

Assurance Argument
Maricopa Community Colleges-Phoenix
College - AZ

2/29/2016

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.)

Argument

Response to 1.A.1.

The nature and culture of Phoenix College is one of collaboration, diversity, inclusion, and consensus building; the College's mission statement was developed through a process suited to its nature and culture and was adopted by the Governing Board of the Maricopa Community Colleges.

The [mission documents](#) at Phoenix College are regularly reviewed through the strategic planning process and representatives of the college community are engaged in periodic review. Most recently, the Mission and Vision statements were revised to reflect Phoenix College's passion for student success and transition to a [Learner-Centered College](#) and to align more closely with the [District's vision and mission statements](#). Given Phoenix College's commitment to inclusive representation, the review process occurred during spring and fall semesters of 2014 and included input received by key stakeholders such as the members of the President's Advisory Council (PAC), Phoenix College Leadership Council (PCLC), Strategic Planning Committee (SPC), HLC Steering Committee, Department Chair Council, Faculty Senate, Student Leadership Council, and several other college committees. These revised mission and vision statements are embraced by the college community and were approved by the [Governing Board on November 25, 2014](#).

The mission documents of Phoenix College serve as driving forces for the programs and services that are provided to meet the needs of the College's diverse constituencies. The mission documents also reaffirm the College's central mission of delivering student-centered teaching and learning experiences that inspire lifelong learning. In addition, they guide the operations of the college and serve as the foundation for the college's strategic planning efforts. As the flagship college of the Maricopa Community Colleges, Phoenix College's mission, vision, PC Basics (value statements), and institutional goals mirror the vision, mission, and values of the Maricopa Community Colleges.

Response to 1.A.2.

Phoenix College's academic programs, student support services and enrollment profile are consistent

with the college mission. The College is organized into three divisions: Academic Affairs, Administrative Services, and Student Affairs. In addition, the Offices of Institutional Advancement and Planning, Research, and Institutional Effectiveness (PRIE) report directly to the president. These divisions and offices support the college mission through innovative programs, services and initiatives as reflected in outcomes and accomplishments. As a comprehensive community college, Phoenix College offers over 120 degree and certificate programs, including 3 online degrees, and serves over 20,000 diverse students each year, preparing them for university transfer, career training and advancement, or lifelong learning opportunities.

University Transfer and General Education constitute major considerations for Phoenix College students. In Fall 2015, approximately [one-third](#) of the student population indicated they plan to transfer to a four-year college or university. In support of this mission, Phoenix College offers a total of 5 academic associate transfer degrees and nine academic certificates. Students have access to several pathways to enable them to meet their goals. The Arizona General Education Core Curriculum (AGEC) was established in 1999 and consists of 35-38 credits of general education courses that fulfill the lower-division general education requirements and transfer as a block to [Arizona public universities](#). In addition, students who want to earn an associate's degree at Phoenix College and then a bachelor's degree from Arizona State University may participate in the Maricopa-ASU Pathway Program (MAPP), which provides them with tuition and admission program guarantees. Other effective partnerships include the Northern Arizona University (NAU) Connection and the University of Arizona Bridge Program which allow eligible students to receive scholarships based on grade point average and associate degree. The Maricopa Community Colleges, including Phoenix College, have developed extensive articulation agreements with approximately [45 institutions](#).

With today's need for skilled workers in the labor force, Phoenix College recognizes excellent workforce development programs are critical to student success as well as economic success. Approximately [35% of Fall 2015 students](#) indicated they plan to prepare to enter or advance in the job market with a degree or certificate. Phoenix College offers 79 [occupational certificate](#) programs and 41 [Associates in Applied Science degrees](#) in fields such as, administration of justice, business, computing, culinary arts, dental, EMT, environmental/natural resources, fashion design, fire science, health information technology, histologic technology, interior design, interpreter preparation, legal studies, media arts, nursing, phlebotomy, and therapeutic massage. Many of the workforce programs are approved, accredited, or certified through nationally recognized agencies. Through the approval, accreditation, or certification process, the workforce programs demonstrate their commitment to current, relevant curriculum that supports student success and student learning. Each of these programs is required to report student outcomes in the program self-study and to track licensure and certification exam results.

Placement testing services at PC reflect our mission goals. To facilitate accurate course placement, Phoenix College administers the ACCUPLACER assessment test to entering students to determine their skill levels and to suggest appropriate course placement. For Fall 2015, 1672 students (78%) of the [new-to-Maricopa, degree seeking students](#) scored below college level in reading, mathematics, and/or English. Phoenix College also uses the CELSA (Combined English Language Skills Assessment) as a guide for English as a Second Language (ESL) placement. CELSA results indicate an additional group of students (500+) are in need of some form of ESL services each year. The goal of developmental education is to provide an integrated approach that strengthens academic programs and student services in support of student success and retention in English, Reading, and Mathematics courses.

Phoenix College encourages the pursuit of lifelong learning opportunities. During the Fall semester

of 2015, approximately [18% of students](#) were enrolled in courses for personal interest or in pursuit of self-improvement. Students are able to select courses enhancing their educational journey and unique interests.

In support of the mission, a new era of student services was launched at Phoenix College in January 2012, with the opening of the [One-Stop Enrollment Center](#) and the new Student Union. The One-Stop Center has made it possible to streamline advisement, admissions/records, cashier's office, financial aid services, recruitment/retention, and veterans' services and optimizes collaboration in a single location. The One-Stop is committed to customer service and serves over 1600 students per semester. In addition, the One-Stop provides a home for the mandatory orientation program supporting new-to-college students.

Phoenix College's [student enrollment profile](#) also is consistent with the mission statement. The College is a designated Title V Hispanic Serving Institution, with a Hispanic student population of 45%. Overall, the college serves a large student minority population (63%), and a large number of refugees. Phoenix College's diverse student body speaks more than 50 languages, represents more than 100 countries, and is reflective of the multicultural central city community it serves. The most recent semester enrollment analysis for Fall 2015 demonstrated the student population is approximately 62% female and 36% male. The median age of students is 24 years of age. More than half of the students (57%) continue from the previous semester, 30% attend college full time. Phoenix College continues to serve a large number of students (19%) taking at least one developmental education course. Our students are primarily county residents (96%) and have earned a high school diploma or equivalent (94%). Almost half of the student population (45%) is enrolled in an online or hybrid class. The majority of students (70%) report their parents did not graduate from college, therefore they are considered as first generation students.

Some of the many successful support programs for students include:

[Achieving a College Education \(ACE\)](#): This program is a nationally recognized program designed to reduce dropouts among at-risk high school students and transition students to college. During the summer between sophomore and junior year, an ACE student takes college classes totaling six credit hours. During the fall and spring semesters a student takes one Saturday class totaling three credit hours. The cycle repeats again starting the summer between the junior and senior year of high school. Students participate in the program as a cohort. Students and their families participate in an orientation and a series of ongoing activities and events, such as financial aid and career workshops, designed to keep them informed and connected throughout the two years.

[Career Services](#): This area is critical to the retention and success of students. Career Services advises and educates students, alumni, staff and community members in the areas of career development and successful navigation of the challenging job market. The department does this by providing efficient, up-to-date and innovative services and activities. Important to the community, Career Services also serves as liaison to employers by providing a connection to a well-prepared work force. Services include: 1) Guiding participants through career assessments to make informed decisions in choice of major/career goals based on matching interests, skills and personality; 2) teaching participants to prepare competitive resumes and cover letters, as well as improve interviewing skills; 3) providing guidance in up-to-date, effective strategic job search techniques to improve work readiness and meet the needs of the changing work search environment; 4) analyzing labor market information, identifying trends, and developing networks; 5) working collaboratively with students, faculty, and employers to develop internships, job shadowing and volunteer opportunities, and; 6) developing community relationships through outreach to service agencies, state government agencies, statewide educational institutions, and employers. During the 2013-14 academic year, Career Services helped

more than 5,000 students.

Honors Program: This program is one of the academic centerpieces of the College, providing a rigorous and enriching educational experience for high achieving students. Honors students are categorized as either Presidents' Honors Scholars, students who have graduated high school in the past year and who meet the stated requirements; or Honors Achievement Awardees, current college students who have completed 12 college credits and earned a minimum of 3.25 GPA. Operated out of the centrally located Honors Hub, the Honors Program offers 12-14 Honors-only courses across a variety of academic disciplines each semester, and facilitates numerous Honors Projects. For the fall 2015 semester there were 105 Presidents' Honors Scholars and 114 Honors Achievement Awardees.

Learning Commons: This area provides friendly, convenient and accessible learning services for all our students. The trained staff of technicians, professional tutors, and peer tutors engages our students more than thirty thousand times per year. The purpose of Learning Commons is to increase confidence and learning skills foster retention, transfer, and graduation. Learning Commons provide free, in-person, one-on-one and group tutorial services for developmental and gateway academic degree courses and for several certificate programs. Reading and study skills development is integrated in tutoring services and writing center offerings. All students have access to five hours per semester of 24/7 free online tutorial services through Smarthinking. Students may request study group coordination; study rooms; computer access and support; assistance with the College's LMS (Canvas) and learning software; study materials and resources; team project collaboration technology access and support; and on location use of laptops, calculators, textbooks, life-scribe pens, and science models. Potential newstudents can get assistance with placement test preparation through a brush-up, step-up service. Additional support is provided for our English as a Second Language learners through the Conversation Circles service and internships in the Learning Commons. The Writing Center provides writing guidance for all academic assignments. Additionally, the Learning Commons provides all students in the Maricopa County Community College District with HESI exam preparation for the Nursing programs. The Learning Center is committed to the Phoenix College Completion Agenda, and to that end, is vigorously working a plan to achieve CRLA and National Association for Developmental Education (NADE) certification to better understand and meet the needs of our students, faculty, and community.

Mentor Program: This program started in in Fall 2014 to help retain students and connect them to faculty, staff, and resources on campus. The program targets students enrolled in developmental education courses and recruits students through the Bear Trax orientation sessions. Mentors are required to go through a two part training session and are comprised of college staff, faculty, and alumni. Mentors meet face-to-face at least once a month for an hour with their assigned mentees. In spring 2015, 110 students were assigned to 24 mentors. For fall 2015, a peer mentor component was added to the program. Peer mentors will work with students in the Strategies for Success courses (CPD150).

Student Athlete Academic Success (SASS): This program provides additional mentorship and advisement to student athletes from designated coaches. In spring 2011, the college expanded the SASS program and built the [Center for Athletic Victory and Education](#) (C.A.V.E.), an environment of services promoting academic success through mandatory study hall hours, tutoring, LMS (Canvas) training, and workshops. Since the inception of C.A.V.E., the retention and success rates for student athletes has increased 5%; and the persistence rate has increased 8%. Additionally, Phoenix College has more athletes transfer to four year schools than any other college within the Maricopa County Community College District.

Response to 1.A.3.

Phoenix College's planning and budgeting priorities align with and support the college and district mission statement as demonstrated by the attached [chart](#).

Strategic planning efforts also address four [core planning areas](#):

- **Access to Learning:** Phoenix College will provide access to learning opportunities for students and the community.
- **Pathways to Success:** Phoenix College will create and expand learning-centered programs and strategies to support student goal completion.
- **Effective Teaching and Learning:** Phoenix College will promote dynamic learning environments to support student learning.
- **Organizational Integrity:** Phoenix College will develop and strengthen policies and practices to guide the effective use of existing resources while continuing to pursue new opportunities to support learning.

As part of the strategic planning process, timelines, responsible parties, and contributors have been delineated for core planning areas, goals, and objectives. The Strategic Planning Committee monitors progress for goals and objectives annually and is in the process of switching to an online strategic planning tool. In addition, the annual Phoenix College Strategic Planning Report addresses District Governing Board outcomes and metrics.

Phoenix College utilizes shared governance for allocation of many aspects of the college's operational and capital budget. The [Budget Review Committee \(BRC\)](#) considers college initiatives and spending levels and recommends budget allocations aligned with the college mission, strategic plan. The BRC reviews and recommends the allocation of new and existing resources to college and department budgets. The committee also educates the college community on District, county, and state financial developments that may impact the college budget. Alignment of planning and budgeting priorities is also addressed in Criterion 5.C.1.

Sources

- pln Budget Charter 2015-16 1A3 5B2
- pln Learning College Principles 1A1 1B2 4A1
- pln Strategic Plan Crosswalk 1A3
- pln Strategic Plan Overview 1A3 5C123 5D2
- pln Vision, Mission & Values 1A1 1B1 1C 3B1 5C123
- pol Board Policy 4.1 Governing Values 1A1 2C1
- pol MCCCCD GovBrd Minutes 11252014 1A1
- pol MCCCCD GovBrd Minutes 11252014 1A1 (page number 7)
- pol SASS Handbook 1A2
- rpt 45 Day Sp2015 1A2
- rpt 45 Day Sp2015 1A2 (page number 3)
- rpt Current Intent 1A2
- rpt Fall 2015 Student Success Initiative 1A2 3D123
- rpt PC ACE 2013 1A2
- rpt Student Profile Fall 2015 HP 1A2 1C
- si MCCCCD Transfer AZ Universities 1A2 3D123
- si MCCCCD University Partner List 1A2
- si PC Certificates 1A2

- si PC Degrees 1A2 3A2
- sps INSTR Service Learning SW 1A2
- sps PROG ACE 1A2 1D1 3D123
- sps PROG Honors 1A2
- sps SERV Career Planning 1A2
- sps SERV Learning Commons 1A2 3D123
- ss CAVE 1A2
- ss One-stop Enrollment Ctr 1A2 3D123 5A3

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

Response to 1.B.1

Phoenix College clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

[Mission documents](#) are readily available to college constituencies. Phoenix College mission documents appear on the college website and are printed in the [college catalog](#), [Annual Report to the Community](#), and on materials distributed at employee orientations. In addition, mission and vision posters are displayed in various locations around the college including college classrooms and service and faculty department offices. College value statements, entitled "PC Basics" are printed on colorful light post banners throughout the campus, and are highly visible as people walk from building to building. In addition, posters about the Learning College principles and [inspirational quotes](#) are displayed in various key locations on campus. People at all levels of the college and surrounding communities are exposed to the mission, vision, values, and institutional priority statements in a consistent and clear manner.

Response to 1.B.2 and 1.B.3

The mission documents clearly identify the nature, scope, and intended constituents of the programs and services provided by Phoenix College and reflect the needs of our diverse student population. The mission documents are current and explain the extent of the college's emphasis on the various goals of its mission including:

To remain current, the college mission documents undergo a periodic review which is conducted by the Strategic Planning Committee. In Spring and Fall of 2014, the Strategic Planning Committee initiated a review of the college mission documents. Representatives from the college Strategic Planning Committee, Learning College Committee and the HLC Criterion One Team facilitated the review process with input from key college stakeholders including administration, faculty, staff, student leadership, and community members.

As a result of this review process, the Phoenix College Leadership Council approved amendments to the mission documents to better reflect the college's integration of the Learning College Principles and to reflect a closer alignment to the District's Vision, Mission, and Value statements. The new

statements showcase the addition of “student-centered” language and our service to the community.

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

Maricopa County Community College District Mission: The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development Services
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement

Maricopa County Community College District Institutional Values: The Maricopa Community Colleges are committed to:

- **Community**
We value all people—our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.
- **Excellence**
We value excellence and encourage our internal and external communities to strive for their academic, professional and personal best.
- **Honesty and Integrity**
We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility and fairness.
- **Inclusiveness**
We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important; and we depend on each other to accomplish our mission.
- **Innovation**
We value and embrace an innovative and risk-taking approach so that we remain at the forefront of global educational excellence.
- **Learning**
We value lifelong learning opportunities that respond to the needs of our communities and are accessible, affordable, and of the highest quality. We encourage dialogue and the freedom to have an open exchange of ideas for the common good.
- **Responsibility**
We value responsibility and believe that we are each accountable for our personal and professional actions. We are responsible for making our learning experiences significant and meaningful.
- **Stewardship**
We value stewardship and honor the trust placed in us by the community. We are accountable to our communities for the efficient and effective use of resources as we prepare our students for their role as productive world citizens.

Phoenix College Vision Statement: Phoenix College will be the premier provider of student-centered learning opportunities for our community to go far close to home.

Phoenix College Mission Statement: Phoenix College serves our diverse community with student-centered teaching and learning experiences that inspire the lifelong pursuit of educational, professional, and personal goals.

Phoenix College Mission Goals:

We support our mission through a rich tradition of:

<ul style="list-style-type: none">• University Transfer Education• General Education• Workforce Development• Developmental Education• English as a Second Language	<ul style="list-style-type: none">• Continuing and Community Education• Community Partnerships• Student Support Services• Civic Responsibility• Global Engagement
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In addition, the following **PC Basics** constitute our core values:

Engagement: We connect with our campus and community through clear and frequent communications, collaborations, and the valuing of differences.

Excellence: We promote quality teaching and learning experiences that prepare individuals for life, work, and leadership.

Innovation: We support learning, discovery, informed risk taking, and an entrepreneurial spirit that creates new possibilities.

Integrity: We are committed to the highest principles of academic, professional, and personal conduct.

Respect: We value deliberation, tolerance, and our obligation to treat each other with dignity, fairness, and civility.

Stewardship: We are committed to prudent management of our resources.

Phoenix College is committed to increasing the opportunities available to our students. To further that commitment, Phoenix College embraces the Learning College concept, a nationally-known strategy for increasing student success, retention, and persistence.

Phoenix College Learning College Principles

Evaluation: Evaluation guides every decision making process by asking the question, "How does this improve and support learning?"

Communication: We communicate expectations required at all levels of the institution by choosing common vocabulary, clear language, and open dialogue.

Collaboration: A shared vision for a learning and learner-centered college is cooperatively constructed by the institution, the community it serves, and the partners to whom the institution is

accountable.

Responsibility: Learners are responsible for their learning.

The Learning College concept engages students as full partners in the learning process. Students are assisted in forming and participating in collaborative learning activities, while the roles of learning facilitators are defined by the needs of the learners. Through assessment, improved and expanded learning defines the measure of success. The learning environment at Phoenix College has been relevant, competitive, accessible, and accountable for over nine decades because of our commitment to quality and excellence in teaching, learning and student success. The Learning College principles are reinforced throughout the college community in course syllabi and during the hiring process for new employees.

Beginning in 2010, repeated every three years, the college conducts a survey of the learning college philosophy. The purpose of the survey is to identify discussion points regarding the learning college philosophy and to make comparisons to the previous survey results. [Results from the 2013 survey](#) showed improvement on all items from Fall 2010; however, PC still faces some challenges of being a learning college. The overall strengths and challenges that emerged from the 2013 results are as follows.

Overall Strengths (items where the Mean is >3.75)

- Our faculty (78%) and administration (69%) are strongly committed to improving and expanding learning for students (Q13a&b, Faculty M=3.98 and Administration M=3.78)
- 93% of those surveyed identified themselves as being committed to improving and expanding learning for students (Q13e, M=4.48)
- We are making good use of technology as a key tool in improving and expanding student learning (Q19, M=3.76)
- We are proud to be one of the higher education leaders in championing the Learning College (Q20, M=3.79).

Overall Challenges (items where the Mean is <3.00)

- Internal power struggles and vested interests is a major barrier to our goal to become more learning centered (Q3, M=2.80)
- Cynical positions about change and learning from vocal individuals or groups is a problem at our institution (Q4, M=2.97)

The 2016 learning college survey will be administered in early spring.

Sources

- ast SURVEY Learning College Sp13 Results 1B23
- pln Learning College Principles 1A1 1B2 4A1
- pln Learning College Quotes 1B1
- pln Vision, Mission & Values 1A1 1B1 1C 3B1 5C123
- res PC E-Zine 1B1
- rpt PC Annual Rpt to Community 2013-14 1B1 1D3 5A3

1.C - Core Component 1.C

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

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

Argument

Response to 1.C.1 and 1.C.2

Phoenix College addresses its role in a multicultural society and the College's processes and activities reflect attention to the human diversity of the constituencies it serves.

The Phoenix College [mission statement](#) proudly reflects our commitment to serving “our diverse community” and the goal of Global Engagement reflects our passion for serving an international community. In addition, the PC Basic (value) of Respect demonstrates our commitment to treating each other with dignity, fairness, and civility.

Phoenix College is officially designated a Hispanic Serving Institution with a Hispanic enrollment of 45%. The diversity of the college is demonstrated by the [fall 2015 enrollment demographic](#) showing that 63% of the enrolled students are minorities, 70% attend part-time, and 62% are female.

Phoenix College actualizes student engagement with our diverse and global communities through the [Arizona General Education Curriculum \(AGEC\)](#). AGECE consists of 35-38 credits of general education courses that fulfill the lower division general education requirements and transfer as a block to Arizona public universities. As part of the AGECE requirements, students must complete courses that are designated as meeting the requirement for Cultural Diversity in the U.S. (C) and courses that meet the requirement for Global Awareness (G). The objective of the Cultural Diversity in the U.S. requirement is to promote awareness of, and appreciation for, cultural diversity in American society. The Global Awareness area recognizes the need for an understanding of the values, elements, and social processes of cultures other than those of the U.S. At Phoenix College, 32 courses satisfy Cultural Diversity in the U.S. requirement and 23 courses satisfy the Global Awareness requirement.

