses	370	34	127		4		
	# of meetings	17 - 51	15 - 34					
	Meeting length	1 – 5.5 hrs	1 – 4.5 hrs					
4 Credits	# of courses	39	8	13				
	# of meetings	15 - 68	1 - 34					
	Meeting length	1 – 7 hrs	1 – 5.5 hrs					
5 Credits	# of courses	6	1	1				
	# of meetings	34 - 85	34					
	Meeting length	1 – 8.5 hrs	2 hrs					
6 Credits <sup>1</sup>	# of courses	2						
	# of meetings	34 - 68						
	Meeting length	1.25 – 3 hrs						
8 Credits <sup>1</sup>	# of courses		2					
	# of meetings		1 – 17					
	Meeting length		1 – 4 hrs					
9 Credits <sup>1</sup>	# of courses		1					
	# of meetings		1 - 34					
	Meeting length		1 – 4 hrs					
10 Credits <sup>1</sup>	# of courses		1					
	# of meetings		1 - 17					
	Meeting length		1 hr					
11 Credits <sup>1</sup>	# of courses	1						
	# of meetings	17						
	Meeting length	9 hrs						

# Appendix B: Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Term and Length: Fall 2014, Compressed Format 1-13 weeks

		Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent /Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
0 Credit	# of courses	4	2					
	# of meetings	8	16 - 39					
	Meeting length	3 – 4 hrs	3 – 8 hrs					
.5 Credit	# of courses	3	2	1				
	# of meetings	1 – 13	3 - 16					
	Meeting length	1 – 8.5 hrs	1 – 4 hrs					
1 Credit	# of courses	40	6	15				
	# of meetings	1 - 18	1 - 9					
	Meeting length	1 – 10 hrs	1 – 7 hrs					
1.5 Credit	# of courses	2						
	# of meetings	1 – 9						
	Meeting length	1 – 2.5 hrs						
1.75 Credit	# of courses	1						
	# of meetings	1						
	Meeting length	10 hrs						
2 Credits	# of courses	18	6	5				
	# of meetings	1 - 18	1 - 14					
	Meeting length	1 – 10 hrs	1 – 8 hrs					
3 Credits	# of courses	41	5	61		1		
	# of meetings	2 - 33	4 - 24					
	Meeting length	1 – 10 hrs	2 – 9 hrs					
4 Credits	# of courses	6	1	5				
	# of meetings	24 - 27	1 - 8					
	Meeting length	2.25- 2.5hrs	1 hrs					
6 Credits <sup>1</sup>	# of courses		2					
	# of meetings		8 - 9					
	Meeting length		2 hrs					
7 Credits <sup>1</sup>	# of courses	3	1					
	# of meetings	8 - 10	20					
	Meeting length	2 – 9 hrs	4.25 – 4.5 hrs					
11 Credits <sup>1</sup>	# of courses	1						
	# of meetings	15						
	Meeting length	9 hrs						

<sup>1</sup>Institutions offering courses with **six or more credits awarded** should list those courses in these spaces. Identify the number of credits awarded in the first column. Add additional rows, if needed. **In a separate attachment, identify the course(s) and explain the reasoning behind the credit allocated to those courses.**

## Appendix C: Courses with Six or More Credits (Fall 2014)

Credits	Course	Title	Description	Reason for Credits
6	DHE120	Pre-Clinical Dental Hygiene	Introduction to the dental hygiene profession and the process of care	To align with the content and time required by the Dental Hygiene accreditation agency.
6	ESL002	Basic English as a Second Language II	Listening, speaking, reading, and writing in English at a high beginning level. Focus on survival skills related to life in the United States.	Provides students with more time to learn and apply the content delivered.
6	MDL246	Clinical Microbiology	Application of antimicrobial, biochemical, and differential testing, drug resistance, selection, inoculation and incubation of culture media, isolation techniques, cell culture and viral detection tests, and macroscopic and microscopic evaluation.	To align with the content and time required by the Medical Laboratory Science accreditation.
6	MDL248	Clinical Chemistry	Principles and procedures of clinical chemistry and testing for diseases of protein, non-protein nitrogen compounds, lipid, glucose, bilirubin, liver disease, cardiac and endocrine function, toxicology, therapeutic drug monitoring, acid base balance, electrolytes, and trace elements.	To align with the content and time required by the Medical Laboratory Science accreditation agency.
7	DAE112	Dental Assisting I	Introduction to general dentistry, dental sciences, and basic preclinical dental assisting theory and skills.	To align with the content and time required by the Dental Assisting accreditation agency.
7	DAE156	Dental Assisting II	Intermediate dental assisting skills, with an emphasis in treatment provided in general dentistry, including an introduction to dental diseases and their prevention, and preparing for and assisting in general dental restorative procedures, including the use of local anesthetics, dental materials, and pharmacological agents for procedures.	To align with the content and time required by the Dental Assisting accreditation agency.
7	FSC103	Advanced Firefighter	Comprehensive review of Fire Department Standard Operating Procedures, Evaluation of Fitness and Conditioning as they relate to fire ground skills. Emphasis on physical development and hands on activities providing participants with skills necessary to safely operate on the fire ground and at emergency scenes	To align with the content and time required by the Fire Science accreditation agency
7	NUR271	Nursing Theory and Science IV	Integration of critical thinking strategies for complex holistic needs of high-risk clients with multi- system health alterations. Application of strategies related to holistic care of the client with psychiatric/ mental health disorders.	To align with the content and time required by the Nursing accreditation agency
8	NUR171	Nursing Theory and Science II	Application of nursing theory and practice utilizing critical thinking strategies related to the holistic nursing concepts of health promotion, disease/illness prevention, and health restoration for adult and geriatric clients.	To align with the content and time required by the Nursing accreditation agency.
8	NUR251	Nursing Theory and Science III	Application of critical thinking strategies related to holistic care of the newborn, pediatric, and childbearing clients. Integration of concepts related to holistic care of adults and geriatric clients with selected acute and chronic alterations in health.	To align with the content and time required by the Nursing accreditation agency.
9	EMT104	Emergency Medical Technology	Techniques of emergency medical care in accordance with national and state curriculum.	To align with the content and time required by the EMT accreditation agency.
10	NUR151	Nursing Theory and Science I	Introduction to fundamentals of nursing theory and practice utilizing critical thinking based on the nursing process and principles of evidence based practice. Theoretical concepts related to holistic care of well, geriatric, and adult clients.	To align with the content and time required by the Nursing accreditation agency.
11	FSC102	Fire Department Operations	Introductory fire science course primarily designed for the fire department recruit. Includes firefighting skills, equipment, and administrative policies, fire department operations, and personnel policies.	To align with the content and time required by the Fire Science accreditation agency.

## Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

Yes\*                       No

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

Institution-wide                       Delivery format specific

Department-specific                       Program specific

*\*Include the institution's credit hour policy in the attachments to this worksheet.*

## Part Four: Total Credit Hour Generation

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**Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.**

Phoenix College Fall 45th day report was used to identify credit hour calculations. Most part time students enroll in 3, 6, or 9 credit hours. Most full-time students enroll in 12-16 credit hours.

**Provide the headcount of students earning more than this load in the most recent fall and spring semesters/ trimesters or the equivalent for quarters or non-standard term institutions.**

In Fall 2014, 150 students earned more than 16 credit hours. In Spring 2015, 121 students earned more than 16 credit hours.

Most Recent Fall Term    2014 (identify the year)

Most Recent Spring Term    2015 (identify the year)



## Appendix D: Financial Responsibility for Phoenix College Financial Ratios

Financial Ratios		2014			
Primary Reserve ratio calculation:		Data	Str	Wt	CFI
Institution unrestricted net assets	+	436,819,311			
Institution expendable restricted net assets	+	70,807,278			
C.U. unrestricted net assets	+	1,291,372			
C.U. temporary restrict net assets	+	11,899,149			
C.U. net investment in plant	-	0			
<b>Numerator-Total</b>		520,817,110			
Institution operating expenses	+	846,336,604			
Institution nonoperating expenses	+	24,779,363			
C.U. total expenses	+	5,078,658			
<b>Denominator- Total</b>		876,194,625			
<b>Primary reserve Ratio =</b>	÷	0.594	4.47	0.35	1.56
Net Operating Revenue ratio calc:					
Institution operating Income (loss)	+	-681,545,844			
Institution net nonoperating revenues	+	701,511,528			
C.U. change in unrestricted net assets	+	478,627			
Elimination of inter-entity amounts	+	0			
<b>Numerator-Total</b>		20,444,311			
Institution operating revenues	+	164,790,760			
institution nonoperating revenues	+	726,290,891			
C.U. total unrestricted revenues	+	5,529,862			
Elimination of inter-entity amounts	+	0			
<b>Denominator- Total</b>		896,611,513			
<b>Net Operating Revenue Ratio=</b>	÷	0.023	1.75	0.10	0.18
Return on Net Assets ratio calculation:					
Change in net assets plus C.U. change in net assets		25,098,873			
Divided by total net assets + C.U. total net assets		822,801,340			
<b>Return on Net Assets Ratio =</b>	÷	0.031	1.53	0.20	0.31
Viability Ratio calculation:					
Numerator- Expendable net assets		520,817,110			
Institution long-term debt (total project-related debt)	+	765,427,381			
C.U. long-term debt (total project-related debt)	+	0			
Denominator- total Long-term debt (total project-related debt)		765,427,381			
<b>Viability Ratio=</b>	÷	0.680	1.63	0.35	0.57
<b>TOTAL-Composite Financial Indicator Score (CFI)</b>					<b>2.62</b>
If the strength factor score for any ratio is greater than or equal to 10, the strength factor score for that ratio is 10. If the strength factor score for any ratio is less than or equal to -1, the strength factor score is -1.					
Instructional spending per FTE		2,623			
% of unrestricted revenues used for instructional purposes		76.1%			
Moody's Bond Rating		Aaa			
S&P Bond Rating		AAA			
Last Audit Year		2014			





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