Phoenix College also has numerous student organizations and programs that support our diverse campus and community needs, such as:

- [Asociación Latina Estudiantil \(A.L.E.\)](#), A.L.E. has an annual Festival Latino, a free event showcasing poetry readings, a fashion show, music, and dance styles
- [NAACP/ Black Student Union](#) has a full calendar of events during February for Black History Month.
- [Male Empowerment Network](#): This group addresses the needs of young men in higher education. It includes a peer mentoring component that supports students' success for one of our most high risk groups of students- minority males.
- [Movimiento Estudiantil Chicanos de Aztlanil \(MEChA\)](#) serves as a recruitment, retention, and support group for Latino students. M.E.Ch.A.'s goal is to promote an awareness and understanding of the Latino culture in relationship to the total school and community.

- [Native American Student Association \(NASA\)](#) meets weekly to participate in Native American activities and to get involved with the Indian community. NASA promotes cultural exchange in order to enrich college life as well as serves as a support group for Native Americans.
- [The Rainbow Spectrum](#) provides support for the members of our LGBTQ community. The group hosts events for the whole community and educates our constituents on issues impacting LGBTQ members.
- [Women Rising Conference](#) held its inaugural event for the Maricopa Community Colleges at Phoenix College on March 6, 2015. This conference was designed to serve as a kickoff event for the Women Rising college chapters in support of the Minority Female Initiative (MFI) and to build awareness of the MFI initiative for students, staff, and the community.

These organizations are active in the community through outreach and information presentations.

In addition, there are numerous services available to support students with diverse needs in an effort to promote success. These services include but are not limited to:

- [Disability Resource Center](#) creates and supports a vital learning environment providing the resources, services and auxiliary aids necessary to allow each qualified student with a disability to pursue academic, occupational, developmental and personal enrichment goals in the most fair and independent manner possible.
- [International Student Services](#) serves students from different countries, cultures, and languages. Services provided are designed to support the educational goals and enhance student life opportunities for our international community.
- [REACH/TRio](#) at Phoenix College is a program that serves as a resource and voice for first generation, low-income students and students with disabilities at Phoenix College. The program promotes a learning environment which challenges students to grow personally and professionally and to reach their goal to graduate college. The program provides advisement, mentoring, tutoring, career exploration services, financial aid assistance, and transfer support. There are many cultural events and success workshops available to students, including leadership skills and college survival techniques. As of 2015 this grant was not renewed.
- [Veterans Services](#) provides comprehensive "one-stop" services to veterans seeking academic support, and provides individualized enrollment and referral services to assist veterans and dependents in successfully meeting their educational and career goals.
- A [Title V](#) grant was awarded to Phoenix College September 2015. This five year grant, in the amount of approximately \$2.5 million, will target first-generation and underrepresented minority students who encounter barriers to entering and completing post-secondary education. Several strategies were identified to collectively address and remedy the barriers: creation and implementation of a Student Success Pathway program; program and student learning outcomes for all student affairs units; the development of a college-wide, comprehensive and integrated developmental education program; and increased use of Open Educational Resources. Comprehensive data collection and analysis is a central component of this project.

Refer to Core Component 3.D.1 for more information regarding student services.

In support of the mission and in support of diversity training for employees, Phoenix College offers workshops for Maximizing Our Strength As an Inclusive Community (MOSAIC). [MOSAIC](#) includes a series of six workshops designed to help employees develop diversity and inclusion awareness, knowledge, skills and application strategies. In addition, the [Navigate Maricopa](#) supervisory development program includes learning outcomes related to diversity. Both of these workshops are required for employees in supervisory positions.

Sources

- pln Vision, Mission & Values 1A1 1B1 1C 3B1 5C123
- res Title V approval email 1C12
- rpt Student Profile Fall 2015 HP 1A2 1C
- si MCCCCD AGECE 1C 3A1 3B1 4A3
- sps PROG Reach TRiO 1C
- sps SERV Disability Res 1C12 3D123
- sps SERV International 1C12 3D123
- sps SERV Male Empowerment Network 1C
- sps SERV Veteran 1C12 3D123
- ss ALE Annual Latino Festival 1C 3B4
- ss CLUBS MEChA Blog 1C 3B4
- ss CLUBS NAACP Black Student Union 1C 3B4
- ss CLUBS NASA 1C 3B4
- ss CLUBS Organizations List 1C
- ss CLUBS Rainbow Spectrum 1C 3B4
- ss CONF Minority Female Initiative 1C
- st MOSAIC web 1C
- st Navigate Maricopa 1C

1.D - Core Component 1.D

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

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

Argument

Response to 1.D.1

Phoenix College's actions and decisions continually reflect an understanding that, in its educational role, the institution serves the public, not solely the institution, and thus entails a public obligation.

Since the institution's establishment in 1920, Phoenix College has embraced its role as a comprehensive community college dedicated to providing affordable, high quality, and accessible education to the diverse community it serves.

As a publicly funded institution, Phoenix College is committed to serving Maricopa County and its citizens in ways beyond its primary function of providing higher education. Phoenix College maintains ongoing and dynamic relationships with the local community; city, county, state, and federal government; corporate and educational leaders; and professional and civic organizations that reflect the institution's commitment to serving the public good. The purpose of these relationships is to enhance the quality of the institution's academic programs through input regarding curricular offerings and student placement opportunities. Engaging with the broader public enriches and strengthens the College's mission and its commitment to the public good.

The following programs and services illustrate Phoenix College's engagement with our diverse community and commitment to the public good in a number of key areas:

[Achieving a College Education \(ACE\)](#)

This program is specifically designed to help students make a smooth transition from high school to an accredited community college, then move on to a university in order to complete a bachelor's degree.

[The 4th Annual Dare2 Dream Youth Conference.](#)

This conference was hosted by the Raul H. Castro Institute and is designed to motivate middle school students to pursue their educational goals through college and to prepare them to assume leadership roles in their schools, families and communities.

[Degree Phoenix/Thriving Together](#)

Phoenix College was a primary partner in Degree Phoenix, a collaborative effort between six sectors: K-12, Latino advocacy groups, community based organizations, higher education, employers, and policy makers. Degree Phoenix's mission was to increase the number of well-credentialed Latino youth connected to a living wage through a data-driven process informed by the voices of Latino youth both in and out of the formal education system. This grant effort was funded by the Lumina Foundation and ended in September 2015. Thriving Together, funded by Lumina, focuses on the pipeline from Pre-school through college. Thriving Together has asked Degree Phoenix to be their work team as they begin working on High School to College completion. This is scheduled to begin fall 2015.

Democracy Commitment

Phoenix College is a member of The Democracy Commitment. The Democracy Commitment (TDC) is a national initiative that provides a platform for the development and expansion of community college programs, projects, and curriculum designed to engage students in civic learning and democratic practice. In Fall 2012, the Liberal Arts Department presented a Constitution day event entitled [Constitution Day: Religion, Politics and the First Amendment](#). The event was in collaboration with the League of Women Voters of Metropolitan Phoenix, the National Council of Jewish Women, and the Democracy Commitment, Phoenix College.

Dual Enrollment

Through dual enrollment, Phoenix College strives to ease the transition from high school to college and to increase the number of college-bound high school students in our community. Dual enrollment courses allow students to earn high school and college credit simultaneously while students are enrolled in high school.

Hoop of Learning

The Hoop of Learning Program at Phoenix College provides Native American high school students the opportunity to earn college credit while attending high school.

Fine & Performing Arts

Phoenix College plays a critical role in bringing cultural events and activities to the community through performances at John Paul Theatre, community outreach and performances by the choir, orchestra, concert band, jazz orchestra, and jazz combos, as well as art shows and charity events hosted by the Fine Arts Department.

Golden Bear Community & Partnership Awards Program

Every year, several members of the external community are recognized for their significant contributions to supporting student success and partnership efforts with ["Golden Bear" awards](#) and other special acknowledgments.

Service Learning Hours

Phoenix College students volunteer in various community organizations and earn service-learning hours enhancing the college's purpose of being committed to the public good. In fiscal year 2015, 302 students participated in service learning projects throughout the college.

Sustainability

Phoenix College is a participant in the American College and University Presidents Climate Commitment (ACUPCC). The college is committed to achieving sustainable goals, including the reduction of greenhouse gas emissions, support and practicing of sustainable efforts, improving the awareness and understanding of environmental issues, encouraging participation in sustainability efforts and practices, and educating the campus community.

Response to 1.D.2

Phoenix College's educational responsibilities take primacy over other purposes.

The primacy of the institution's educational purpose is evident in its mission documents, commitment to provide student-centered learning, and the College's integrated strategic planning and budgeting process. Phoenix College has continually focused on enhancing student success initiatives, programs, and services. These efforts contribute to successful students who are prepared to make positive economic and social impacts on their community. Instruction, academic support, and student services for the [2015-16 fiscal year](#) constituted 72% of the institution's general expenditures.

In addition, Phoenix College is part of the Maricopa Community College District, which is a political subdivision of the State of Arizona ([Arizona Revised Statutes Title 15, Chapter 12, Article 1](#)). As a result, Phoenix College has no obligation to generate financial returns for investors, to contribute to a related or parent organization, or to support external interests. The Maricopa Community Colleges including Phoenix College are governed by an elected, seven member Governing Board, five of whom are elected from geographical districts within Maricopa County and two at-large positions representing the entire county. Board members are elected in staggered years to four-year terms. One of the most important roles of the Governing Board is to identify goals for the purpose of better serving the people of Maricopa County, students, private and public sector employers, universities, and primary and secondary schools.

Response to 1.D.3

Phoenix College engages with its identified external constituencies and communities to assess and respond to their needs. Perspectives and input from external constituencies are gathered through various advisory boards, community outreach efforts, and employer surveys including:

Phoenix College Alumni Association (PCAA): This association is overseen by a board of directors comprised of alumni volunteers. Since 1989, volunteers have been the driving force behind the PCAA. There are many opportunities for involvement, ranging from serving on a committee or becoming active as a board member. The mission of PCAA is to preserve the rich heritage of Phoenix College and to provide financial and developmental opportunities to the posterity of its students and alumni. An additional alumni board includes the Half-Century Club, which was founded in 1992 by alumnus and Hall of Fame member Royal D. Marks, a 1926 graduate of Phoenix College. Members of the Half-Century Club are a unique and vital group of alumni who either graduated or attended Phoenix College 50 or more years ago. The club closely affiliates with the Phoenix College Alumni Association (PCAA) and is overseen by a volunteer board of directors. The group is charged with preserving the rich history and traditions of Phoenix College.

President's Advisory Council (PAC): This council is comprised of more than 30 highly respected community, business, and education partners who serve as opinion leaders and share their insights and counsel concerning trends, underserved populations, educational opportunities, strategic directions

and collaborative program efforts. Meetings are held three times per year and PAC members are frequently invited to participate in college events and activities.

Raul H. Castro Institute: This institute is a "Do Tank" committed to educating and strengthening partners who serve the Arizona Latino community by fostering connections with research institutions, promoting best practice dissemination, and by impacting policy decisions in education, health and human services, leadership and civic participation.

Workforce Advisory Councils: Eighteen of the college's workforce development programs have an advisory council drawn from community professionals working in those fields. This real-world input ensures our education and training meets the current needs and expectations of employers, and our students are prepared in their chosen careers.

The college consistently works to inform and engage campus neighbors regarding events and opportunities for participation. The most frequently used forms of communication are emails to surrounding neighborhood associations and the use of a designated portal for neighbors on the college's website. A recent weekend breakfast event in partnership with the college's closest neighborhood association was highly attended and resulted in multiple leads for volunteers and potential donors. Typical topics shared with neighbors include campus events (musical, theatre, lectures, etc.), invitations to participate in forums regarding campus building projects, and the annual commencement ceremony. Outreach has resulted in neighbors serving on hiring committees for high-level college positions such as the current presidential search and local professionals providing student internship opportunities through the college's Career Services department.

Sources

- res PC Sustainability 1D1
- ctv ACT Kids Health Fair 1D1
- ctv AWARD Golden Bear 1D1
- ctv Community Wellness Day 1D1
- ctv Dental screening children 0-5 1D1
- ctv PC Alumni Association 1D3 5A3
- ctv Preventive and Therapeutic dental service 1D1
- ctv Raul Castro Institute 1D3 3B4 5A3
- ctv Senior Wellness 1D1
- ctv STD Testing 1D1
- ctv Therapeutic Massage Clinic 1D1
- pol AASCU Democracy Commitment 1D1
- pol AZ State Legislature 15.401 1D2
- res OER Project 1D
- rpt Budget-adopted FY5-16 1D2 5C123
- rpt Budget-adopted FY5-16 1D2 5C123 (page number 29)
- rpt PC Annual Rpt to Community 2013-14 1B1 1D3 5A3
- rpt PC Annual Rpt to Community 2013-14 1B1 1D3 5A3 (page number 24)
- rpt PC Annual Rpt to Community 2013-14 1B1 1D3 5A3 (page number 26)
- sps PROG ACE 1A2 1D1 3D123
- sps PROG Constitution Day 2012 1D1
- sps PROG Dual Enrollment 1D1
- sps PROG Hoop of Learning 1D1 3D123

- ss CONF Dare2Dream 1D1

1.S - Criterion 1 - Summary

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

Summary

At Phoenix College, the mission is broadly understood and guides the overall, as well as, day-to-day operations. The mission documents, including vision, mission, and values, serve as driving forces for the programs and services that are designed to meet the needs of the College's diverse constituencies. These guiding documents align with those of the Maricopa County Community College District and are approved by the Governing Board. The latest revision, while relatively minor, emphasized the college's commitment to student learning and the college's transition to a Learner-Centered College.

The programs and services of the college are a reflection of the university transfer, workforce preparation, developmental education, ESL, student success, community and global engagement mission goals. The comprehensive offerings of university transfer degrees and partnerships, workforce certificates and degrees, support services, and co-curricular activities demonstrate the college's actualization of the mission documents.

The college's vision, mission, and values statements are clearly and publicly documented in official publications, but are also prominently displayed in public places, such as classrooms and offices. The values, called PC Basics, are embedded as part of the college environment through banners, posters, and quotes reflecting the values.

The programs and services of the college reflect an understanding of its responsibility to human diversity and public good. Academic, service, and co-curricular programs as well as employee professional development opportunities include activities that develop understanding of human diversity, and provide service to the surrounding and larger community. They provide opportunities to interact and learn about a larger and more diverse society.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

Phoenix College is committed to the highest principles of academic, professional, and personal conduct. The College is dedicated to the use of fair and ethical policies and practices in all aspects of college operations.

As a part of the Maricopa County Community College District (District), the College follows a comprehensive set of policies and regulations. In 1996, the District adopted a policy governance leadership model that established a framework for accountability to constituents. This model, later renamed “Maricopa Governance,” includes the following:

- Governance policies are principles set forth by the Governing Board for guidance with respect to Board operations and to guide the Chancellor with respect to management of the District.
- Administrative regulations describe day-to-day operations of the Maricopa County Community Colleges that are administered by the Chancellor.
- [Staff Policy Manual](#) includes employee policy documents for each employee group.
- The Catalog Common Pages are the Administrative Regulations and Appendix items specifically relevant to students.
- The [Blue Book](#) is a document that features select Governing Board policies and administrative regulations of the District, as well as the All Employee Policy Manual. While the manual does not include every applicable policy, it does showcase areas of particular importance to all employees.
- [Copyright Guidelines](#) include comprehensive information regarding intellectual property, copyright basics, fair use, guidelines for specific media, computer software, and online materials and the TEACH Act.

In 2006, Chancellor Rufus Glasper appointed a Community Member [Blue Ribbon Panel](#) on Internal Controls to begin a comprehensive review of district operations in order to strengthen the District’s ethics, integrity, and public stewardship. The panel members represented a broad spectrum of the community, including respected professionals with experience in areas such as government, higher education, finance, non-profit, and large corporations. The panel met four times over a period of three months and reviewed numerous documents including internal audits, District policies, and regulations. The panel recommended enhancements in many policies and procedures including: Ethics and Training, Conflict of Interest, Employment Standards, Whistleblower, Internal Auditing, Cash Handling, Travel, and Facilities Use.

The panel's recommendations resulted in a series of acknowledgements and disclosures, which every employee is required to complete on a regular basis. A [chart](#) outlining the acknowledgement and disclosure reporting can be found on the district web site.

In addition, all classified and non-classified employees are required to complete four educational training modules: Information Security and Privacy, Preventing Sex Discrimination and Harassment, Legal Issues: Public Sector Employment, and MCCCDC Public Stewardship. Adjunct faculty are also required to complete the training on Information Security and Preventing Sex Discrimination. All employees who access student records are required to complete a training course on MCCCDC Employee FERPA Compliance, prior to obtaining access to these records. Together, the required, recurrent training demonstrates the College's commitment to responsible public stewardship.

Financial Policies

The College adheres to the District's fiscal policies and practices outlined in the district [Fiscal Management](#) regulations. Grants, external, capital, and auxiliary funds, acquisition of goods and services, use of college facilities, gifts, travel, cash handling, surplus property disposal, audits, official functions, and sale of products or services are among the areas covered by the regulations.

College funding comes from the District, which derives its funding almost exclusively from county taxes and tuition. The Arizona Legislature eliminated all state-based funding for the District effective July 1, 2015. Each year, the District follows a well-documented [budget development process](#) that leads to the preparation and publication of a district-wide [financial plan](#).

At the College, the [Budget Review Committee](#) (BRC) reviews and analyzes certain aspects of the operational budget every three years as part of the College's Budget Allocation Model. The BRC also recommends allocations of capital funding through a juried process in which all areas of the College can submit their capital requests. In addition, the BRC solicits cost savings measures from the College's stakeholders, reviews and analyzes those ideas, and makes recommendations on those measures. The BRC forwards its recommendations to the Phoenix College Leadership Council (PCLC) for review. The Leadership Team then conducts a final review of all recommendations and the college President finalizes the budget, which is then submitted to the district office. In keeping with the College's commitment to transparency in the budget process, the BRC provides email updates on the budget process and conducts open forums on the budget where College stakeholders can ask questions about the budget.

The Vice President of Administrative Services is responsible for fiscal and human resource practices and ensuring that the college follows District administrative guidelines as well as state and federal regulations. As outlined by District policy, the Cashier's Office uses established [cash handling procedures](#) to take student payments, make employee reimbursements, and reconcile petty cash.

Academic Policies

The College complies with academic policies, rules, and regulations set forth by the Governing Board. These policies include establishment of academic calendars, admission, registration, assessment, placement, and advisement. Tuition and fees associated with a course must be approved by the Governing Board.

Academic standards such as academic load, attendance, grading, academic probation and suspension, graduation requirements, credit for prior work, transfer policies, and [academic misconduct](#) are published in the District's Administrative Regulations, which are available online. Those standards

are reproduced in the [Course Catalog and Student Handbook](#), which is also available online. In addition to academic standards, the Administrative Regulations cover the complaint/concern processes, such as those for instructional and non-instructional grievance, discrimination, and harassment.

Human Resources Policies

Human resource policies and practices are documented as part of the Administrative Regulations and the All Employee Manual and are administered through the Human Resources Division of the District. These policies assure that the District maintains ethical standards in employment practices as well as complying with state and federal regulations. These include standardized processes for resolution of grievances, non-discrimination, EEO/Affirmative Action, and sexual harassment policies in order to further ensure responsible and ethical behavior in personnel matters.

Evaluation of employees is an integral part of the human resource process. The District's policies ensure that employee evaluation is standardized through the use of [performance management tools](#). The tools also allow for the development of improvement plans and clear documentation of the course of corrective actions. Each employee group has specific performance management tools ([Professional Staff](#); [Management, Administrative & Technology](#); [Public Safety and Crafts](#); and [Maintenance & Operations](#)).

Auxiliary Policies

Contracts with major outside vendors such as the cafeteria and bookstore services are coordinated by a standardized bid process through the district office. Guidelines and processes for purchasing of other goods and services are clearly delineated on the district web site. The purchasing process is dependent on the cost and nature of the product. An [employee purchasing guide](#) is available to ensure adherence to these policies.

Sources

- pln Budget web 2A
- pol AR 1 Fiscal Management 2A
- pol AR 1.17 Cash Handling 2A
- pol AR 2.3.11 Academic Misconduct 2A 2E3
- pol MCCCCD Acknowledge Disclosure Reporting 2A
- pol MCCCCD BlueBook 2A
- pol MCCCCD BlueRibbon 2A
- pol MCCCCD Budget Development Handbook 2A
- pol MCCCCD Copyright Guidelines 2A
- pol MCCCCD Employee Performance 2A
- pol MCCCCD Employee Purchasing Guide 2A
- pol MCCCCD Evaluation Tool Crafts Safety 2A
- pol MCCCCD Evaluation Tool MAT 2A
- pol MCCCCD Evaluation Tool MO 2A
- pol MCCCCD Evaluation Tool PSA 2A
- pol MCCCCD Financial Plan 2A
- pol PC Catalog 2015-16 Part 1 2A 3B 4A3
- pol Staff Policy Manual 2A

2.B - Core Component 2.B

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

Argument

Phoenix College is committed to presenting complete and accurate information about its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. The College communicates through a variety of resources, including print, online, and other media. Information about available academic programs and certificates, admission and specific program requirements, faculty and staff, costs, and both institutional and program accreditation information can be found through the College's website. The website provides information relevant to stakeholders and is the primary means of communicating with internal and external audiences, including prospective students, current students, community members, alumni and employees. Providing this information digitally makes it easy to find and access, while at the same time supporting the College's commitment to sustainability by reducing the need for paper-based information.

Phoenix College has an open admission policy and eligibility requirements are clearly explained on the College's website. The college offers approximately 120 degree and certificate programs. Detailed information about these programs and their respective requirements can be found on the web pages for each program. Information about College and District policies relating to students, academic standards, student rights and responsibilities, financial aid, academic calendars, disability resources, is part of the District's Administrative Regulations, which are reproduced in the [Course Catalog and Student Handbook](#); this document can be accessed directly from the home page of the College's website. The published information is reviewed and updated annually for inclusion in the catalogs of each college in the District by the District Common Pages Committee. This review is coordinated through the District Center for Curriculum and Transfer Articulation and the Associate Vice Chancellor for Academic and Student Affairs.

The College complies with federal regulations requiring disclosure of information on costs and fees, gainful employment, and student success rates. The College's website has a [Pay for College](#) page where students have a single, easy-to-find access point for information about costs, financial aid, work-study, scholarships, payment plan, refunds, and the net price calculator. [Gainful employment](#) disclosures are also publicly displayed on the college website. The website has a chart organized by CIP Code and Program Title allowing easy access to information about cost, financing, length, and success for each program. Other federally required disclosures are displayed on the College website, affording easy access to the campus security reports, student diversity reports, retention, graduation and transfer rates, and disability resources and services.

The College also maintains an active social media presence through the use of such platforms as Facebook, Twitter, LinkedIn, YouTube, and Flickr. These social media platforms help Phoenix College connect with students, alumni, employees and community members. The District has a comprehensive set of policies and administrative guidelines ([4.20—Social Media](#)) to ensure all social media is used in a consistent ethical and effective manner. The District also publishes Social Media Best Practices Guidelines ([AS—11](#)) to help educate students and faculty in the acceptable use of these communication channels. Finally, the College has published college-specific guidelines, called [PC](#)

[Social Media Guidelines, Legal Considerations, and Best Practices](#) to help with the development, organization, and most effective use of social media by staff and students.

The Maricopa County Community College District consists of ten separately accredited colleges and two skill centers and is one of the largest providers of higher education in the United States. Arizona community college districts are created by and follow the requirements of the Arizona Revised Statutes ([ARS Title 15 Chapter 12](#)). Phoenix College, one of the colleges in the District, is controlled by a Governing Board, which is comprised of seven members; five members are elected from geographical districts within Maricopa County, and two at-large positions represent the entire county. The general powers and duties of the Governing Board are outlined in Arizona Revised Statutes [15-1444](#) and [15-1445](#). All activities of the Board are conducted according to Arizona's open meeting laws. Comprehensive [agendas and minutes](#) of the Governing Board Meetings are available publicly on the District's website.

Phoenix College is independently accredited through the Higher Learning Commission and prominently displays the approved [HLC mark of affiliation](#) on its website and in public documents. In addition, the College has instructional programs separately accredited, licensed, or approved by their professional organizations. These are

- **Dental Assisting and Dental Hygiene Programs**--The American Dental Association's Commission on Dental Accreditation
- **Medical Technology (Paramedic)**--Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- **Health Information Management (HIM)**--The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- **Histologic Technology and Medical Laboratory Science**--The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- **Nursing**--Accreditation Commission for Education in Nursing (ACEN)
- **Paralegal Studies Program**— Approved by American Bar Association

Information about program-level approval and accreditation is provided on each program's web page and in the Course Catalog and Student Handbook.

Sources

- pln HLC Mark of Affiliation 2B
- pol ARS 15-1402 Community College Districts 2B
- pol ARS 15-1444 Gen powers & duties of gov brd 2B 5B1
- pol ARS 15-1445 Admin powers of gov brd 2B
- pol Board Policy 4.20 Social Media 2B
- pol Board Policy AS-11 Social Media Best Practice 2B
- pol COMPLIANCE Gainful Employment 2B
- pol PC Catalog 2015-16 Part 1 2A 3B 4A3
- pol PC Social Media Guidelines, Legal Considerations, and best Practices 2B
- res GovBrd Minutes 2B
- ss PC Pay For College 2B

2.C - Core Component 2.C

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

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

Argument

Response to 2.C.1

The Maricopa County Community College District (District) Governing Board's Mission, Vision, and Values for the district are clearly articulated in [Board Policy 4.1](#). They are discussed in more detail in Criterion 1 A. Board policies, outcomes, and deliberations are a reflection of these values. As part of its governance process, in 2011, the Board approved a statement of Governance Commitment that further ensures that board deliberations preserve and enhance the institution ([Board Policy 4.0](#)). The policy states, "The purpose of the Board, on behalf of the residents of Maricopa County, is to ensure that the Maricopa County Community College District a) achieves appropriate results for the community (as specified in Board Outcomes Policies), and b) avoids unacceptable outcomes and situations, with a strategic perspective through a continually improved commitment to its vision, mission, and values."

The Board conducts periodic strategic planning review activities to ensure the District is meeting its mission. Each college must present a [yearly report](#) to the Governing Board documenting the college plans are aligned with those of the District.

Response to 2.C.2

In conjunction with preserving and enhancing the institution, the District's Governing Board understands it must recognize and consider the interests of the institution's internal and external constituencies. The nature and process of this obligation is taken seriously and specifically outlined in board policy. According to [Board Policy 4.7: Board Linkage with the Community](#), "The Governing Board represents all Maricopa County residents in the governance of the district. As 'owner-representative' the Board will devote time and energy to hearing from a spectrum of residents."

This obligation is further codified in its [Board Policy 4.5: Board Meetings](#), which outline the number and types of meetings, the development of consistent and effective agendas, rules of actions, public attendance and discussion, including a Citizens Interim portion of each agenda set aside to hear items of general concern to the public. The Board does not propose, deliberate or take action on general issues raised during this portion of the agenda, in compliance with the Arizona's Open Meeting Law, as set forth the [Arizona Revised Statute 38-431.02](#). Issues raised requiring action are placed on a

subsequent agenda.

Every board member has a biography and [contact information](#) prominently displayed on the Governing Board page of the District's website. Constituents are encouraged to contact board members by telephone and/or email

Response to 2.C.3

While the governing board is open to the voice of all constituents, it also operates independently of special interests, donors, political affiliations, and other parties. The obligation to operate independently is clearly delineated in [Board Policy 4.10: Board Members Code of Conduct](#), "the Board expects of itself, as a whole and of its members, ethical, professional, and lawful conduct." The policy codifies accountability, public stewardship, ethics, civility, and conflict of interest. It also identifies the procedures by which violations of the policy are investigated and addressed. Further, the board members are also bound by the [Gifts, Gratuities, and Unrelated Compensation Administrative Regulation](#), which applies to all Maricopa employees.

Response to 2.C.4

In 2009, a complaint was filed with the Higher Learning Commission with respect to micromanagement by the Board. As a result of the complaint, Chancellor Glasper convened a consulting team of respected higher education administrators and former board trustees to review the facts and make recommendations.

The consulting team's report identified several areas of concern and made recommendations for resolving these issues. As a result, the Board held meetings, received training and subsequently revised the Governing Board Policy leading to a more traditional, mission-driven governance process. At the regular board [meeting on February 22, 2011](#), the Board adopted the Governing Board Policy Changes.

Included in the Governing Board Policy changes is [Board Policy 3: Board-Staff Relations](#), which clearly outlines the role of the board with respect to the day-to-day operations of the district. As part of this policy "The Board will direct the Chancellor through written policies that prescribe the Outcomes to be achieved, and describe organizational situations and actions to be avoided, allowing the Chancellor to use any reasonable interpretation of these policies." As a result, Board policies which once dealt with the day to day operations of the district are now administered by the Chancellor and is referred to as [Board Policy 3.3: Delegation to the Chancellor](#).

Within MCCCCD, faculty are expected to oversee academic matters and this is codified through the Residential Faculty Policy Manual (RFP), which is an agreement between the board and the full-time faculty members of the District. The RFP specifies, "It is understood that the Residential Faculty have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, Faculty status, and those aspects of student life which relate to the educational process" ([RFP 1.2](#)).

Sources

- pol AR 1.18 Gifts, Gratuities, and Unrelated AR 1.18 2C3
- pol AZ State Legislature 38-431.02 notice of meetings 2C2
- pol Board Policy 3 Board-Staff Relations 2C4

- pol Board Policy 3.3 Delegation to the Chancellor 2C4
- pol Board Policy 4.0 Governance Commitment 2C1
- pol Board Policy 4.1 Governing Values 1A1 2C1
- pol Board Policy 4.10 Board Members Code of Conduct 2C3
- pol Board policy 4.5 Board Meetings 2C2
- pol Board Policy 4.7 Board Linkage with the Community 2C2
- pol MCCCCD GovBrd Contact Information 2C2
- pol MCCCCD GovBrd Minutes 02222011 2C1
- pol MCCCCD RFP Faculty Policy 2C4 2D 3C13 5A1
- pol MCCCCD RFP Faculty Policy 2C4 2D 3C13 5A1 (page number 8)
- rpt Strategic Plan to Gov Brd 2C1 5C123

2.D - Core Component 2.D

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

Argument

Phoenix College is a learning-centered college that is committed to the delivery of quality education. College faculty are the cornerstone of quality education. Recruitment, hiring, and retention of diverse, exceptional talent in support of learning-centered programs is one of the College's Strategic Goals for 2013-2016.

Academic freedom is a guarded value of Phoenix College and its faculty. Faculty members and the institution are committed to preserving the rights of faculty in the classroom and in all teaching and learning activities. [Section 3: Rights of Members](#) - in the Residential Faculty Policies, outlines the commitment to instructional freedom both inside and outside of the classroom. The section outlines faculty rights with respect to academic freedom, intellectual property, personal activities, legal indemnification, due process in evaluation, dismissal, and reduction in force.

Related to rights are professional responsibilities and ethics ensuring integrity within the learning environment. District faculty codify these responsibilities in [Appendix H](#) of the RFP. This section, adopted from the American Association of University Professors, sets forth general standards and serves as a reminder of the responsibilities assumed by faculty at the institution.

The College welcomes and encourages open dialogue and forums for faculty, staff, students, and community members. To actualize this commitment, the College schedules a wide variety of college and public forums. Examples of these forums include discussions of the strategic planning process, assessment, and the college budget processes. Public presentations include the district-wide [Honors Forum](#) that brings nationally known speakers to the campuses.

Phoenix College also convenes events open to students and the community on various contemporary issues. During the academic year 2013-2014, PC hosted Arizona Deliberates exploring various points of views and perspectives on issues such as social and economic inequality, higher education and early childhood education. The events help develop the skills and capabilities of participants to discuss issues with civility and respect. The College also hosts [candidates for political office](#) to provide informed discussions of the various perspectives regarding issues presented before voters during city, state and national elections.

Some of the other events conducted at Phoenix College include:

- [Women's Economic Forum](#)
- [Women in STEM](#)
- [Fischl Lecture Series](#)
- [Honors Events](#)

Sources

- pol Activity on campus 2D
- pol MCCC RFP Faculty Policy 2C4 2D 3C13 5A1
- pol MCCC RFP Faculty Policy 2C4 2D 3C13 5A1 (page number 18)
- pol MCCC RFP Faculty Policy 2C4 2D 3C13 5A1 (page number 95)
- sps PROG Honors 2014-15 2D
- sps PROG Honors Lecture Series 2D
- ss PC Fischl Lecture Series 2D
- ss PC Women in STEM 2D
- ss PC Women's Economic Forum 2D

2.E - Core Component 2.E

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

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

Argument

Response to 2.E.1.

Faculty, students, and staff may conduct research projects and engage in scholarly practices as part of course requirements or as part of attainment of a graduate degree.

Adherence to research integrity is ensured through the District's [Institutional Review Board](#) process. This process was initiated by faculty and has been standardized and fully supported by the District. [Administrative Regulation 3.8](#) outlines the purpose of the IRB:

“MCCCD takes seriously the responsibility to safeguard those individuals (students, employees or community) who may be the participants in research projects. MCCCD must also comply with changing federal guidelines for human subjects research, as the district receives considerable funding for programs and projects through federal grant monies. To this end, an MCCCD Institutional Review Board (IRB) administrative regulation will help MCCCD to identify, assess and manage any potential risks associated with conducting research with human subject participants.”

Response to 2.E.2.

At Phoenix College, ethical and informed use of information resources is a priority. One of the College's general education outcomes is information literacy. This outcome states, “Students will recognize when information is needed, identify appropriate types of information, and locate, evaluate, and use information effectively, ethically, and legally.” As part of college learning outcomes assessment, [information literacy standards](#) have been outlined for faculty to use in their courses. Specifically, Standards 4 and 5 relate to the effective and ethical use of information resources.

Furthermore, the Phoenix College Library has comprehensive resources to help students understand and use information ethically. Research and citation tools are prominently located on the Library home page and lead directly to a dedicated research help site. Students can get assistance from a [Library Research Coach](#), [Citations Guide](#), and [research tips](#) for students. Phoenix College Library Services also offers an online presentation on how to evaluate Internet resources.

Faculty can use discipline-specific introductions to citation information through [prefix specific class guides](#) located on the Library research site. The use of Canvas as a Learning Management System enables faculty and students to use TurnItIn to assist in the monitoring of academic integrity and scholarly work. TurnItIn is an electronic plagiarism tool that verifies original work with a database of

sources to ensure academic integrity. As a teaching tool, students can submit drafts of papers to get feedback on potential areas of concern such as incorrect citations or plagiarism.

Response to 2.E.3

Phoenix College has policies in place for academic misconduct and follows disciplinary standards set forth by the District in instances when academic integrity is violated. The [Academic Misconduct policy](#) is included in the Course Catalog and Student Handbook. Academic misconduct includes, but is not limited to, instances of cheating, plagiarism, excessive absences, and disruptive behavior. [Academic Consequences](#) are also outlined and can include consequences ranging from a warning to probation, suspension, or expulsion. A standard appeals process for any academic sanction or consequence is outlined in the [Instructional Grievance Process](#), to ensure a fair hearing is allowed for all individuals.

Sources

- ast SLO Information Literacy standards 2E2
- pol AR 2.3.11 Academic Misconduct 2A 2E3
- pol AR 2.5.1 Disciplinary Standards 2E3
- pol AR 3.8 MCCCCD IRB 2E1
- pol AR S-6 Instructional Grievance Process 2E3
- pol MCCCCD IRB 2E1
- sps INSTR Library Research Coach 2E2
- sps INSTR Library Research Tips 2E2
- ss PC Citations Guide 2E2
- ss PC Class Guides 2E2

2.S - Criterion 2 - Summary

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

Summary

Phoenix College operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff. The College is committed to the highest principles of academic, professional, and personal integrity and conduct, freedom of expression, and teaching and learning.

The Governing Board's values align with the priorities of Phoenix College and the community it serves. Board policy, processes, and deliberations reflect its commitment to serving and being accountable to its constituencies. Controls are in place to support the Board's and employees' understanding of, and accountability for, expected conduct.

The College is committed to presenting complete and accurate information and strives to maintain the highest standards of transparency in its print and online communications. Communication occurs through a variety of publicly available resources. Mechanisms are in place to ensure the accuracy of information presented to the public.

Evidence presented in this section document the commitment, accomplishments, and ongoing work in relation to public stewardship, accountability, and ethical and responsible conduct.

Sources

There are no sources.

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).

Argument

Response to 3.A.1

PC is a comprehensive community college offering a variety of courses and programs. As outlined in the mission statement, programs at the college include those for University Transfer, Developmental Education, General Education, Workforce Development, ESL, and Continuing and Community Education. College courses and programs are accepted in transfer by other institutions of higher learning. Within the state of Arizona, all transfer degrees meet the requirements for the state-wide general education standards called the [Arizona General Education Curriculum](#) (AGEC). While the main purpose of AGEC is to facilitate transfer among the state's public college system, it also serves to validate courses included are taught at appropriate levels and with similar learning competencies throughout the state. Coursework at Maricopa prepares students to transfer to the state's public universities as well as other colleges across the country. According to the latest report from [AZ Transfer Assist Project](#), 68% of students who entered Arizona State University as a new full-time transfer in fall semester 2010 with 12 or more credits from one or more of the Arizona public community colleges and graduated with a bachelor's degree within four years of entry. This compares favorably with the 4-year [graduation rates of native ASU students](#), which is reported to be 49.2%

Courses and programs are regularly reviewed for currency through a system of related processes. [Instructional Councils](#) (ICs) are discipline-specific faculty groups that coordinate the origination, development, and revision of the district's educational offerings. ICs are a primary mechanism for ensuring a dynamic and faculty-owned curriculum for MCCCDC. Their work is critical to the quality, diversity, and relevance of the district's curriculum.

Each workforce degree and certificate area also has a program advisory council, composed of faculty in the department as well as professionals in the workforce. These advisory councils work closely with college faculty to ensure the curriculum in the programs accurately reflects what is necessary for success in the workforce.

In FY-2013-14, the District began a process of self-assessment called [Maricopa Priorities](#). As part of this process, every educational program undertook a comprehensive review of its coursework, effectiveness, cost, and relevance. As a combined result of the IC process, workforce advisory boards, Maricopa Priorities, and the PC 5-year [program review](#) process, the courses and programs at PC are current and relevant. Examples of Maricopa Priorities reports and program reviews are included in core component 4.A.1.

Response to 3.A.2

The highest [degree offerings](#) at PC are the associate degrees, which are comprised of approximately 60-68 credit hours. All associate degrees encompass the AGECE requirement ensuring more efficient transferability to the state's public university system. Most certificates are versions of the corresponding degrees and range from approximately 6-40 credit hours. Every course, certificate, or degree offered by Maricopa must have a description, competencies, and outline. These documents are publicly available on the district [Center for Curriculum & Transfer Articulation](#) website and are used to ensure quality, consistency, and accuracy of all of the academic offerings. The course descriptions, pre-requisites, and required text books are published each semester in the course schedule, so students are well aware of the level of work for the course. The program and course competencies form the basis for the assessment of student learning outcomes in courses and programs.

Response to 3.A.3

As discussed above, all courses and programs have standard documentation to ensure quality, consistency, and accuracy of all academic offerings. PC has robust distance delivery and dual enrollment programs. Online and hybrid courses are developed and taught by the faculty in the department in which the corresponding face-to-face classes reside. Every course, regardless of modality must adhere to the same set of competencies. While pedagogy might vary with modality to facilitate success, all courses, regardless of mode of delivery must adhere to the required competencies stated for the course.

[Dual enrollment courses](#), through which students in high school receive both college and high school credit also adhere to the required competencies. Dual enrollment courses are taught at the high school, by high school teachers, but the teacher must meet the same hiring qualifications as any full time or adjunct instructor in the department. Students are held to the same standards as their counterparts enrolled in the course taught on campus. The dual enrollment course materials, activities, competencies, and grading scales are evaluated by both the department chair at the college as well as by the curriculum office at the high school. This further ensures the high school course is of the same quality and level as the course taught on campus.

As mentioned in Criterion 2, several occupational programs are also accredited by their professional organizations. Curricula in these programs must also meet the guidelines of the professional organization in order for the program to receive the accreditation.

Sources

- ast Maricopa Priorities PC 3A1
- ast PRGREV PC Instructional Template 3A1 4A1
- rpt ASU Graduation Rate 3A1

- rpt AZTransfer_KPI_2015 3A1
- si MCCC CD AGEC 1C 3A1 3B1 4A3
- si MCCC CD AGEC 1C 3A1 3B1 4A3 (page number 5)
- si MCCC CD Curriculum & Transfer Articulation 3A2 4B1
- si MCCC CD Def & Purpose of Instructional Councils 3A1 4A4
- si PC Degrees 1A2 3A2
- sps PROG Dual Enrollment Course List 3A3 4A4

3.B - Core Component 3.B

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

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

Argument

Response to 3.B.1

General Education is one of the [Mission Goals](#) at PC. The college catalog includes a statement regarding the purpose and goals of general education. In part, this statement says, "The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live."

In support of this goal, PC implements its general education program according to state AGEC guidelines. The [MCCCD AGEC](#) is a 35-38 semester-credit general education certificate that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university. Currently, there are three AGEC certificates

- **AGEC A**--designed to satisfy requirements in many liberal arts majors as well as other majors that articulate with the Associate in Arts
- **AGEC B**-- designed to satisfy requirements in business fields that articulate with the Associate in Business
- **AGEC S** designed to satisfy requirements in majors with more prescriptive mathematics and mathematics-based science requirements. AGEC S articulates with the Associate in Science

A complete description of these certificates is found in the [college catalog](#) starting on page 90.

Generally, the MCCCD AGEC transfers to any Arizona public university as a block without loss of credit. A review of the AGEC curriculum reveals a comprehensive program of coursework designed to provide each learner with essential knowledge and skills. The AGEC requirements are made up of two sections, core and awareness requirements. Core requirements include First Year Composition

(FYC), Literacy and Critical Inquiry (L), Mathematical Studies (MA/CS), Humanities and Fine Arts (HU), Social and Behavioral Sciences (SB), Natural Sciences (SQ/SG), Cultural Diversity in the United States (C), Global (G) and Historical Awareness(H). With this distribution, students receive the basics of General Education, and can then take courses in their major or area of concentration. The AGEC core applies to all degrees whether they are designed for transfer or for occupational areas. For AY 2014, Phoenix College [awarded 514 AGEC certificates](#), making it the single largest award at the college.

As noted in 3A1, courses that carry any of the AGEC designations undergo a review every 5 years by a faculty committee at Arizona State University (ASU). The courses are reviewed to ensure they are current and continue to reflect the general education designations they carry. If a course carries more than one designation, it is reviewed for all of them.

Response to 3.B.2

At PC, general education, " . . . helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live." This philosophy is clearly stated and developed in the [college catalog](#). It is actualized clearly through the mission, curriculum, and the assessment culture of the college.

PC includes general education as a prominent part of the mission statement. As discussed in above, the AGEC provides the basis for general education, not only at PC but throughout the state university system. Degree seeking students are expected to complete coursework in a variety of foundational areas. The requirements of the AGEC provide students ". . .with opportunities to explore broad areas of commonly held knowledge. . .[and]. . .fosters students' personal development by opening them to new directions, perspectives, and processes."

PC's commitment to general education can be seen in the Quality Initiative (QI) that has been undertaken as part of accreditation. For the QI project, PC joined the HLC assessment academy to develop and implement a process for effective and efficient assessment of general education at the college. This project required a comprehensive review of the PC philosophy of general education, and the college has determined the following are core general education areas to be included in student outcome assessment:

- Critical Thinking
- Information Literacy
- Numeracy
- Oral Presentation
- Writing

It is clear that PC's philosophy of general education is grounded in those areas every college-educated person should possess. Further, PC also values acquisition and use of knowledge in an effective manner as well as in a manner consistent with the information era in which we live. The assessment activities at PC are discussed in more detail in Criterion 4.

Response to 3.B.3

As discussed above, PC's general education philosophy is embedded in general education courses and outcomes as identified by PC, and required of the AGEC certificate and degree programs. The courses require students to develop and use information and communication skills. Particularly related to this core component are PC's Critical Thinking and Information Literacy general education

outcomes. PC adopted the [Association of American Colleges & Universities](#)' definition of critical thinking; "Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion." This definition was used to develop the [Critical Thinking competencies and the rubric](#) used to assess critical thinking as part of the general education mission. Critical thinking encompasses the ability to adapt to change, the ability to analyze and communicate information, and the ability to communicate effectively. Information literacy is another PC general education outcome. PC's definition of Information Literacy was adapted from the one developed by the Association of College and Research Libraries: "The information literate student recognizes when information is needed, identifies appropriate types of information and locates, evaluates and uses information effectively, legally and ethically." Again, student work is assessed using a [rubric](#) based on this definition.

PC recognizes the importance of traditional subject matter, such as writing, mathematics, humanities, sciences, as part of a well-rounded general education. However, by including competencies such as critical thinking and information literacy as part of the general education core, PC also recognizes the skills necessary for success in the present and future information-rich and continually changing environments.

Response to 3.B.4

PC is committed to the recognition and actualization of human and cultural diversity. This commitment is demonstrated in the academics, the student services, and the co-curricular activities of the college.

In academics, diversity is an integral part of the general education requirements; it is infused into, or is the subject of many courses and professional development activities afford many opportunities to understand and integrate diversity into academic coursework and activities. All degrees and many certificates require one course (3 credit hours) that satisfies cultural diversity in the US and one course (3 credit hours) that satisfies either historical or global awareness ([catalog](#)).

Through the International and Intercultural Center of the Maricopa Center for Learning and Instruction ([MCLI](#)), faculty and students are afforded opportunities to participate in activities related to human and cultural diversity. Among these are:

Faculty Professional Development Overseas: As part of a commitment to internationalizing the curriculum, MCCCDC has engaged in a wide range of faculty development and exchange programs across the globe in countries such as Morocco, Spain, the Czech Republic, Mexico, China, the Netherlands, and Australia. Through participation in these programs, faculty have infused course curriculum with an international/intercultural component, developed new courses and created certificate programs aligned with international studies.

Dialog Days are opportunities for professional development which are also aimed at providing faculty with content to infuse curriculum with an international and intercultural perspective. Some examples of recent programs include exploration of cultures of Iran, Mexico, Islam, India, Latin America, and Indigenous People.

[Safe Space Training](#) provides education and increased awareness about LGBT issues through two training modules. The first of two modules discusses issues related to homophobia, heterosexism, heterosexual privilege, transgender issues, general definitions, history, and culture related to the LGBT community. The second session provides information on creating a physically and emotionally safe atmosphere for LGBT employees and students, and recommendations about how to handle

homophobic violence and harassment. With completion of the two modules participants receive a plaque signifying their workspace is a Safe Space.

MOSAIC is a series of six sequential workshops designed for all employees to develop awareness, knowledge, skills, and application strategies to function in a diverse society. Included are recognition of the importance of being part of an inclusive culture, skills to facilitate effective intergroup communication, recognition and intervention in discriminatory, biased, or exclusionary behaviors, and an increased understanding of how inclusion impacts the entire organization.

Study Abroad-- As part of the global engagement mission, the Maricopa Community Colleges recognize the importance of preparing our students for successful careers and civil lives in the global community. Through our study abroad programs, the Maricopa Community Colleges provides students with teaching and learning activities that strengthen global awareness, develop intercultural competencies, and enhance academic learning. Programs, services, and intercultural education include (but are not limited to) areas such as foreign language study, international studies, global education, ethnic studies, bilingual programs, and comparative education.
<https://mcli.maricopa.edu/international/study-abroad>

The **Global Leadership Retreat** brings together up to 100 international and domestic students across the ten Maricopa Community Colleges to engage in a weekend immersion program for global leadership training. The Retreat was designed to raise the participants' cultural and global awareness, and strengthen the internationalization of the Maricopa Community Colleges. The Retreat provides an opportunity for student learning and development activities among all ten colleges, and serves as a retention tool for continued student success. Retreat workshops and other activities enable students to learn and develop their cross-cultural communication skills, conflict resolution skills, and critical thinking skills, and to embrace a spirit of global citizenship.

PC also offers students rich cultural experiences through co-curricular activities and student organizations. Among the organizations active at PC are

PC **Asociación Latina Estudiantil--A.L.E.** was formed in order to unite people from different ethnic Latin groups and to promote Latino/Hispano awareness. It focuses on learning about different Latin cultures and taking part in community related activities.

PC **American Sign Language Club**--ASL PAH supports students learning American Sign Language through hands-on experience and promotes practice and involvement in Deaf Culture. It offers a fun, safe learning environment for students with various levels.

PC The **International Student Club**--a group for International and American students. The club serves as a connection for students who want to make new friends and learn about new cultures. It introduces the old students to new students. It's the best place to make friends with people from other countries or even your own country. Students born in any country including the US are welcome to join us.

PC **Movimiento Estudiantil Chicanos de Aztlan (MEChA)**-- Serves as a recruitment, retention, and support group for Latino students. M.E.Ch.A.'s goal is to promote an awareness and understanding of the Latino culture in relationship to the total school and community.

PC **NAACP/ Black Student Union (BSU)** provides Black students at Phoenix College an opportunity to participate in meaningful activities that will help them to develop academically, socially, and culturally.

PC [Native American Student Association \(NASA\)](#) Students meet weekly to participate in Native American activities and to get involved with the Indian community. NASA promotes cultural exchange in order to enrich college life as well as serves as a support group for Native Americans.

PC [Rainbow Spectrum](#): Gay-Straight-Whatever--is a club for Phoenix College's gay, lesbian, bisexual, or transgendered students, their straight supporters, those who are questioning their orientation, those with friends or family who are GLBTQ and anyone interested in the experiences and issues of GLBTQ people.

The [Raul Castro Insititute](#) and other departments on campus offer lecture series and film screenings addressing varied topics of human and cultural diversity. These events are open to students, faculty, staff, and the community.

Response to 3.B.5

In addition to coursework and co-curricular activities, PC students and faculty participate in a wide variety of activities contributing to scholarship, creativity, and discovery of knowledge. Many of our faculty publish in scholarly journals, present at national and international conferences, and hold leadership positions in professional organizations.

Students have opportunities to participate in activities such as internships, theater productions, art exhibitions, and music performances.

In 2014-2015, 28 internship opportunities were available for students. Information on the Internship process, internships opportunities, and interships applications are available on the [Career Development Website](#) under Internship Resources. As mentioned in section 3 B.4, students also have Study Abroad and Global Leadership opportunities.

Several programs have student organizations related to professional practice. For example students in the Interior Design program have internship opportunities as well as membership in the student chapter of the American Society of Interior Designers (ASID). Students have an opportunity to serve as officers, or to participate in activities planned by the officers each semester. Students may also attend monthly professional meetings of the Arizona North Chapter of ASID or enter the yearly student design competition. The PC [Interior Design Program](#) has earned recognition for the restoration of the Wrigley Mansion and more recently, remodeling of the local Ronald McDonald House.

Through their student organizations and departments, nursing students participate in community and campus wellness events and dental students participate in community outreach to provide dental services and education throughout the community. The Fire Science Academy students complete a community outreach project each year to install smoke detectors in low income housing areas.

Students from PC's Art programs participate in numerous [presentations and exhibits](#). Thirty-three such exhibits have occurred between 2012 and 2016. In addition to the exhibits, the Fine and Performing Arts offer unique scholarship opportunities through the Fischl Vanguard Awards, and the [Fischl Scholars Program](#). Since 2004 approximately 30 students have been recipients of these awards.

The [PC Theater program](#) enables students to work on college and professional productions immediately, and to intern with a professional company in their final semester. Every year, the program offers four major theatrical productions.

PC faculty and students also participate in musical activities and events. Students participate in an average of 35 musical concerts each year both on and off campus, four musical festivals such as the Greater Phoenix Choral Festival, the Jazz Celebration Festival, the Greater Phoenix Piano Festival, and the [AZ Flute Society Festival](#),

Sources

- ast SLO Critical Thinking AACU def 3B3
- ast SLO Critical Thinking Rubric 3B3 4B1
- ast SLO Information Literacy Rubric 3B3 4B1
- cty Raul Castro Institute 1D3 3B4 5A3
- pln Vision, Mission & Values 1A1 1B1 1C 3B1 5C123
- pol PC Catalog 2015-16 Part 1 2A 3B 4A3
- pol PC Catalog 2015-16 Part 1 2A 3B 4A3 (page number 45)
- pol PC Catalog 2015-16 Part 1 2A 3B 4A3 (page number 90)
- pol PC Catalog 2015-16 Part 1 2A 3B 4A3 (page number 91)
- res Eric Fischl Scholars Program 3B5
- res MCLI International 3B4
- res MCLI Safe Space Training 3B4
- res MCLI Study Abroad Programs 3B4
- rpt PC Awards 3B1
- si MCCCCD AGECEC 1C 3A1 3B1 4A3
- sps INSTR Interior Design 3B5
- sps INSTR Internships 3B5
- sps INSTR Theater 3B5
- ss ALE Annual Latino Festival 1C 3B4
- ss Choral Festival Program 2014 3B5
- ss CLUBS American Sign Language 3B4
- ss CLUBS International Students 3B4
- ss CLUBS MEChA Blog 1C 3B4
- ss CLUBS NAACP Black Student Union 1C 3B4
- ss CLUBS NASA 1C 3B4
- ss CLUBS Rainbow Spectrum 1C 3B4
- ss PC Eric Fischl Gallery Schedule 3B5
- ss Student Leadership Program 3B4
- st MOSAIC DevPlan 3B4

3.C - Core Component 3.C

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

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

Argument

Response to 3.C.1

The numbers and qualifications of faculty, both full and part-time are sufficient to carry out the classroom and non-classroom roles of faculty. For 2015-2016 fiscal year there are 150 full time faculty at PC and over 500 adjunct (part-time) faculty.

In 2015 the overall average student-faculty ratio at PC was approximately 15:1. These numbers are below the national median of approximately 18:1, as reported in the [National Community College Benchmark Project \(NCCBP\)](#). The low student-faculty ratios provide quality, small-class interactions for students and faculty. Further, some workforce programs have requirements for lower student faculty ratios in lab and clinical settings. The [faculty staffing policy](#) is outlined in the RFP. While each college implements the policy in slightly different ways, the PC staffing processes take into account student faculty ratios, FTSE by discipline, and other class size measures to ensure adherence to these ratios. Every year the department chairs submit a [standardized form](#) to the staffing committee to request and justify new and replacement residential faculty. The recommendations from the staffing committee are reviewed by the President, Vice President of Academic Affairs, and the Faculty Senate President to determine final hiring decisions.

Faculty are responsible for the development and oversight of the curriculum. At Maricopa there is a standard curriculum development and modification process ensuring all curriculum changes are overseen by faculty. The Curriculum Procedure handbook, in particular the section describing [roles and responsibilities](#), ensures appropriate faculty oversight is integral to the curriculum process. A complete [flowchart](#) of the curriculum process for the district is presented as part of the Curriculum Procedures Handbook.

At PC, the department chairs serve on the local curriculum committee and review requests for

changes, additions and deletions of course curriculum. The curriculum committee meets monthly to review requested changes. As noted in the flowchart, before proposals come to the college curriculum committee, they are discussed by the appropriate Instructional Councils. According to [Section 1.2 of the current Residential Faculty Policy Manual \(RFP\)](#) “Instructional Councils are discipline/service area Faculty committees formed to improve communications and coordination among and between Faculty working in common instructional/service areas. Membership in the Instructional Councils will be appointed by the Department/Division Chair at each college with the consent of the majority of the Residential Faculty in the appropriate discipline. The appointee will be qualified in the appropriate discipline.” This process further ensures there is consensus among faculty regarding content and appropriateness of the curriculum.

Faculty are responsible for the establishment of academic credentials, student performance expectations, and student outcomes assessment. Academic credentialing is discussed in detail in section 3C2. Student performance expectations are established by faculty through the use of a syllabus, whose minimum contents is mandated by [Governing Board Regulation AR 3.6](#). All courses must include the common course competencies and outlines developed as part of the curriculum development process.

Faculty are also responsible for the assessment of student learning outcomes. The college Assessment Committee is co-chaired by faculty and the membership consists of faculty representative of the college’s programs. Assessment takes place on many levels including the course level, the program level, and college-wide assessment of General Education outcomes. Every department has a 5-year assessment plan and submits an annual assessment report. PC’s student learning outcomes processes are discussed in more detail in section 4B.

Response to 3.C.2

All instructors are appropriately qualified, including those teaching in the dual enrollment program. The following table reflects the demographics and qualifications of current faculty.

Faculty Category	Ethnicity						Gender		Education Level			
	AmInd	Asian	Black	Hisp	White	Other	F	M	DR	Master	Bach	Other
Full-Time	2%	4%	5%	14%	76%	0%	60%	40%	29%	56%	11%	4%
Part-Time	1%	3%	7%	8%	75%	5%	59%	41%	11%	52%	19%	18%

Minimum hiring qualifications for faculty are developed and reviewed by Instructional Councils made up of discipline faculty from all colleges. They are the same for residential and adjunct faculty. The district is in the process of revising the hiring qualifications for faculty to assure they are in compliance with HLC assumed practices. During this process the Instructional Councils (IC) reviewed the requirements and qualifications for their teaching fields and submitted clarification regarding the issue of related fields. Each IC submitted a completed [template](#) to ensure that the qualifications agreed upon are available and standardized for the hiring process. The current minimum faculty qualifications are clearly posted on the [district website](#) and will be updated upon completion of the process.

The Academic Teaching Fields require the following from an accredited college or university:

- a master's degree in the teaching field, or
- a master's in any teaching field with 18 graduate semester hours in the teaching field.
- EDU 250 - Teaching and Learning in the Community College -- or equivalent must be completed within two years of date of hire.

The Occupational Teaching Fields require the following from an accredited college or university:

- the same qualifications as those listed for Academic Teaching Fields, or
- a bachelor's degree plus 3 years work experience in field to be taught, or
- an associate's degree or 64 semester hours and 5 years work experience in the field to be taught, or 5 years work experience in the field to be taught.
- EDU 250 - Teaching and Learning in the Community College or equivalent must be completed within two years of date of hire.

PC partners with valley high schools to offer dual enrollment credit for academic and occupational classes. Dual enrollment courses are held on high school campuses and are taught by high school instructors who have met community college hiring qualifications. The HS teachers' qualifications are reviewed by the department chair offering the course. In addition, the proposed syllabi and course materials are reviewed by the department chair to assure the content is college-level and conforms to the competencies of the college class. Finally, the department chair evaluates the instructor in the same way as any other adjunct instructor.

Response to 3.C.3.

Residential (Full-time) Faculty are considered to be probationary through the first five years of employment. Probationary faculty are evaluated based on the terms listed in the [MCCCD Residential Faculty Policy \(RFP\) manual section 3.6](#). Probationary faculty are required to complete a Peer Assisted Review (PAR) annually for their five-year probationary period. In this program, faculty have at least one faculty mentor who assists them in developing their Individual Development Plan (IDP) which looks at the faculty's instruction, service to the department, and professional development. The annual report is reviewed by the Peer Assistance and Review Committee (PARC) which considers renewal recommendations and makes recommendations to the college president.

After the fifth year, full-time faculty members are considered appointive and they are evaluated every three years using the guidelines set forth in the RFP section 3.6, Faculty Evaluation Plan (FEP). Required areas of evaluation include teaching and learning, course assessment and/or program development or revision, governance and committee participation. Elective areas of evaluation include professional development, acquisition of new skills, enhancement of diversity, college level assessment of learning outcomes, or service to community. The FEP team includes the faculty member being evaluated, two FEP committee members chosen by the faculty member. Students also participate in the review by completing a questionnaire or survey. Faculty FEPs and student survey results are reviewed with the Department Chair and Deans of Academic Affairs.

Adjunct Faculty are [evaluated](#) based on department and program guidelines. These processes vary depending on the needs of the department and program but are generally conducted the first three semesters of teaching, and every third year after that.

Student evaluations of courses and faculty are also conducted by request of the department or faculty member. In these evaluations, students are asked to complete a survey to evaluate the faculty's classroom instruction, communications and processes. The results of these evaluations are returned to the faculty member after the end of the summer. They are also included as part of the PAR or FEP

evaluations. While departments may use their own forms, PC has a [common course evaluation instrument](#) that examines five factors: course assignments; course objectives; instructor commitment to student learning; testing; preparation/organization.

Response to 3.C.4.

At MCCCCD and PC, professional development is a priority. The college and the district have a robust program of professional development for faculty and staff.

Most professional development at PC is coordinated through the Center for Teaching and Learning (CTL). Among the activities are professional development opportunities such as workshops in teaching pedagogies, assessment activities, technology in the classroom, course development software, copyright, use of communication tools, and other topics. At PC, a faculty member is appointed to the position of faculty developer. The role of the [Faculty Developer](#) (FD) is to guide probationary faculty through the PAR process and to promote and facilitate professional growth opportunities for the faculty.

All classes at PC have a Canvas website. Online and hybrid courses use this system and many face-to-face courses use Canvas as a resource. The CTL is responsible for maintaining and coordinating the Canvas LMS platform and provides the required training for faculty who are teaching online. Faculty have access to an instructional designer who will help them develop entire courses or course materials.

As part of the terms of the RFP, residential faculty have access to Faculty Professional Growth funds that can be applied for attending conferences, workshops, seminars within their field of discipline or within the field of education. For FY 2015-2016 the district-wide faculty budget was \$737,397 for travel, conference fees, and other projects.

For the same year, an additional \$1,200,000 was allocated for sabbatical leaves. These sabbaticals allow for advancement, development and renewal. Between 2012 and 2015, 3 full-time sabbaticals were awarded to PC faculty members. Adjunct Faculty can request professional growth funds of up to \$750 per year, based on the semester in which they teach and the number of credit hours being taught during that semester.

[Maricopa Center for Learning Instruction \(MCLI\)](#), the district-level professional development center, coordinates many formal professional development activities ranging from discipline meetings to presentations from distinguished speakers, to grants for visiting artists, and support of service learning activities throughout the district. According to their website, the goal of MCLI faculty professional development programming is to foster instructional excellence and develop instructional expertise that will help advance student learning.

Employees also have access to the District [Employee and Organizational Learning Team \(EOLT\)](#). This is the division of Maricopa that provides support and development activities related to areas such as job training, career advancement, talent management, and supervisor skills.

Response to 3.C.5.

As part of [accountability and professional responsibility](#), residential faculty are expected to hold a minimum of five scheduled academic support hours reflective of the Faculty member's teaching schedule, and to post the time and location of scheduled support hours so they are publicly accessible to students. Adjunct faculty frequently may not be on the campus; they are required to post contact

information and outside class availability for students within their syllabus. Adjunct faculty hours are based on department/program guidelines. PC provides all faculty and students with a Maricopa email address, so that even when a faculty member is not available on campus, the student has a direct way to communicate with the faculty member. In addition, the Canvas LMS includes a messaging system to facilitate communication.

Response to 3.C.6.

All Phoenix College student affairs staff positions meet MCCCDCD employment guidelines outlined in the job description and posting. This information is publicly available on the MCCCDCD web site. MCCCDCD also provides professional growth resources for all classified employees who wish to attend professional conferences, training and educational assistance. All new employees attend a MCCCDCD orientation and a Phoenix College new employee orientation. Colleges and the District also offer trainings whenever new technology or processes are introduced. Staff and faculty are encouraged to participate on college and hiring committees across the campus promoting shared governance.

All student service staff are cross-trained on general admission and financial aid processes, customer services guidelines, and college resources in a series of training sessions each fall and spring semester. The training is open to all on campus including faculty. All student service directors have a master's degree or higher, 10 of the 13 advisers have a master's degree. All departments have access to institutional memberships to national associations to further their professional growth. The financial aid staff regularly attend federal student financial aid training.

Tutoring is available in multiple places on campus. All tutors are fully trained before they can assist students. Co-curricular staff in Athletics and Student Life are all CPR and AED certified. All head coaches and the directors hold a bachelor's degree and over ninety percent have master's degrees. Athletics staff is able to attend national coaches conferences specific to their sport and encouraged to attend college cross-training, and MCCCDCD professional growth development opportunities.

Sources

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- pol AR 3.6 Syllabus Requirements 3C1 4B1
- pol Faculty Minimum Quals PSY 3C2
- pol Faculty Minimum Quals web 3C2
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- si Adjunct Faculty Evaluation 3C3
- si Curriculum Flowchart 3C1
- si Curriculum Roles & Responsibilities 3C1
- si Faculty Developer 3C4
- si Staffing Request Form Fall 2015 3C1

- st EOLT website 3C4
- st MCLI website 3C4

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

Response to 3.D.1, 3.D.2, and 3.D.3

Phoenix College is a comprehensive, urban community college. The student population is diverse and student services must address a wide range of needs. In addition to student services common to most community colleges, PC offers a range of programs targeted to specific populations.

At PC student services include

- Early College Programs
- Academic Advising
- Admissions & Records
- Athletics
- Counseling/Career Services
- Disability Resources
- Financial Aid & Scholarships
- International Student Services
- Student Life & Leadership
- Recruitment & Retention
- Testing Services
- Enrollment Services
- Library Services

In January 2012, PC celebrated the opening of the new [One-Stop Center](#). The Center has everything students need to experience a streamlined enrollment process: Financial Aid, Admissions and Records, Advisement, Recruitment & Retention, International Education, Veterans Services, and the Cashiers Office. The Center also houses university [transfer advisement offices](#) for both Arizona State and Northern Arizona University.

Accurate student advisement is key to student success. PC employs nine full time and three part time advisors for general and program specific advising. Additionally, some faculty members advise

students in their discipline. To increase access to advisement services, PC provides alternatives to traditional one-on-one individual meetings. The table below illustrates that students are taking advantage of alternate delivery methods.

Year	Individual meetings	E-mail	Phone	iChat	Advised in Groups (Bear Trax, CPD/AAA, Nursing)	Total student contacts
2014/15	13,781	9,665	2,037	1,840	3,635	30,958
2013/14	15,882	6,966	2,136	2,260	1,592	28,836

With the diversity of the college population, PC places a priority on preparing entering students for success. All students who are new to college and planning to complete a degree/certificate or transfer to a college or university must complete the mandatory reading, English, and math placement exams. Students are then referred to [Bear Trax](#), the college’s mandatory academic advisement and registration session for all those who are new to college. In this session, students learn how to navigate their student account, activate their college email account, search for classes, learn about degree programs, services and resources, receive academic advisement, and register for classes so they leave the session with a completed class schedule in hand.

For Fall 2015, 1672 students were in the [new-to-college cohort](#); 15% of students placed in all college level courses, indicating a large proportion of incoming students are in need of developmental services and courses. The largest percentage of students scored into developmental math classes, while 21% and 22% of students respectively scored at developmental level English and reading classes.

Phoenix College serves a high proportion of financial aid recipients. For FY 2014-2015, the total amount of financial aid and scholarships awarded to 8,459 students was more than \$45 million. In addition, \$600,415 in work study funds was awarded to 168 students. The financial aid office employs a director, assistant director, seven full-time, and ten part-time technicians. During this same time frame, the financial aid office logged 15,550 service transactions.

PC provides specialized services for many sub-populations of students--the [Veterans Center](#), the [International Students Center](#), the [Disabilities Resource Center](#), and Early College Programs ([ACE](#), [Hoop of Learning](#), and [Dual Enrollment](#)) are examples of the specialized support programs.

In addition to the new-to-college cohort, all degree-seeking students must meet with an advisor before enrolling in classes. Phoenix College has a comprehensive advisement program an integral part of the enrollment and registration process. Academic advisors work in partnership with the students to provide assistance with

- Developing an educational plan
- Planning a course of study
- Interpreting assessment scores and course placement
- Evaluating unofficial transcripts
- Selecting appropriate classes for their degree/certificate/major

- Planning for graduation
- Choosing courses for transfer to another institution
- Locating & exploring education web resources

In addition to general advising some programs such as Nursing and Paralegal have specialized advisors to ensure appropriate student progress and placement. For many workforce development programs, the faculty program coordinator serves as a student advisor. [Transfer services](#) are also provided as part of the advisement process. Many students who begin their college career at Phoenix College plan to continue on for a bachelor's degree. Every year almost 1000 students transfer to Arizona State University, Northern Arizona University, or University of Arizona. Students can receive help navigating the complex transfer process. In addition, the transfer center offers opportunities for students to explore their transfer options and meet with university representatives.

Because many students coming to PC are non-traditional and may lack some college readiness skills, PC has a comprehensive system of English, reading, and math developmental education courses. The courses are offered through their respective departments. Based on [placement scores](#), students may be enrolled in one or more developmental level course. Enhancement of developmental education practices is prominently featured in the college [enrollment plan](#) for 2014-2017 academic year. Among the initiatives are workshops for faculty on best practices in developmental education and a pilot StepUp/BrushUp self-paced tutoring program.

Tutoring and other academic support is critical to student success. The PC [Learning Commons](#) offers tutoring in many subjects, either on an appointment or drop-in basis, a Writing Center, ESL Conversation Circles, and Online Tutoring.

The math department at PC has developed an innovative system of self-study [Math MOOCs](#) completely free to students. In addition to developmental math topics, students can enroll in more advanced courses ranging from College Algebra through Calculus II.

PC's [Disability Resources & Services](#) (DRS) has 3 full-time staff members working directly with students. Each semester the DRS office actively serves approximately 350 students. The office coordinates and provides a variety of services based on the student's individual needs. Some of these services are coordination and facilitation of academic accommodations, use of assistive technology, and assistance with adaptive computer equipment and software specifically designed for people with disabilities.

[Counseling services](#) are a critical part of student success. PC's counseling department provides free and confidential assistance with life skills, academic counseling, career planning, stress management, and crisis intervention. The department has 6 counselors, which is a ratio of counselors to students of approximately 1:2000. During 2014-2015 the PC counseling department had 3,775 student visits. The department offered 118 presentations and/or workshops which resulted in an additional 2,055 student contacts. There were also 185 consultations with 314 faculty and staff.

While PC has had many early alert initiatives, beginning in Spring 2016, the early alert process has been made more accessible and standardized. The [CARE \(Early Alert\) system](#) is a Maxient product designed to offer students academic and personal support. Faculty are encouraged to refer students encountering challenges that may affect their academic performance. The referral process is electronic and can be accessed from the employee section of the college home page. The referral is automatically sent to the Counseling Department where counselors follow-up with the students. Referrals are welcome and accepted at any time, however, the more timely the referral the greater the opportunity to help the student. Because of the recent implementation, at the time of this writing,

there are no data regarding the use of the product.

Response to 3.D.4 and 3.D.5

As part of the 10-year bond program, passed by the voters of Maricopa County, PC has been able to upgrade and remodel many of the learning spaces and infrastructures. Some of the major projects include

- The Fine Arts Building, opened in 2009, features an open courtyard for artistic reflection and assembly, a state-of-the-art gallery space, a rooftop sculpture garden, expansive studio space with abundant natural light, two computer labs for workforce development, and a 75-seat multimedia classroom.
- The Hannelly Center One-Stop enrollment center opened in 2012 offering students a modern, efficient environment providing streamlined student services.
- Phoenix College Center for Nursing Excellence opened in 2014. The center provides a state-of-the-art learning environment for students and staff. Features include a realistic hospital environment with 26 hospital beds, nurses' stations, pediatric and maternity simulation labs, a large seminar space, student space and flexible classroom spaces.
- The Phoenix College Center for Excellence in Healthcare Education opened in 2015 as a modern learning environment for students and staff with dynamic spaces housing sophisticated technology and equipment. Features include realistic dental, massage therapy, and medical office environments with dental stations, simulation labs, a large seminar space, student space, and flexible classroom spaces.

As a result of long-term planning, all classrooms at PC are equipped with at least a minimum technology configuration including instructor computer station with projection, DVD/CD player, internet, sound system, and overhead projection capability. The Phoenix College wireless network is comprised of more than 200 access points, which provide campus-wide Internet access to all students, faculty, staff and guests. The placement of these access points provides over 90% wireless coverage for the benefit of instruction and daily business while maintaining a high level of security and ease of use.

Students registered in credit courses are provided with the following computing and communications services at the start of the semester in which they have paid their tuition and fees:

- Access to networked computers
- Access to productivity applications (word processing, etc.)
- Online computer file storage space
- An E-mail account
- Wireless Internet access
- 24/7 Student Help Desk to assist with their college student accounts and the LMS system

The [PC library](#) is a dynamic center for teaching and learning. In addition to the library catalog of books and media, the library offers a large collection of general and reference ebooks, searchable databases, streaming video for use in classes and in online courses, and image search databases. In addition, the library provides extensive research and information literacy services for students and faculty. Students can access library help 24/7 through the Ask a Librarian service.

In conjunction with course work, the library provides guidance in effective use of research and information resources. As discussed in other criteria, information literacy and critical thinking are two of PC's general education outcomes. Library services such as Research Coach, NoodleBib, Class Guides, and specialized class presentations all serve to support the students' ethical use and understanding of research and information.

Sources

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- rpt Fall 2015 Student Success Initiative 1A2 3D123
- si Early Alert 3D123
- si MCCC Transfer AZ Universities 1A2 3D123
- sps INSTR library 3D45
- sps PROG ACE 1A2 1D1 3D123
- sps PROG Dual Enrollment 3D123
- sps PROG Hoop of Learning 1D1 3D123
- sps SERV Counseling 3D123
- sps SERV Disability Res 1C12 3D123
- sps SERV International 1C12 3D123
- sps SERV Learning Commons 1A2 3D123
- sps SERV Transfer 3D123
- sps SERV Veteran 1C12 3D123
- ss BearTrax website 3D123 4B2
- ss MCCC Course Placement Chart 2015 3D123
- ss One-stop Enrollment Ctr 1A2 3D123 5A3

3.E - Core Component 3.E

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

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

Argument

Response to 3.E.1 and 3.E.2

In keeping with the mission, especially the focus on civic responsibility, community and continuing education, PC offers a comprehensive and robust offering of student and community engagement activities appropriate for the diverse student body and surrounding community. Some of these include [athletics](#), with eight men's and women's team sports; 26 active student clubs relating to common interests and backgrounds, workforce programs, and community service; music, art, and theater venues providing opportunities for student productions and community activities. Descriptions and activities of many of these programs and activities are discussed in Criteria 1C and D, 2D and 3B.

Sources

- sps PROG Athletics 3E

3.S - Criterion 3 - Summary

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

Summary

PC offers high quality educational programs in keeping with its mission and well suited to college's diverse student and community populations. The AGEC ensures a well-rounded general education curriculum and offers students a seamless route to transfer to the state's university programs. Articulation agreements provide an excellent route to successful completion of bachelor's degrees. All academic and workforce programs are developed and continuously updated by well-qualified faculty with input from employers in the field. Policies and regulations are clearly documented and ensure standardized and ethical decision making.

PC values innovation and increasing access to educational offerings. In keeping with these values, PC offers early education programs, online, and hybrid courses. These programs and courses are integrated throughout the college's main offerings. They require the same curriculum, learning outcomes, and faculty qualifications as the more traditional offerings.

PC offers a comprehensive program of student services and co-curricular activities appropriate to the needs of the students. Services include enrollment, advisement, financial aid, counseling, developmental education, tutoring, and student life and leadership activities. These programs are easily accessible at the One Stop Hannelly Center. In addition, many co-curricular activities provide opportunities for students and community to engage in activities in support of lifelong learning.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

Response to 4.A.1

Program review at Phoenix College is designed to achieve sustainable, continuous quality improvement, stimulate educational excellence, and identify practices and services that boost students' success. [Program review](#) uses a five-year cycle, with a defined rotation for all academic, occupational, and service areas. AY 2011-12 was year one of the current program review cycle.

During AY 2013-14 the five-year review cycle was paused to accommodate the College's participation in the [Maricopa Priorities Initiative](#). Maricopa Priorities is an assessment of all programs and services not only at Phoenix College, but all Maricopa County Community College District institutions. Similar to the College's own program review, Maricopa Priorities is a reflective process that identifies opportunities to add new programs or services, strengthen existing programs and services, and reallocate resources in a way that promotes student success. Criteria for the Maricopa Priority assessments included program demand; quality of inputs, processes, and outcomes; resource utilization; organizational analysis; and an opportunity analysis. Using standardized

templates, all programs and services were assessed ([instruction](#), [student](#), and [administration](#)).

In academic year 2014-2015, the College resumed its own program review cycle. Annual reports updating progress on the plans outlined in program review are submitted by June 30 each year. Components of the program review are descriptive and evaluative and include: program overview, assessment of established program outcomes, actions/improvements since the last review, summary and evaluation of key data elements, and the program plan for the coming five year period. Reviews are grounded in the [Learning College principles](#): communication, collaboration, responsibility and evaluation. The outcomes of the program review process produce a foundation for action.

Program Review is evaluated regularly in order to make improvements. This occurs at the conclusion of each five-year cycle. At the end of each cycle, a team of faculty and administrators assess the current program review criteria and processes. Based on this assessment, the program review process is modified to ensure all measures are feasible and the process yields outcomes relevant and useful to the program and institution.

Some examples of outcomes resulting from recent Program Reviews include the following:

In 2006, the Paralegal Studies Program identified the area of “judgment and analysis” (critical thinking) as needing improvement due to a high failure rate nationally for first time attempts at the standardized national certification exam. Faculty identified the nature of the objective being tested as related to court case and statute analysis. Based on this information, more critical thinking assignments related to the discipline content were incorporated into the curriculum. Pass rates for the exam improved from 50% in 2007 to 84% in 2011. Building on this success, the Paralegal Studies Program conducted a complete review and revision of its curriculum in 2014, with input from faculty and Advisory Committee, and reframed learning outcomes to be more specific, student-centered, and measurable. Faculty then worked to identify demonstrable and measurable methods of assessing those outcomes and then embedded those assessments into the courses through an electronic portfolio system assessed by faculty during the students’ time in the program. The students have access to the [portfolio system](#) after they leave the institution, making it possible for them to demonstrate their competency to potential employers.

The Library is considered a Service Department within Academic Affairs. In the [program review](#) submitted in 2012, the Department reflected on goals, actions, and outcomes during the previous five year period. As an example, Goal 4 for the Library focused on emerging technologies impacting instruction and access to learning resources. The Library administered a [survey](#) to gauge technology use and evaluated emerging technologies. The outcome was implementation of social media, an online research space with citation generator, and creation of a dynamic library content management system.

The Library continuously relies upon usage statistics to improve collections, both in meeting curricular needs and determining the best approach to increasing access to students. For example, the dental periodicals were not frequently being used in print. Therefore, an online dental database was acquired to provide offsite access to students researching a variety of dental topics, which is demonstrating a better return on cost-per-use. As another example, the nursing book titles were not frequently being used in print. In response to feedback from the nursing faculty and students, as well as the accreditation team which visited in 2009, the majority of the current nursing book purchases are now electronic, which allow for easier access.

[Biosciences](#) noted in their program review a goal to better prepare students for greater success and retention in bioscience courses. As a result, the Biosciences Department now requires basic college

reading assessments as a prerequisite for majors and health-care biology courses. In addition, the Department continued working to increase student support with tutoring and class-specific supplemental instruction.

The Dental Assisting program began evaluating professionalism in fall 2008 with the implementation of a [professionalism rubric](#). In the semesters leading up to the final term, where the students enroll in an externship, the students are evaluated for professionalism at key points. Students receive midterm evaluations, meet with the program director if not meeting a satisfactory or “Compliance” level to discuss corrective action needed, and subsequently receive a second/final evaluation. All professionalism criteria must meet or exceed “Compliance” level, for the student to receive an externship assignment. Since the implementation of evaluating professionalism, every semester has shown considerable improvement from the midterm to the final evaluation.

Upon completion of the [program review](#) process, it was apparent to our Dental Programs that the college learning outcomes (critical thinking, oral presentation, writing, numeracy, and information literacy) were not necessarily explicitly emphasized in the curriculum nor assessed using core assessment tools. The Dental Programs concluded that in order to make analysis of the college learning outcomes more relevant, a reasonable process for collecting and communicating data needed to be developed and implemented with input and buy-in from both residential and adjunct faculty.

At PC the Center for Teaching and Learning supports students and employee by providing professional development opportunities, technology training, and access to technology. In the department [program review](#) a summary of the activities and outcomes was presented. Based on analysis of these outcomes the department staff recommended changes to the help desk, continuation of eLearning grants, and proposed workshops to support faculty in assessment of student learning outcomes.

Response to 4.A.2

At Maricopa County Community College District there is a consistent administrative regulation (AR 2.2.4) outlining the process for evaluating [credit for prior learning](#). PC follows the policy and it is documented in the catalog. Students may be awarded no more than 30 credit hours, unless required by a specific program of study, within the Maricopa Community Colleges using one or more of the following assessment methods recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE):

- Articulated Programs
- Credit by Evaluation
- College-level Equivalency Examinations

For students seeking credit for experiential and/or other forms of prior learning, the appropriate program director is designated as the administrator of appropriate assessments and that director evaluates evidence of competency. Assessment can include testing or performance-based appraisal and/or review of a student portfolio that demonstrates mastery of the course learning objectives. The evaluation of course competency equivalency is on a case-by-case basis.

The American Council on Education (ACE) evaluates military training and experiences as well as non-collegiate sponsored training programs and recommends credit awards based on this evaluation. Credits awarded are included on a student’s transcript. In addition, ACE has published credit recommendations for a number of national standardized examinations, to include Advanced Placement Examinations, the College Level Examination Program (CLEP), Defense Activity for Non-

traditional Education Support Examination Program (DANTES), the American College Testing Proficiency Examination Program and the International Baccalaureate Diploma/Certificate.

Credit awarded for prior learning does not count as hours in residence for graduation requirements. Exceptions may be granted for specially approved programs. No more than 20 credit hours may be applied to the Arizona General Education Curriculum (AGEC). Credit received through Prior Learning Assessment is transferable within the Maricopa Community Colleges but is not necessarily transferable to other colleges and universities.

Response to 4.A.3

Phoenix College follows the uniform policies of the Maricopa County Community College District. The Maricopa Community Colleges reserve the right to require an official transcript for admission to specific programs. For verification of course requisites and for determination of academic standing the official transcript must be mailed directly from the source institution to the college Admissions and Records Office. It is the student's responsibility to ensure official transcripts have been received and are complete. [MCCCD Administrative Regulation 2](#), which is part of the Common Policies applicable to all MCCCD colleges, is included in the [Phoenix College catalog](#) each year.

The Office of Admissions and Records employs well-trained staff responsible for the evaluation of transfer academic credit and to ensure compliance with the District's policies and processes. Staff members work closely with faculty chairs, faculty program directors, and academic administrators whenever there is a need for discipline-specific expertise and/or clarification of program accreditation or approval requirements.

The public community colleges and universities in Arizona have a statewide transfer policy which specifies how courses transfer and apply. The Arizona Transfer Model includes the [Arizona General Education Curriculum \(AGEC\)](#), transfer pathways and common courses. The AGEC is a 35-credit certification that transfers as a block to meet lower-division general education requirements at Arizona State University, Northern Arizona University, and the University of Arizona. Completion of AGEC satisfies university admission competencies.

Response to 4.A.4

Effective curriculum development is necessary in order for there to be effective teaching. While qualified faculty members determine curricular content and strategies for instruction, multiple internal and external individuals are part of this dynamic and collaborative process.

Each instructional discipline at Phoenix College participates in an [instructional council](#) for that discipline. The instructional councils for each discipline oversees curriculum development, revisions, and updates for that discipline at all ten of the colleges comprising the Maricopa County Community College District. In addition, there is a District Curriculum Committee, with faculty, curriculum, and administrator representatives from all all ten colleges in the District. A clearly articulated process is in place to shape course and program prerequisites, and to establish common course descriptions, competencies, and outlines for approval by the Governing Board.

The well-established model for curriculum development at the college level includes the following key positions:

- Faculty Initiator
- Department Chair

- Curriculum Development Coordinator
- Curriculum Technician
- District Curriculum Committee Representative
- Dean for Academic Affairs
- Vice President for Academic Affairs
- College Curriculum Committee, composed of department chairs

A comprehensive [Curriculum Procedures Handbook](#), which identifies approved standards and processing procedures as well as applicable forms, is utilized by all colleges in the District.

Curriculum procedures ensure courses and programs are of the highest possible quality and coherence while at the same time enabling each college to pursue its unique vision and to service its individual communities. Under the direction of the Vice President of Academic Affairs, curriculum staff work with faculty to maintain currency in course and program offerings. PC, through the MCCCD, participates in the AZ Transfer Steering Committee, the coordinating body of the statewide articulation and transfer system. The purpose of AZ Transfer is to provide oversight of curricular alignment among Arizona's public secondary and post-secondary educational institutions. The policies and procedures of AZ Transfer ensure new and modified curriculum meet university transfer guidelines; are communicated among the state's postsecondary institutions; and curriculum processes involve appropriate faculty throughout the district.

Phoenix College maintains control and authority over the operation of resources to support student learning. These include academic advisement, career services, counseling, financial aid, a learning commons that offers tutoring and other student support programs, library, and testing services. Students can learn more about these services through the catalog and/or the college website. Additionally, staff in the One Stop Student Services Center will assist students in obtaining the information and materials needed.

Faculty at Phoenix College must meet specific qualifications to teach at the community college level. These qualifications are established by the Maricopa County Community College District for all its colleges and represent minimum standards; those standards can be supplemented by individual disciplines, for both academic and occupational teaching fields. Qualifications include [educational and experience requirements](#) specifically outlined on the web.

High school faculty who meet the District's faculty credentialing standards can teach [Dual Enrollment courses](#). Dual enrollment is addressed in Criterion 3. Dual enrollment classes meet at the high school during the regular school day. Courses are taught using college curriculum and materials. Since students are earning high school and college credit simultaneously, these courses may meet high school and college requirements. High school students can also enroll concurrently in high school and college. Concurrent classes meet at a college site and are not affiliated with any high school. Whether enrolling in a dual credit or concurrent course, students must be admitted and must complete a request to enroll as a student under 18 years of age.

Response to 4.A.5

Eight of Phoenix College's programs are accredited and/or approved by the agencies listed below. These accreditations are maintained by the departments responsible in cooperation with administration of the college.

Paralegal Studies: The American Bar Association (ABA), Standing Committee on Paralegals, 321 N. Clark St., 19th Floor Chicago, IL 60654-7598. The ABA approves paralegal education programs

that meet its Guidelines for the Approval of Paralegal Education Programs. The Guidelines set forth criteria for curriculum, faculty qualifications, program resources, student services, facilities, and library holdings. The Standing Committee has a 30-year history within the ABA. Its mission is to improve the American system of justice by establishing ABA standards for the education of paralegals and by promoting attorneys' professional, effective, and ethical utilization of paralegals.

Dental Hygiene and Dental Assisting: The American Dental Association's Commission on Dental Accreditation, 211 E. Chicago Ave. Chicago, IL 60611-2678. The Commission accredits the Dental Hygiene and Dental Assisting programs offered by Phoenix College. The Commission on Dental Accreditation (CODA) was established in 1975 and 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.

Health Information Management: The Commission on Accreditation for Health Informatics and Information Management Education (CAHIM) 233 N. Michigan Avenue, 21st Floor Chicago, IL 60601-5519. 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, administration and clinical work flow.

Histologic Technology and Medical Laboratory Science: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) 5600 N. River Road, Suite 720 Rosemont, IL 60018 (773) 714-8880 www.naacls.org. 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.

Nursing: The Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326. 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.

Emergency Medical Technology (Paramedic): The Phoenix College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). CAAHEP can be contacted at 1361 Park Street, Clearwater, FL 33756. CoAEMSP can be reached at 8301 Lakeview Parkway, Suite 111-312, Rowlett, TX 7508. As of 2013, the National Registry of Emergency Medical Technicians (NREMT) requires that applicants for certification graduate from an accredited paramedic program.

Response to 4.A.6

Phoenix College regularly assesses indicators outlined in the MCCC [Governing Board Outcomes](#)

[and Metrics](#). Areas examined include University Transfer Education and General Education, Workforce and Economic Development, Developmental Education, and Community Development and Civic and Global Engagement. Reports available for examination by faculty and staff as a part of the assessment process include the following:

- [Course Completions](#)
- [Degree and Certificate Awards](#)
- [Licensure/Certification Rates](#)
- [Transfer Data](#)
- [Student Demographics](#)
- [College Environmental Scan](#)

In addition, Phoenix College conducts Graduate Surveys at the end of spring semester each year. The purpose of the graduate survey is to determine graduates' satisfaction with courses and services and the students' future educational plans. For [spring 2015](#), 504 students participated in the survey. More than half of the respondents (56%) reported their primary objective was transfer to another college or university. An additional 19% indicated their goal was to prepare for the job market. Overall, 84% of students indicated their goal was met and another 15% noted their goal was partially met. A majority of students (75%) are planning to enroll in a college or university within the next year. And 94% indicated Phoenix College fully or mostly prepared them for success in their continued education.

Students completing the survey were generally satisfied with their education and services at Phoenix College. Approximately 89% indicated they were satisfied with their overall experience at Phoenix College and 84% were satisfied with the convenience of courses. Additionally, 81% were satisfied with the quality of instruction, 81% were satisfied with the facilities and equipment, and 81% were satisfied with the registration process.

The [Paralegal Studies Program](#) found and reported in their 2012 ABA report that direct employer surveys were difficult to obtain. In their last employer survey (2006) employers reported general satisfaction with program graduates. The [dental hygiene program](#) experienced similar difficulties with employer surveys. In 2013, 19 students provided employer information. Only one of the five employers responded to the survey. The response was favorable; however, the results are not generalizable.

All occupational programs have identified advisory councils. These councils are comprised of representatives from the appropriate professional field. Committee members provide input into industry standards, emerging trends, skill gaps, curricula development, and other factors impacting student success in a profession. Programs have found advisory committees to be excellent sources for employer feedback. Advisory councils are also discussed in criterion 3.A.1.

Sources

- ast Maricopa Priorities Academic Programs Template 4A1
- ast Maricopa Priorities BehSci 4A1
- ast Maricopa Priorities Overview 4A1
- ast Maricopa Priorities PRIE 4A1
- ast Maricopa Priorities Student Affairs 4A1
- ast Maricopa Priorities Support Programs Services Template 4A1
- ast PRGREV Biosciences 2011-12 4A1
- ast PRGREV Biosciences 2011-12 4A1 (page number 3)

- ast PRGREV CTL 4A1
- ast PRGREV Dental 4A1
- ast PRGREV Library 4A1
- ast PRGREV PC Instructional Template 3A1 4A1
- ast Rubric Dental Assist Professionalism 4A1
- ast SURVEY Employer Dental Hygiene 4A6
- ast SURVEY Employer Paralegal 4A6
- ast SURVEY Graduates 2015 4A6
- ast SURVEY Library 4A1
- pln Env Scan 2015 4A6 4C4 5C45 5D2
- pln Learning College Principles 1A1 1B2 4A1
- pol AR 2.2.4 Credit for Prior Learning 4A2
- pol PC Catalog 2015-16 Part 1 2A 3B 4A3
- pol PC Catalog 2015-16 Part 1 2A 3B 4A3 (page number 22)
- rpt All transfer students 4A6
- rpt DASHBOARD Course Completion 4A6 4C2
- rpt DASHBOARD Degrees & Certificates 4A6 4C2
- rpt DASHBOARD Demographics 4A6 4C2
- rpt Licensure Pass Rate 4A6
- rpt PC Gov Brd Metrics 2015 4A6 4C1 5C123 5D1
- si Faculty Job Qualifications 4A4
- si MCCCCD AGECE 1C 3A1 3B1 4A3
- si MCCCCD AGECE 1C 3A1 3B1 4A3 (page number 3)
- si MCCCCD Curriculum Procedures Handbook 4A4
- si MCCCCD Def & Purpose of Instructional Councils 3A1 4A4
- sps INSTR Paralegal ePortfolio 4A1
- sps PROG Dual Enrollment Course List 3A3 4A4
- sps PROG Dual Enrollment Faculty Min Quals 4A4

4.B - Core Component 4.B

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

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

Argument

Response to 4.B.1

Every course and program at Phoenix College has clearly stated goals for student learning, which are labeled as "competencies," in keeping with the established terminology used by all colleges in the District. These competencies are developed as part of the established curriculum process. As indicated in 3.A.1 and 2 the competencies are reviewed and updated on a regular schedule by discipline-specific faculty Instructional Councils, and publicly available on the [district website](#). Course competencies or objectives are also included in every course [syllabus](#). These are examples of the required elements for [courses](#) and [programs](#).

Phoenix College is a learning-centered institution and has adopted the Learning College philosophy. Assessment of student learning helps answer the question, "How do we know what students are learning, and how well are they learning it?" Assessment of student learning is an integral part of our Learning College and is an ongoing process consisting of five key stages:

- Learning objectives are identified.
- Teaching and learning strategies are selected.
- Evidence of student learning is gathered.
- Evidence of student learning is analyzed and interpreted.
- Decisions are made based on the evidence and changes implemented to improve student learning.

Teaching and learning benefit from student learning assessment. Faculty learns what works and can make changes to instruction accordingly. As faculty share their evidence and analysis of student learning, administrators gain valuable course and program insights which can be used for planning and decision-making. Students receive clear learning expectations, enabling them to become full partners in the learning process.

Over time Phoenix College has revised its model for assessing institution-level student learning outcomes. Since 2003 the College focused on five general education areas. Faculty committees for each area used rubrics or standardized tests to assess samples of student work from faculty who volunteered to participate. The five institution-wide outcomes are:

Critical Thinking - Students will be able to apply critical thinking skills to solve problems, make informed decisions, and interpret events.

Information Literacy - Students will recognize when information is needed, identify appropriate types of information, and locate, evaluate, and use information effectively, ethically, and legally.

Numeracy - Students will use numerical concepts and data effectively.

Oral Presentation - Students will plan and deliver an oral presentation to a target audience at a satisfactory level.

Writing - Students will use writing skills to communicate effectively.

In 2010, as the College worked toward adopting the Learning College philosophy, the assessment process shifted away from a sampling of student work voluntarily contributed by faculty to a more extensive but still faculty-driven department level reporting system retaining the faculty committees for each of the five general education outcomes. Faculty on these committees created rubrics for each outcome providing common ground and consistent scales for scoring a wide variety of faculty-determined assignments. An Assessment Steering Team served as a conduit for the individual committees to report and coordinate with the office of Planning, Research, and Institutional Effectiveness.

As of fall 2014, the assessment leadership structure shifted back to a single committee but with a broader support structure including assessment liaisons for each department. As conduits between the Assessment Committee and department colleagues, liaisons bridge general assessment practices with discipline-specific content. Liaisons assist and support their department chairs in annual reporting of assessment activities.

Response to 4.B.2

In 2011, departments were charged with reviewing courses to create [curriculum maps](#) and identifying general education outcomes congruent with course/program content. Based on that mapping project, every department was asked to develop a [five-year assessment plan](#) to specify the general education outcome to be evaluated by course and timeframe. As living documents, these five year plans undergo revision based on the results of assessment cycles, shifts in course offerings, and changes to faculty staffing. Since spring 2012 an [online in-house data collection system](#) has facilitated faculty entering students' general education rubric scores based on class rosters. The database is cross-referenced with information from the student information system to provide multiple data points for analysis (e.g., demographics, total accumulated credits). These data can provide the basis for faculty assessment reporting as well as for college-wide outcome reports.

The College's participation in the HLC Academy for Assessment of Student Learning, as of fall 2012 has strengthened its assessment processes. With project goals including a more effective use of data, the Academy team has been intent on enhancing the College's assessment data system. The goal is to streamline data management so that faculty time can be optimized for analysis of evidence rather than encumbered by data entry of rubric scores. In spite of multiple unsuccessful attempts at adopting or creating alternative online data collection systems (an objective the Assessment Committee will return to), the team has facilitated some progress. Recent changes include removing restrictions to faculty data entry and opening faculty access to their own raw data and to comparative data submitted by colleagues. Though still cumbersome, use of the database benefits from the support of committee members and liaisons.

In addition to college-wide processes for general education assessment, effective assessment efforts involve individual projects related to student outcomes from other courses and programs. These efforts also benefit from consistent reporting and easy access to past reports. The Assessment Committee developed two, project-specific planning and reporting forms for faculty or departments to document their specific assessment projects. The first form is called the [Project Goals Form](#). It is a short, online form where the faculty member or department identifies a project including learning outcomes and method of evaluation. The second form is called the [Evidence and Analysis Form](#). This is another short, online form that documents the outcomes of the project, including not only data analysis but also a discussion of what steps will be taken as a result of the analysis. These forms will be used for the first time in Spring 2016. Both forms are stored in an accessible online drive where it is then easy to retrieve and review assessment measures, outcomes, and follow-up activities based on the outcomes.

Each year, departments summarize overall department assessment activities using the [Looking at Teaching and Learning Form](#) (ex, [Math](#), [Bioscience](#), [Liberal Arts](#)). Again, the form is easy to complete and store online. Departments use the forms to track changes in student learning, review which changes resulted in improved outcomes, and plan for future activities. In addition, the forms are used when the department completes its Five-Year program review.

The assessment process at PC has excellent faculty support and there is a good understanding of the importance of student learning outcomes, accurate assessment measures, good data collection, and evidence-based practice. One challenge for every institution is how to use and document the use of the information gathered through the assessment process to improve student outcomes. At PC, closing the assessment loop is a major focus of the assessment committee. Through the efforts of the assessment committee and the assessment academy team, there has been extensive faculty development in this area. Department liaisons are trained to help faculty in their areas to plan assessment activities, interpret results, and follow through on their assessment outcomes.

The Academy Assessment Team determined that closing the loop would be the main focus for professional development activities at PC. While many activities involved small workshops and even one-on-one meetings, four notable examples of this agenda follow.

- In February, 2014 all full-time and adjunct faculty were invited to a luncheon and workshop where attendees attended three sessions. The first was an activity that helped people learn to navigate the Canvas Assessment Portal. The portal contains information and resources for every aspect of assessment at PC. The second session was called “What do I do with the data?” in which participants discussed how to interpret the data they collected and then use the information to plan an intervention. The third session was an idea exchange where participants learned some of the ways others used the assessment data to close the loop.
- In August 2014, the Assessment team invited Dr. Robert Mundhenk, Visiting Scholar with the Higher Learning Commission, to deliver the keynote address at our All-Employee Convocation. The presentation called *Who’s responsible for student learning?* compared traditional educational thinking to the current state of increased accountability. Dr. Mundhenk also facilitated a follow-up faculty workshop entitled *Learning about Learning* where participants actively worked on moving to a learning centered paradigm that asserts the iterative nature of teaching and assessment.
- In October 2015, a workshop called [Evidence Loop de Loop: Starting with the End in Mind](#) was offered for all faculty. In this workshop, participants actively worked through a complete assessment cycle for themselves or their department, in which they identified student

learning outcomes, developed measures, and discussed what changes they might consider based on analysis of the measures.

- In January, 2016, a workshop sponsored by the MCCCDC Library Instructional Council, called *Blueprints for Information Literacy: Building on ACRL's Framework* was offered for all faculty. In this workshop participants explored how the new ACRL Framework affects the teaching and learning of information literacy and began to sketch blueprints for incorporating relevant Frames into current information literacy assessment practices.

As the college's Quality Initiative project, PC began participation in the November 2012 HLC Assessment Academy for Student Learning. The QI project, entitled "PC Learns: Assessing General Education Outcomes at Phoenix College," was, and continues to be, the strengthening of five components of our assessment model:

1. General education learning outcomes (critical thinking, writing, oral presentation, information literacy, and numeracy)
2. Department-level assessment plans
3. Data collection
4. Data sharing
5. Evidence-based practice

Department assessment plans have focused on addressing general education outcomes where applicable, though as Academy participation is coming to an end, the QI team is working to ensure that this planning framework can be applied to discipline-specific assessment (at course and/or program levels). Pursuit of streamlined reporting and data collection is ongoing, with attention first to department annual reporting and eventual integration with five-year program reviews.

Ongoing collaboration with the Office of Planning, Research and Institutional Effectiveness continues to produce iterations of reports that have become progressively more meaningful. Hurdles inherent to data collection and sharing prove challenging for evidence-based practice; nevertheless, faculty continue to implement strategies to improve student learning based on their assessment activities (e.g. curricular changes, course revision, revised methodology for course delivery, faculty development, etc.).

In its fourth and final year, the QI project continues to increase awareness of student learning outcomes among faculty, staff, and students. [A canvas course](#) now centralizes assessment information for faculty and staff and provides an easily accessible place for training, information sharing, and assessment resources.

The college-wide assessment plan currently focuses specifically on curricular programs. Co-curricular assessment has not yet been incorporated with general education assessment; rather, some areas conduct their own program-level assessments. The following is a sampling of some of the College's co-curricular programs and their stated goals for student learning and enrichment experiences.

[New Student Orientation](#) originated at Phoenix College in 2009 as a District initiative to increase retention and persistence among new college students. New Student Orientation at Phoenix College is a two-part program. All new-to-college students who plan to complete a degree or transfer to a university are required to attend a group advising and registration program called Bear Trax. During Bear Trax, students learn about the many resources available on campus to help them succeed, learn how to navigate their Student Center on My.maricopa.edu, activate their student Gmail account, search for classes, receive academic advisement and register for classes. Bear Trax sessions are

limited to 18 students and are held multiple times a week during the months leading up to the semester start.

The second part of New Student Orientation is [My College Orientation](#). My College Orientation is a campus-wide program taking place the first Saturday of each semester and focuses on helping students make meaningful connections to the campus in an effort to increase student engagement levels and retention.

A content related quiz and event survey is used to measure learning outcomes and student satisfaction with the orientation programs. The quiz is completed by students during Bear Trax and includes general questions about the college, resources and Student Center usage. [Quiz outcomes](#) for Fall 2015 indicate that students learn between 85-97 percent of the materials presented. The [event survey](#) is completed at the end of each Bear Trax session to provide input to help improve the orientation. For the Fall 2015 orientation, students reported that they had an overall positive experience and a better understanding of college requirements

The purpose of [Phi Theta Kappa](#) (PTK) is to recognize and encourage scholarship among two-year college students. The Rho Pi Chapter at PC maintains a 5 Star (highest) Status. To achieve this status, a chapter must complete a Chapter Project and an Honors in Action project. Each of these projects has defined learning objectives, based on the honors topic for that year or on the goals of PTK: Scholarship, Leadership, Service, and Fellowship. Chapter Projects are submitted and measured with standard rubrics. In 2014, the Rho Pi chapter won a regional award for the best Honors In Action Project, for its project in Health and Medicine.

Response to 4.B.3

Since the early 2000's every academic department has been required to submit a list of assessment activities as part of departmental annual reports to the Vice President of Academic Affairs (VPAA). As of AY2013, departments submit more detailed assessment reports to the Assessment Committee as well as the VPAA. Initially the [report template](#) relied on a standard four column format but as of 2014 the report form solicits more narrative and analysis.

The Committee's evaluation of the assessment process determined a need to improve the communication of data and to expand the support structure for reporting. As of AY2014, department chairs and liaisons are provided with [compilations of data](#) contributed by their faculty in order to save them time and to facilitate more analytical reporting. Also as of AY2014 the assessment data reporting period shifted to a calendar year; that is, reports due in June will document assessment efforts for Spring and Fall of the preceding year. This change allows assessment reporting to stay in keeping with other fiscal year end reports while avoiding the unnecessary and impractical rush to document just-concluded projects between May and June.

Response to 4.B.4

The College's processes and methodology for assessment have evolved over time. Between 2003 and 2011, faculty committees for each college-level student learning outcome collected and evaluated sample student work from faculty volunteering to participate. Those committees each identified and used rubrics or standardized tests (such as ETS' iSkills) for independently assessing student work from classes other than their own.

Based on faculty participation in an HLC Assessment workshop in 2011, the College assessment process shifted to instructors evaluating their own students' work based on common rubrics. The

aggregation of course-based data has optimized overall faculty time committed to assessment and has engaged individual faculty more directly and extensively in assessment activities.

[Faculty-created rubrics](#) for each of the five general education outcomes have been developed over time and allow for a common comparison of scores among otherwise discipline-specific student artifacts. Rubric scores contributed by faculty to PC's assessment database have increased each term since the current data collection system debuted. The database, first used in Spring 2012, helped to increase the number of General Education assessments conducted on campus. The table below summarizes the number of artifacts, the number of departments, and the number of course sections that were contributed to the database.

	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Number of Artifacts	490	580	1328	1777	1324	1463	1424
Number of Departments	8	6	8	10	9	9	11
Number of Sections	30	37	81	107	82	75	87

Applying common rubrics to disparate student work has presented challenges to meaningful college-wide analysis. Nevertheless, department-level use of rubric data has introduced and confirmed the value of acting on evidence to improve student learning. For example, Administration of Justice faculty examined students' [pre/post-test scores](#) on the information literacy rubric and confirmed their hypothesis that participation in library sessions improves the types of sources students select for their research materials. AJS instructors now routinely schedule class research sessions with library faculty.

PC's assessment methodologies reflect good practice by incorporating

- focus on college-wide general education outcomes stemming from MCCC's general education statement;
- flexibility for faculty to determine what assignments or learning activities to examine (pre-post-score comparisons, single-entry, selected components of broader outcomes);
- disaggregation of specific students' performance levels to build a composite picture of student learning separate from course grades;
- cost-effectiveness by basing assessment efforts authentically through course-based assignments and activities rather than paying for standardized tests.

Sources

- ast Assessment dbase example 4B2
- ast Assessment Evidence and Analysis 4B2
- ast Assessment Looking at TL 2014 4B2
- ast Assessment Looking at TL BIO 4B2
- ast Assessment Looking at TL LIBArts 4B2
- ast Assessment Looking at TL MATH 4B2

- ast Assessment LoopdeLoop 4B2
- ast Assessment Project Goals 4B2
- ast Assessment YE 4B2
- ast Canvas Course 4B2
- ast Curriculum Map ie BehSci 4B1
- ast SLO 5 Year Plan Paralegal 4B1
- ast SLO All Rubrics 4B4
- ast SLO Critical Thinking Rubric 3B3 4B1
- ast SLO Information Literacy AJS 4B4
- ast SLO Information Literacy Rubric 3B3 4B1
- ast SLO Numeracy Rubric 4B1
- ast SLO Oral Presentation 4B1
- ast SLO Writing Assessment 4B1
- ast SURVEY Bear Trax Quiz 4B2
- ast SURVEY Bear Trax survey 4B2
- ast Template Annual Results 4B2
- pln Learning College Plan 2-25-15 4B1
- pol AR 3.6 Syllabus Requirements 3C1 4B1
- si MCCCDCurriculum & Transfer Articulation 3A2 4B1
- si MCCCDCurriculum course example 4B1
- si MCCCDCurriculum program example 4B1
- ss BearTrax website 3D123 4B2
- ss CLUBS Phi Theta Kappa 4B2
- ss My College Orientation 4B2

4.C - Core Component 4.C

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

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

Argument

Response to 4.C.1

Phoenix College Completion Agenda:

The American Association of Community Colleges (AACC) and other organizations representing the approximately 1,200 community colleges across the nation pledged to increase college completion rates by 50% by 2020. In response to this Call to Action on College Completion, the Maricopa County Community College Governing Board created policy and mandated benchmarks aligned with Arizona Strategic Vision (V2020) Core Metrics, which are directed at improving completion rates. Specifically, the [Governing Board Metrics](#) focus on Fall-to-Fall Retention, College-level Course Success Rates, Six-year Graduation Rates, Success Rates in Developmental Education Courses, Success Rates in Subsequent Math Courses after Completing Developmental Math, and Success Rates in Subsequent English Courses after Completing Developmental English.

[Phoenix College's Completion Agenda](#) sets specific, attainable goals that require us to be strategic about the delivery of courses, programs, certificates and degrees. The institution affirms the commitment of a need for a dramatic increase in the number of community members with postsecondary degrees and certifications to ultimately fulfill critical city, state, and national goals. With the [Completion Agenda](#) as a national imperative, Phoenix College is meeting the challenge through ensuring our educational offerings are tied to our mission and address the needs of our student population. Focus is on retention, persistence, and student success.

Multiple reports are utilized by faculty and staff as Phoenix College works to meet its goals to retain students to completion. Targeted goals include the following categories:

- Course Success Rate
- Success after Remediation
- Fall-to-Fall Retention Rate

- Degree/Certificate Completion (Graduation) Rate
- Number of AGECS (Arizona General Education Curriculum) Awarded Annually

Enrollment Management Plan: The Enrollment Management Plan for Phoenix College represents the collaborative efforts of the Enrollment Management Committee as well as many constituencies across campus. The four areas that are the focus of Enrollment Management planning are:

- College Strategic Plan
- Governing Board Metrics
- Student Success Initiative (SSI) and Seamless Student Experience (SSE) Initiative
- Focus on Learning

The Enrollment Management Committee defines “enrollment management” as “The systemic approach to recruiting and retaining students for optimal enrollments within the academic and workforce development context of the College.” Working from the premise of this definition, the committee develops student access and retention strategies. These strategies are based on an analysis of enrollment trends and other information that provides a holistic view of our students and the community. The goal of the Enrollment Management Plan is to strengthen existing positive trends and to address challenges. In addressing these challenges, the college works within the constraints of a multiplicity of student goals, accessibility of resources, effective and efficient use of those resources, and providing programs and services responsive to students and the community.

The Enrollment Management Plan complements the College Strategic Plan by:

- Reviewing and projecting enrollments and community need
- Evaluating current programs and services that influence student outcomes, and
- Proposing actions needed to reach enrollment goals.

The specific focus of Enrollment Management in Strategic Planning is on Access to Learning, Pathways to Success, and Effective Learning and Teaching.

Of the Governing Board Metrics previously identified in this section, the Enrollment Management Committee is responsible for addressing Fall-to-Fall Retention and the Six-Year Graduate Rate. Additionally, the District’s Student Success Initiative (SSI) and Seamless Student Experience (SSE) initiative seek to improve access and the implementation of best practices in student retention and achievement. Central to the Focus on Learning, the goals of the Enrollment Management Plan are to build capacity to collect, analyze, share, and utilize relevant data and identify best practices that will drive decision-making and promote continuous improvement.

Student Success and Retention Plan: The Student Success and Retention Plan for Phoenix College, developed by a sub-committee of the Enrollment Management Committee, includes strategies identified in the Noel Levitz 2013 report as practices rated very effective in supporting student completion. These strategies are intended to be intrusive, intentional, and focused on learning and are the outcome of a realistic assessment of recruitment, enrollment, and retention processes central to student success. The goals of the Student Success and Retention Plan include:

- Improving success rates in developmental education
- Improving success rates in college level courses
- Improving first fall to second fall retention rates for new-to-college students

The plan aligns with and supports the goals and metrics outlined by the Maricopa Governing

Board. Specific activities include Summer Bridge Programs, New Student Orientations, Financial Aid Workshops, Student Educational Plan Development and College Success Courses. Definitions for all strategies identified are available in the Student Success and Retention Plan.

The [Retention Strategies](#) outlined in the Retention Plan are the outcome of a realistic assessment of recruitment, enrollment, and retention processes central to student success. These strategies are intended to be intrusive, intentional, and focused on learning. In addition, these strategies are identified in the Noel Levitz 2013 report as practices rated very effective in supporting student completion. Specific activities include Summer Bridge Programs, New Student Orientations, Financial Aid Workshops, Student Educational Plan Development and College Success Courses. Definitions for all strategies identified are available in the Student Success and Retention Plan.

To further enhance the existing efforts to improve retention, PC will be sending a college team to the HLC Persistence and Completion Workshop in February 2016.

Response to 4.C.2

Phoenix College utilizes a number of management information tools to collect and analyze information on student retention, persistence, and completion of its programs. The Planning, Research, and Institutional Effectiveness Office is responsible for ensuring data integrity, providing analytical support for research and assessment initiatives, and developing and maintaining standardized data reports. The following reports are accessible to all faculty and staff and are representative of Phoenix College's work in gathering and reporting data on student retention and completion. The "dashboard" provides a visual snapshot of performance measures and allows for the quick identification of trends. With this information, more informed decisions based on specific data points result.

Dashboard Reports:

The categories of Dashboard Reports include the following:

- [FTSE by Department](#) - includes Day, Evening, and online FTSE, Fall, Spring, and Fiscal Year FTSE, and FTSE by Prefix.
- [Course Completions](#) - includes information by Prefix, by Course, Fall, Spring Enrollments and Completions, and In Person, Hybrid, and Online Enrollments and Completions.
- [Demographics](#) - includes gender, ethnicity, age, and attendance status information on all students, new students, minority male students by fall and spring semesters.
- [Degrees & Certificates](#) - includes award information by program and college for a five-year period.
- [Governing Board Metrics](#) - includes key performance indicators, completion agenda, and performance based funding

Response to 4.C.3

Phoenix College is focused on student success in our educational programs and through our student support services. Examples of programs supporting the completion agenda and tie to the Governing Board's Goals and Metrics, as well as the College's Student Success and Retention Plan, are the Reach/Trio Program, Achieving a College Education (ACE), the Developmental Education Program, and the Minority Male Initiative, which are discussed below. Other examples of co-curricular activities that support student success and completion are discussed in 4.B.1.

Developmental Education at Phoenix College is a highly coordinated and decentralized program. Components of the program are:

- Strengthening Faculty and Staff Development,
- Coordinating and Strengthening College-Wide Access to Student Services,
- Aligning and Expanding the Developmental Education and Gateway Course Curricula,
- Developing and Implementing Extensive Pre-entrance Outreach Strategies, and
- Utilizing a Systematic Assessment and Evaluation System.

Male Empowerment Network (Minority Male Initiative): The Male Empowerment Network connects minority male students with academic and professional support resources and services. The M.E.N program provides a variety of activities, presentations, and workshops for participants focused on student success, career exploration, and student and civic engagement. A mentoring component will be added to this program to promote academic and personal success as well as job exploration and readiness through internships and shadowing opportunities. In fall 2013 the first cohort of M.E.N. students (17) had a higher completion and success rate than other minority males during the same time period. M.E.N students had a completion rate of 89% and a success rate of 85% compared with other minority males having a completion rate of 80% and success rate of 67%.

The **REACH/TRiO program** at Phoenix College serves as a resource and voice for first generation, low-income students and students with disabilities at Phoenix College. [Between 2010 and 2013](#) 75% of all participants (188 of 250 total) served by the REACH/Trio grant program persisted Fall to Fall semester or graduated and/or transferred from Phoenix College to a 4-year institution during the academic year. Students who received services had a higher GPA (3.33) than students who were eligible and did not receive services. The Reach/TRiO has not been renewed as of September 2015.

The **Achieving a College Education (ACE)** program is a nationally recognized program designed to reduce dropouts among at-risk high school students and transition students to college. Since 2004, the program at Phoenix College has served over 865 students who may not otherwise have attained a college education. The three main goals are to increase the number of students graduating from high school (86% and rising), increase the number of students continuing on to college (79%), and increase the number of students earning a degree or certificate (13%). The ACE program at Phoenix College has proven successful in motivating underrepresented, minority (>80%), and first generation students. For the past three years the ACE program consistently had a 98% completion rate with a success rate ranging from 94-97% for the students' first year in the program. As noted in the [ACE 2015 report](#), 199 PC ACE students have earned one or more certificates or degrees to date, this included 96 bachelor's and 7 master's degrees.

Response to 4.C.4

The processes and methodologies used at Phoenix College for collecting and analyzing information are numerous. Among the reports utilized by faculty, administration, and staff are:

- **Highpoint Report:** Provides Total FTSE by Prefix (comparison of Fall to Fall), FTSE Trend by Prefix (5-year trend report by prefix for Fall to Fall), and Hybrid and Online number of sections, enrollment and FTSE.
- **NCCBP Report: The National Community College Benchmark Project** collects data from community colleges across the nation and allows the colleges to compare with other similar colleges. Many of the measures are used in the Enrollment Management Plan and Strategic Plan.
- **45th Day Reports:** This is an analysis of 45th day enrollment data for Phoenix College. Data

comparisons are made between fall and fall. Information was gathered from multiple sources including the Institutional Research Information System (IRIS). The 45th day “snapshot” includes basic and short-term FTSE. This means that FTSE and headcount are calculated based on the sections active and students enrolled at the time of the 45th day.

- **Environmental Scan:** This provides a broad range of information enabling decision-makers to understand current and potential trends so strategic directions and goals can be established. The topics included in this report are Education, Economy, Workforce, Census Data, Governing Board Metrics, Assessments, Noel Levitz Survey, Sources, Fast Facts and Trends.
- **Year-End Report:** This report examines FTSE generated by our college. The specific reports included are as follows: FTSE by Year and Term Fiscal Year Trend; Fiscal Year FTSE by Prefix (Day and Evening); and Fiscal Year FTSE by Prefix.
- **Transfer:** These reports ([All Student Transfer](#), [New Student Transfer](#), and [Degrees Earned](#)) provide data on students who transfer to a university, as well as the number of students enrolled in a university with 12 or more transfer credits from our college.
- **Staffing Report:** This report provides the residential faculty load hours, adjunct faculty load hours, instructor load hours, the 60:40 teaching load (FTE) and FTSE by year.

Sources

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- pln Retention Plan 4C1 5D2
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- rpt 45 Day Report Fall 2015 4C4 5C45
- rpt All transfer students 2008-2014 4C4
- rpt DASHBOARD Completion Agenda 4C1
- rpt DASHBOARD Course Completion 4A6 4C2
- rpt DASHBOARD Degrees & Certificates 4A6 4C2
- rpt DASHBOARD Demographics 4A6 4C2
- rpt DASHBOARD FTSE Dept 4C2
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- rpt Fall 2015 HP 4C4
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- rpt PC Gov Brd Metrics 2015 4A6 4C1 5C123 5D1
- rpt Staffing Fall15 term FTSE 4C4 5A1
- rpt Year End Report 2015 4C4
- sps PROG Reach TRiO 2014 data 4C3

4.S - Criterion 4 - Summary

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

Summary

In keeping with its mission PC is committed to quality educational programs and services. In support of these efforts, PC maintains a practice of regular program review for both academic and workforce programs. The program review utilizes standard formats to ensure evaluation is systematic and complete. During the AY 2013-14, every program and service undertook a comprehensive review as part of the Maricopa Priorities Initiative, providing an opportunity to evaluate programs and services throughout the institution and the district.

All credits, whether transfer, experiential learning, or by examination must be evaluated based on the policies set forth in the catalog, further ensuring that the programs and degrees awarded are of consistent, high quality. Faculty qualifications and course learning objectives are clearly stated and are consistent across all modalities and locations of instruction. PC has recently completed a re-evaluation of all current faculty credentials and has participated in the revision of minimum qualifications in keeping with the latest HLC assumed practices. Appropriate specialized accreditations are maintained for specialized programs including Nursing, Dental, Emergency Medical Technician, Health Management, Laboratory Sciences, and Paralegal Programs.

There is a culture of assessment at PC which includes standard, clearly stated learning outcomes for all courses and programs. The learning outcomes provide the basis for a robust program of outcomes assessment that includes course, program, and general education levels of analysis. Assessment practices and outcomes are embedded in department annual reports and program evaluations. PC's Quality Initiative project included participation in the Assessment Academy. Through participation in the Academy, PC has strengthened the assessment of general education outcomes, as well as promoted more college-wide focus on assessment for program improvement. Processes and methods for assessment reflect good practice and include qualitative and quantitative measures.

Persistence and completion are integral components of student success. PC has a well-documented completion agenda based on the latest national trends and needs of the local community. The college's Enrollment Management Committee uses the Strategic Plan, Governing Board Metrics, Student Success Initiatives, and Learning College principles to coordinate and evaluate the completion and success agenda for PC. Faculty and staff have easy access to many standard reports that can be used to improve student success. The Planning Research and Institutional Effectiveness office also works with individuals or departments to provide assistance with research projects or more in-depth data collection, further ensuring good practice in collecting and analyzing student information.

Sources

There are no sources.

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.

Argument

Response to 5.A.1

Fiscal Resources

The [budget](#) for the Maricopa County Community College District (District) as a whole is developed by the Chancellor in consultation with the office of the Vice-Chancellor of Business Services along with input from the Financial Advisory Committee (FAC). Traditionally, funding for the District comes from three primary sources: county property tax, tuition, and state aid. Tuition rates and property tax levy rates are set by the District's Governing Board each year. Effective July 1, 2015, the Arizona Legislature eliminated all state funding for the Maricopa Community Colleges. With the loss of all state aid, the District has compensated by reducing expenses and by modest increases in tuition and property tax rates. For FY 15-16, tuition is \$84/credit hour and the cost of full-time attendance remains lower than the Public 2-year Average within western state institutions ([WICHE Region average](#)).

Phoenix College, as one of the Maricopa County Community Colleges, has an operational budget set by the District's Governing Board based on a student-equivalence formula. For FY 2015-16, Phoenix College's total operational budget was \$58.8 million, of which \$35.7 million was dedicated to instruction and academic support. Phoenix College has consistently achieved a balanced budget and met the necessary funding reductions through careful, collaborative budgeting plans developed with the Budget Review Committee (BRC) and the implementation of a new Budget Allocation Model based on partial zero-based budgeting, as discuss below in section 5.A.2.

Despite the economic challenges of the last several years, Phoenix College has maintained a balanced, stable budget that allows it to support its educational programs. The college's current Budget Allocation Model provides for periodic review of all discretionary accounts to eliminate, allocate based on demonstrated need, or allocate based on a competitive, funds-available basis. The college proactively engaged in cost-saving measures over the last several years, including reallocation of funds from many discretionary, non-academic areas to support the educational programs. For example, in 2010, the college saved approximately \$350,000 by reducing, eliminating, or reallocating discretionary spending. Other cost-saving measures include:

- changed operating hours of some service areas to reflect actual student traffic patterns
- established maximum and minimum thermostat settings in college facilities
- eliminated Sunday classes
- altered fleet maintenance schedules
- increased outsourcing of custodial services

The college has a [Master Plan](#) which provides the framework for capital improvement funded by the \$951 million [bond initiative approved in 2004](#). Discussions are underway to explore the next bond program.

Through its capital bond allocations, the College has completed, or is in the process of completing, several projects:

- Purchase and remodel of a new building for the Nursing Program;
- remodel of the Bulpitt Auditorium;
- construction of a new Fine Arts building and a new Maintenance building;
- expansion and remodeling of the Hannelly Center to create a One Stop student services center
- remodel of the Learning Commons;
- construction of a parking garage;
- purchase and remodel of a new building for the Dental and other Allied Health programs; and,
- remodel of "C" Building for the Chemistry and other Physical Sciences programs.

Human Resources

Phoenix College is supported in its mission by 400 dedicated full time employees. The table below depicts the number of budgeted employees in each of the major employee groups.

Employee Class	PC 2015
Chancellor's Executive Council	1
Management, Admin, Technology	62
Faculty Instructional	131
Faculty Service	13
Professional Staff	125
Maintenance & Operations	24
College Safety	4

Crafts	7
Athletic Specialist	10
Specially Funded	13
Short Term Faculty	3
Short Term Staff	7
Totals	400

The Maricopa County Community College District is committed to achieving a full-time/adjunct faculty staffing ratio of 60:40 based on load hours of instruction, as called for by the [Residential Faculty Policies \(RFP section 5.2.2\)](#). As of Fall 2015, Phoenix College had the resources to support a [ratio of 42:58](#) of residential faculty to adjunct faculty.

Physical Infrastructure

The College maintains well-equipped classrooms and student service facilities in the 22 buildings on its 55 acre main campus, as well as its three off-site locations. All aspects of the physical plant are managed by a Director of Facilities with a staff skilled in specific crafts and trades. Custodial and maintenance operations are conducted by a combination of full-time employees and contractors. This mix of staffing provides flexibility and efficiency while still ensuring dependable, quality service to ensure a positive learning environment. The College has completed, or is in the process of completing, major capital projects that are part of its master plan funded through capital bonding projects previously noted under Fiscal Resources in this section

As the District progresses with its planning for a future capital bond, Phoenix College will update its master plan to reflect its priorities for construction, renovation, and remodeling of its facilities. An interactive [map of the institution](#) is available on the Phoenix College website.

Technological Infrastructure

The technological infrastructure is managed by the Dean of Information Technology, who oversees the Information Technology (IT) Department. The department's [personnel](#) work in one of four areas (Computer Operations, Media Services, Help Desk, and Technical Support) with the specific skills needed to support the different technical assets on campus. The IT department supports the instructional mission of the college through management of the college networks, computer labs, custom programming needs, database support, employee desktop computer support, and classroom technology.

The IT department designs, builds, and supports standardized classroom technology in every instructional space, thereby facilitating the ease of its use. Each classroom at Phoenix College is equipped with the following technology to support teaching and learning:

- Internet access (for instructors and students),
- a projector and screen or large LCD display,
- computer,
- preview display (on the instructor station),
- DVD or BluRay player,
- document camera,

- sound system,
- laptop connections and other inputs (for student presentations or guest speakers),
- an intercom built into the instructor station for quick access to both technical support and the Public Safety office, and
- a sophisticated control system to tie it all together and make it easy to use.

Optionally, some rooms are equipped with multiple screens, interactive whiteboards, lecture capture equipment, audience response technologies, web cameras, interactive displays and/or video conferencing technology.

In addition to supporting learning spaces, the IT department supports other important college functions in a variety of ways, including the addition of many technology-enhanced meeting spaces. These spaces include computers, laptop inputs, large LCD displays, and advanced sound systems. Technology is also supported at large student gatherings in common outdoor areas. The recent remodel of the historic Bulpitt Auditorium includes innovative technology, enhancing the presentation of student and community events.

The department also supports universal wireless access across the main campus and offsite locations making college and internet access seamlessly available anytime, anywhere. In the summer of 2011, the college began installing more than 250 access points that now blanket the college with wireless access covering virtually all indoor and outdoor spaces. The current state-of-the-art system is fast and reliable; it allows the college to maintain security while providing convenient access to students, faculty, staff and guests. The IT department also maintains redundant data centers with backup generator capability, helping to increase the reliability of digital assets. Technical assistance is available to students and staff 24x7 through either college employees or a contract helpdesk service.

The Campus Technology Committee (CTC), which is co-chaired by the Dean of Information Technology and a faculty member, monitors the approved [Campus Technology Plan](#). That plan identifies technological priorities for the college, including replacement schedules for hardware, software licensing, and service levels. The Dean of Information Technology and other members of the CTC serve on the college's E-learning committee, so the work of each group is coordinated.

Response to 5.A.2

The budget available for the college is set each year by the District based on an enrollment formula. If enrollment for a given year falls below projected levels, then a per-enrollment based amount is deducted from the budget in the next allocation cycle to reflect the lower enrollment. Similarly, if enrollment exceeds budget amounts, funding is increased on the same basis during the next cycle. The college's operational budget is developed by the college's Leadership Team. Through [integrated planning processes](#) including strategic planning, enrollment management planning, and technology planning priorities are identified in advance of budget development and before capital allocations are determined by the Budget Review Committee.

The majority of the [college budget](#) is comprised of fixed costs, primarily employee salaries. At the college level, these costs can only be controlled through not filling vacant positions. Absent attrition or a mandated reduction in force that would be conducted pursuant to employee policy manuals, the institution has little control over this portion of the budget. In those areas of discretionary spending, the Budget Review Committee developed a Budget Allocation Model using partial zero-based budgeting to allocate funds. Through this process, certain funds, such as those for supplies, are allocated to areas based on a rolling three-year average of actual expenditures. Other funds, such as those for travel and part-time wages, are consolidated under the respective vice-presidents and are

allocated based on demonstrated need.

Capital funds are allocated based on both the approved capital bond master plan and through the Budget Review Committee. Each year, the Leadership Team identifies the capital funds available for projects outside of the master plan, such as replacement equipment for educational programs and instructional space remodeling. All areas of the institution submit proposals for those funds. Those [proposals](#) are then evaluated by the Budget Review Committee based on published criteria. The Budget Review Committee makes recommendations to the Phoenix College Leadership Council, whose recommendations are reviewed by the Leadership Team to ensure resource expenditures are aligned with college priorities.

Response to 5.A.3

The mission of Phoenix College is to provide our diverse community with student-centered teaching and learning experiences to inspire the lifelong pursuit of educational, professional, and personal goals. The goals incorporated into that mission statement are integral to, and reflective of, the inherent educational mission of the college: University Transfer Education; General Education; Workforce Development; Developmental Education; English as a Second Language; Continuing and Community Education; Community Partnerships; Student Support Services; Civic Responsibility; and, Global Engagement.

The institution’s budget reflects its support for these goals through its emphasis on [instruction, academic support, and student services](#).

Phoenix College General Fund Adopted Budget FY 2015-2016

Instruction	\$28 Million	47.7%
Academic Support	7 Million	12.6%
Administration	3 Million	5.8%
Student Services	7 Million	12.0%
Operations/Maintenance	7 Million	12.1%
General Institutional	4 Million	7.3%
Public Service	180 Thousand	.3%
Scholarships	2 Million	2.3%

Total General Fund for FY 2015-2016 is \$58,8 Million

Phoenix College aligns its resources in support of these goals. The curriculum provides a rich offering of general education courses and transfer pathways to four-year degree programs. The institution supports its workforce programs, as evidenced by its investment in up-to-date facilities for programs such as nursing, dental, health care, and paralegal studies. The college is committed to innovative and effective developmental education and has assigned a coordinator, along with resources to the program. The Math, English, and Reading departments collaborate to provide multiple options for students to achieve college readiness, including offering no-cost MOOCs and modularized learning. English as a Second Language is coordinated by a faculty member and is

provided resources to support that community. The college supports its community partnerships with engagement through such programs as the [Raul Castro Institute](#), Degree Phoenix, the [President's Advisory Council](#), and the [Alumni Association](#).

The institution has invested heavily in improving student support services by expanding and remodeling the Hannelly Center to become a [One Stop Center](#) for admissions, records, advising, testing, counseling, financial aid, disability services, and the cashiers. The Student Affairs Division has been reorganized to provide more oversight and cross-functional training of employees.

Response to 5.A.4

As discussed in criterion 3.C, full-time and adjunct faculty must meet teaching qualifications set for their discipline. Management, administrative, technical, and support staff have documented [job descriptions](#) containing the minimum qualifications.

The hiring procedure at the institution is supervised by the Employee Services Manager to ensure [all positions](#) are hired according to District policy and in accordance with all applicable laws and regulations. Each position is hired through a committee comprised of diverse employees with knowledge in critical areas. The hiring committee makes recommendations to the College President who then conducts additional interviews and makes the final hiring decision.

All [new employees](#) receive orientation and “on-board” training through the District office. Ongoing employee training and development is offered at the institution through the Center for Teaching and Learning and Employee Services. In addition, eligible employees may qualify to receive funding each year to attend professional development activities specific to their job role or career development.

Response to 5.A.5

Discretionary aspects of Phoenix College's annual budget are appropriated based on a budget allocation model, developed through the college's Budget Review Committee. In addition, the Leadership Team provides institutional allocations based on additional resources received. Budget allocations are made in alignment with the college's strategic plan, mission, vision and values.

The office of [Business Services](#) monitors all transactions that flow through the online accounting Financial Management System. All purchase requests are reviewed against current availability of funding and must be approved by the college financial office. In addition, a set of financial statements are prepared each month to further review spending levels. Such statements are reviewed by Administrative Services. Also, comparisons are made to the same period from the previous fiscal year. Any unusual transactions or account balances are discussed, with a follow up discussion (or action) with the department/individual responsible for the part of the budget that contains unusual activity.

Stewardship is one of PC's values as evidenced by balanced budgets and sound fiscal practices. Purchasing policies are established by the District office and facilitated by the college's office of Business Services. All purchases, no matter where or how originated, follow the same process. An approval process in the college's financial computer system allows each purchase request to follow the proper approval process. Policies are in place to ensure proper steps are followed in the purchasing process. These policies are coordinated through the District office, in collaboration with the college's office of Business Services.

The college community receives information about the budget. Campus budget forums are held on an annual basis. At these forums, an update on the operational funding, including base budget adjustments and considerations for the future is presented. Typically forums include presentation from the district office, college leadership, and BRC. In Fall 2015, district Vice Chancellor for Business Services and the Vice President of Administrative Services provided an update on the budget for the State, the Maricopa Community College District, and Phoenix College.

Sources

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- pln Budget Request example BehSci 5A2
- pln Committee Org Chart 5B2
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- ss One-stop Enrollment Ctr 1A2 3D123 5A3
- st New Employee Information web 5A4

5.B - Core Component 5.B

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

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

Argument

Response to 5.B.1

The governing board is knowledgeable about the institution; it provides oversight for the College's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

As stated on the [Governing Board website](#), the purpose of the Board, on behalf of the residents of Maricopa County, is to ensure that the Maricopa County Community College District a) achieves appropriate results for the community (as specified in Board Outcomes Policies), and b) avoids unacceptable outcomes and situations, with a strategic perspective through a continually improved commitment to its vision, mission, and values.

The Maricopa County Community Colleges, including Phoenix College are governed by an elected Governing Board currently made up of seven persons, five elected from [geographical districts](#) within Maricopa County, and two at-large positions representing the entire county.

Board members routinely meet on the second and fourth Tuesdays of each month to direct the activities of the District under powers given them pursuant to [Arizona Revised Statutes \(ARS\) §15-1444](#). [Public notices](#) of board meetings are posted outside the Governing Board Room located on the second floor of the District Support Services Center. They are also posted on the Governing Board website under menu option Legal Notices.

Notice of [agenda](#) and [minutes](#) are sent to all employees by email and details are posted on the Governing Board website. Previous board meetings can be viewed on the District's local cable channel, MCTV, and through archives on its website.

Regular Board Meetings have a consistent agenda including Reports; Emeritus, Awards, and Recognitions; Citizens Interim (the Board sets aside a portion of each agenda to hear from citizens on items of general concern). In compliance with the Open Meeting Law, the Board does not discuss nor take action on general issues raised during this portion of the meeting agenda. When necessary, these will be taken under advisement and placed on a subsequent agenda and Action Items.

The Governing Board receives ongoing monitoring reports such as the monthly [BURN report](#), annual

[Outcomes Monitoring Report](#), and quarterly [General Obligation Bond Reports](#). Governing Board members receive training on ethics, interest-based negotiation, and other topics of interest such as faculty staffing ratios. In addition, new board members receive orientation on the following:

- Open Meeting Law
- Conflict of Interest
- Policy Governance
- Maricopa Governance
- MCCCCD Policy Review

Response to 5.B.2

Phoenix College 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.

Smooth operations during periods of leadership transitions are a hallmark of an effective institution. MCCCCD and PC are experiencing a period of leadership change. In Spring 2015, the President of PC retired. In Spring 2016, the Chancellor of MCCCCD announced his retirement. Because of the policies and practices in place to inform and engage its various constituencies, PC is operating smoothly during this period of significant transitions of higher level administrators. Leadership at PC is found at many levels and decision making includes the voices from these groups. This leadership change did not disrupt the day-to-day operations of the college. With the retirement of the PC president, the Chancellor appointed the Vice-President for Student Affairs as Interim President and established a presidential search process. Members from all college groups, district personnel, and community members were represented in this process. In January 2016, PC held a day of forums in which the three finalists met with the college community as well as the public. Using feedback forms, recommendations from all these constituencies, including his own interviews with the candidates and input from the Chancellor's Executive Council, the Chancellor concluded that no clear candidate emerged as the best fit for Phoenix College. He determined that a new search be undertaken by the new Chancellor.

The president, administration, and faculty of Phoenix College are jointly committed to the practice and value of shared governance. This is demonstrated most clearly through the well defined [committee structure](#) which is comprised of academic and college level committees. Academic committees are staffed mainly with faculty, who are the only voting members. Other individuals may sit on these committees and serve as resource members. College level committees are comprised of all employee groups and all are voting members of those committees.

One change in the leadership committee structure implemented by the Interim president was the reorganization of what was called the President’s Executive Team (PET). Under the former president, PET consisted of the Vice Presidents of Administrative Services, Academic Affairs and Student Affairs. PET met weekly for two hours. The faculty senate president and president elect would be invited twice a month for an hour during the PET meeting. The interim President has changed that structure to include the vice presidents, deans, the faculty senate president, and president-elect. Renamed as the Leadership Team, this group meets weekly, is more representative of the campus, and is more in line with a shared governance model desired by all involved.

Major standing committees and their members are tracked through a [committee assignment list](#) maintained by the Vice President of Academic Affairs. The committee structure ensures representatives from all employee groups sit on each committee, especially decision-making

committees such as the Phoenix College Leadership Council (PCLC), Budget Review Committee (BRC), Strategic Planning, and Developmental Education. The committee member selection process is conducted by the faculty senate president and the Vice President of Academic Affairs. Employees can volunteer to serve on the committees. Every committee has a faculty co-chair and submits a [Blueprint](#) (e.g., [Learning College](#), [Developmental Education](#), [Curriculum](#), [BRC](#), [PCLC](#), [Strategic Planning](#)) at the beginning of the academic year and a [Year End Reporting Template](#) (e.g., [Developmental Education](#), [Curriculum](#), [BRC](#), [Strategic Planning](#), [PCLC](#)) at the end of the academic year. The Budget Review Committee (BRC) has a [Charter](#), which the Faculty Senate approves.

Student voices are valued through the inclusion of student representatives on PCLC, the college leadership committee. As part of the Maricopa Priorities process students served on the college steering committee. PC has a strong Student Life and Leadership program offering student opportunities to engage in college leadership activities.

Transparent communication is important at Phoenix College. An all-employee convocation is held at the beginning of every semester to welcome new employees, recognize employee achievements, and reaffirm our commitment to advancing our mission and vision. At each convocation the college priorities are reviewed.

Another way of engaging constituents is through a weekly electronic newsletter called "[Bear Essentials](#)." The President sends out this weekly communication that includes campus news, recognitions, new employee welcomes, upcoming events, and reminders.

Response to 5.B.3

Effective college structures ensure academic requirements, policy, and processes are developed in collaboration with administration, faculty, staff, and students. Department chairs play a critical role determination of academic matters. For example, department chairs are responsible for:

- determining faculty qualifications
- handling student academic complaints
- evaluating department faculty
- hiring adjunct faculty
- scheduling classes
- facilitating curriculum development

The [college plan](#) standardizes the selection, roles and responsibilities, and evaluation of department chairs and program directors, in keeping with shared governance principles.

Staff employee groups have representation for collaborative policy discussion, changes to the policy manuals, and professional growth opportunities. Each employee group sets a meeting schedule with their respective group membership and meets monthly with the President. The policy group presidents serve on the college leadership council and other college wide committees. Efforts are underway to merge non-faculty employee groups into one Maricopa workforce.

The Student Leadership Council (SLC) is the official student government organization on campus ([Student Governance 2.5.5](#)) The SLC represents student interests and concerns and promotes student involvement in school sponsored events, clubs, forums, athletics, and honor societies. SLC provides an opportunity for students to develop and demonstrate leadership skills and work on issues that impact the student body. Two student representatives who are selected executives from the SLC have a voice on the Phoenix College Leadership Council (PCLC).

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- res GovBrd Notice of Public Meetings web 5B1
- res GovBrd web 5B1
- res Map Geographical Districts 5B1
- rpt Gen Obligation Bonds 5B1
- rpt GovBrd BURN 10272015 5B1
- rpt GovBrd Monitoring rpt 2014 5B1

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

Response to 5.C.1, 5.C.2, and 5.C.3

Phoenix College's mission documents guide its operations as demonstrated by the planning processes engaged in by the Leadership Team, the Budget Review Committee, the Phoenix College Leadership Council, the Strategic Planning Committee, the College Technology Committee, the Enrollment Management Committee and the instructional, service, and administrative departments. Phoenix College requires alignment with and support for the college's [Vision, Mission, Core Values](#) and [Strategic Goals](#). As can be seen in the college's budget allocations by function, 74% of the [college's operating budget](#) is allocated to instruction, academic support, student services, and scholarships.

Phoenix College's planning and budgeting processes are data driven and inclusive of information from outcomes assessment of student learning and evaluation of operations. Evaluation of operations occurs through a variety of activities that include the following:

- College Strategic Plan
- Governing Board Outcomes
- Program Review for Instructional Areas
- Environmental Scanning and Enrollment Forecasts
- Noel-Levitz Student Satisfaction Surveys
- Community College Survey of Student Engagement (CCSSE)
- National Community College Benchmark Project (NCCBP)

Information and data are shared or linked through a variety of methods, including regular strategic plan review meetings, Leadership Team meetings, Phoenix College Leadership Council meetings, Enrollment Management meetings, Budget Review Committee meetings, and Faculty Senate meetings. With respect to student outcomes assessment, a faculty-driven committee leads the assessment process with a representative from the PRIE office serving as a resource. This facilitates the use of student assessment data in college planning processes.

Each of the college's [Strategic Goals](#) has a set of metrics or key performance indicators that help gauge performance towards accomplishing them. Several of the indicators are from the [CCSSE](#), [Noel-](#)

[Levitz](#), and national benchmarks such as [NCCBP](#). Also, the District's Governing Board Outcomes are utilized as a framework for assessing the College's operations. Each year, Phoenix College completes monitoring reports on [planning efforts and outcomes](#) that includes a review of the District's Governing Board Outcomes and related strategies for improving institutional performance.

At the strategic level, priorities are set that encompass the entire institution. For example, the Strategic Planning Committee consists of faculty and staff representative of all employee groups and the many areas of the college, while the Budget Review Committee consists mainly of faculty and also includes employee group leaders. The college's President's Advisory Council consists of community leaders and partners who are regularly engaged in feedback sessions related to the future direction of the college. All career and technical related programs develop and consistently work with industry specific community advisory groups to gather input as to the future direction of programs. Other community related departments and initiatives also engage community and student advisory groups to the same end.

Response to 5.C.4 and 5.C.5

Multiple sources of information are utilized to inform our collective understanding of our current and anticipated capacity. Enrollment monitoring reports are reviewed frequently by the Leadership Team, the Phoenix College Leadership Council, the Strategic Planning Committee, and the Enrollment Management Committee. As potential fluctuations in revenue and enrollment are anticipated, scenario based budgeting and planning is conducted and operations are then shifted accordingly. The college's Budget Review Committee regularly reviews budget allocations and makes recommendations to realign those budget allocations to meet short- and long-term planning needs and any changes to institutional plans. In addition, the College is supported by the District's Business Services Office, which provides budget analysis and forecast services and which is engaged at the state level in anticipating and planning for funding changes. These continual revisions to forecasts ultimately inform a final planning and budget package for each subsequent fiscal year.

As a member of the Society for College and University Planning, Phoenix College is provided with information and tools to help assist our planning efforts and assess trends affecting higher education. In addition, [environmental scans](#) consider historical, current, and emerging trends in the internal and external environment at the local, regional, national, and global levels. The desired outcomes of our environmental scans include: detecting scientific, technical, economic, social, and political trends and events important to the institution, defining the potential threats, opportunities, or changes for the institution implied by those trends and events, promoting a future orientation in the thinking of management and staff, alerting administration, faculty, and staff to trends that are converging, diverging, speeding up, slowing down, or interacting.

Examples of the College's planning and response in this area includes the enhancement of its "hard-wired" and wireless networks to accommodate increased technological applications; introduction and support of STEM-related programming, and; review of demographic patterns that affect enrollment, such as historic birthrate trends that impact the number of people entering the K-12 system that could potentially enroll at the college, as well as the [high-school graduation rates](#) from our feeder high school districts.

Sources

- ast SURVEY CCSSE 2014 5C123 5D2
- ast SURVEY NoelLevitz Sp13 5C123 5D2

- pln Env Scan 2015 4A6 4C4 5C45 5D2
- pln Strategic Plan Overview 1A3 5C123 5D2
- pln Strategic Plan with Metrics 042115 5C123
- pln Vision, Mission & Values 1A1 1B1 1C 3B1 5C123
- rpt 45 Day Report Fall 2015 4C4 5C45
- rpt 45 Day Report Fall 2015 4C4 5C45 (page number 9)
- rpt Budget-adopted FY5-16 1D2 5C123
- rpt Budget-adopted FY5-16 1D2 5C123 (page number 29)
- rpt NCCBP 2014 3C1 4C4 5C123 5D2
- rpt PC Gov Brd Metrics 2015 4A6 4C1 5C123 5D1
- rpt Strategic Plan to Gov Brd 2C1 5C123

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

Response to 5.D.1

The [Planning Research and Institutional Effectiveness Office \(PRIE\)](#) provides evaluative information and analysis to document college institutional effectiveness. A data page ([STATS](#)) was created for easy, open access to primary users. Employees can access standard reports, survey results, dashboards, presentations, and links to other resources that can be used for writing annual reports, creating college plans, tracking data trends, and departmental changes. PRIE ensures data integrity and security by using a sign in process to access the data and by cross-checking with other sources of data for verification. PRIE is responsible for evaluating institutional effectiveness and student success at the college-wide level. Since the last accreditation, student success measures have been integrated into the [governing board metrics](#). These metrics are used as the college's key performance measures for the annual reports to the Governing Board and the community members. These measures are also incorporated into the strategic planning process which forms the basis for all other planning documents.

Response to 5.D.2

The information provided by PRIE is used to develop college plans such as the [Strategic Plan](#), [Enrollment Management Plan](#), [Retention Plan](#), annual department reports, staffing requests, and decision making at all college levels. For instance, the [environmental scan](#) provides current information about emerging jobs and technologies that prompt development of potential programs. The end-of-semester course surveys are used by faculty to make improvements in their courses and programs. Nationally normed surveys such as the CCSSE and Noel Levitz surveys are used to improve the overall student experience. Surveys are also administered at college events, such as, employee convocations and [new student orientation](#). Dashboards and scorecards were developed to provide easy access data for program review and the Maricopa Priorities Initiative.

As a learning college, the focus is on student success where every decision is made to improve and support learning. The college compares its institutional effectiveness measures through benchmarking. Each year the college participates in The [National Community College Benchmark Project](#) which allows colleges to compare themselves with other similar colleges. Every three years the college participates in [Noel Levitz Student Satisfaction Inventory](#), [Community College Survey of Student Engagement \(CCSSE\)](#), and [Survey of Entering Student Engagement \(SENSE\)](#). These measures are used to help structure the strategic plan and provide direction for the Enrollment Management Plan and other college and department initiatives.

The results of Noel Levitz survey provided justification for the building of a One Stop Center and a parking garage. The CCSSE results showed that Phoenix College students indicated greater external

commitments than students at other large colleges. For example, Phoenix College students are more likely to work 21 or more hours per week and to spend more time caring for dependents than other students at other large colleges. The College renovated buildings to provide students a place to study and developed programs and expanded our online offerings in response to student needs. The SENSE survey results led to the implementation of a Q-less system, an increase in the number of Financial Aid workshops, and mandatory advisement for new-to-college students.

Sources

- ast SURVEY BearTrax blank 4B2 5D2
- ast SURVEY CCSSE 2014 5C123 5D2
- ast SURVEY NoelLevitz Sp13 5C123 5D2
- ast SURVEY SENSE 2015 5D2
- pln Enrollment Mgt Plan 2014-2017 3D123 4C1 5D2
- pln Env Scan 2015 4A6 4C4 5C45 5D2
- pln Retention Plan 4C1 5D2
- pln Strategic Plan Overview 1A3 5C123 5D2
- rpt NCCBP 2014 3C1 4C4 5C123 5D2
- rpt PC Gov Brd Metrics 2015 4A6 4C1 5C123 5D1
- rpt STATS web 5D1
- sps SERV PRIE 5D1

5.S - Criterion 5 - Summary

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

Summary

Phoenix College's fiscal and human resources support the college mission and goals. Despite loss of all state support, college funding continues to support all instructional, administrative, and student support services. The processes for budgeting and monitoring expenses are transparent and permit timely cost saving measures without compromising programs and services. The college's physical and technological infrastructure has undergone considerable enhancement through a bond project approved in 2004.

As part of the MCCCDC, Phoenix College has policies and procedures that promote shared governance. Representatives from appropriate internal and external constituencies are included on all major committee and advisory boards. Planning processes are documented and based on accurate projections of enrollment, sources of revenue, and economic factors.

Measures of institutional effectiveness are based on multiple sources of information including national and internal surveys, key performance indicators, student outcomes, and business and community advisory councils. Phoenix College maintains its commitment to strong leadership, informed planning, thoughtful resource allocation, and a focus on continuous, college-wide, integrated improvement.

Sources

There are no sources.