ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

to

Coconino Community College

Flagstaff, Arizona

November 13-16, 2011

for

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

Purpose of Visit

To conduct a decennial reaccreditation site visit review by the Higher Learning Commission.

Organizational Context

The Coconino Community College main campus occupies over 18,000 square miles and is located in Flagstaff, Arizona, about 150 miles north of Phoenix. Flagstaff is the largest city in Northern Arizona and is also the regional center and county seat for Coconino County, the second largest county in the forty-eight contiguous states. Located at the base of the San Francisco Peaks, Flagstaff draws its name from a pine tree made into a flagpole in 1876 to celebrate the centennial of the United States. At nearly 7,000 feet, Flagstaff is also one of the highest elevation cities in the nation.

The College was founded in 1990 when voters authorized formation of the College district. Within a year, 140 classes were offered. In 1992, CCC began the process to seek affiliation with the Higher Learning Commission that was granted in 1996 and has been continuously held since that time. Within the last fifteen years, significant accomplishments have enabled the College to expand in dramatic ways. The formation of partnerships has ushered in the development of a far different campus than was first established. After only two decades, the College has grown from a small institution serving 970 students to a comprehensive community college addressing the academic needs of over eight thousand learners annually.

A. Unique Aspects of Visit

N/A

B. Sites or Branch Campuses Visited

Fourth Street Campus

C. Distance Education Reviewed

Development of Distance Learning at Coconino County Community College

Coconino Community College has been investing in distance education as a strategic direction for a number of years. Distance education capabilities provide access to CCC offerings that would not be available to students in remote areas of the county. In addition, distance delivery reduces travel costs for students and reduces the College’s overhead costs (Self-Study, p. 99). It is CCC’s goal to provide learning opportunities through distance learning technologies at the same level of quality as those offerings given in-person to students (p. 210). It is also the College’s goal to continue to expand its distance learning and online offerings in the future (pp. 227 and 247). To achieve these goals the College plans to invest in its Information Technology Services (ITS) expertise, staff, and distance learning technologies (p. 249).
Coconino Community College’s Investment in Distance Learning

The College has already taken several important steps to develop and improve distance delivery. It has increased its bandwidth and services available to distance learners and deployed Blackboard as a distance learning management system. Student email was introduced in 2008, and the ITS office also launched the use of online student survey tools to maximize communication and feedback opportunities (pp. 227 and 299; RRD 8-3). Blackboard allows students to attend online courses at any time without the need to travel to one of CCC’s campuses (p. 226).

The College has also successfully pursued external funding to assist in expanding distance learning opportunities for its students. The College was awarded a $300,000 U.S. Department of Agriculture grant to enhance distance learning, including educational offerings to the Havasupai Tribe located in a remote area of the Grand Canyon. This grant, funded by the Professional Career Pathway Project Education Grant program, will enhance training opportunities in Early Childhood Development (Self-Study, p. 305). As stated in interviews conducted by the HLC accrediting team with CCC staff, distance delivery to this remote location is a cost effective alternative to transporting instructors by helicopter to facilities in the Grand Canyon. The College also offers distance learning opportunities at several other locations (p. 46; RRD 4-20) and has also leveraged its Title III grant funding to equip many classrooms with computer teaching stations and develop online courses (p. 257; RRD 7-16; RRD 7-29). As a result of these investments in distance learning, the institution enrolls about 1,200 students annually in approximately 110 online courses. Just under half of these online enrollees are degree seeking students (p. 226).

CCC has also chartered a cross-departmental Distance Learning Committee that works in cooperation with all areas of the College including Academic Affairs, Information Technology, and the Teaching and Learning Center to serve the needs of distance instruction. Membership of the Distance Learning includes the representatives from ITS, enrollment management, disability resources, and faculty members. According to CCC’s Self-Study report and interviews with CCC staff, this standing committee regularly assesses the distance learning needs of the College community and integrates and aligns its efforts with CCC’s strategic planning process (p. 155, p. 193, p. 264, RRD 3-29; RRD 7-24).

In fall 2008, CCC launched a formal process and rubric to guide the development of online courses (Self-Study, p. 154). As of spring 2011, approximately 75% of the online instructors had reviewed and updated their courses according to the rubric (Self-Study, p. 101; RRD 7-40). In 2009, CCC initiated an assessment process for online course offerings as well as additional improvements to the guidelines and resources associated with online course development (p. 154, p. 193, p. 268, p. 281-282, p. 356). Over 75% of online faculty have participated in, or are currently participating in, the Online Course Quality review process (p.155, RRD 7-40).

Distance Learning Support Mechanisms
In an effort to assure that distance learning offerings provide students with high quality learning experiences that parallel CCC’s in-person offerings, the College has developed a number of support mechanisms for online students and faculty members. For example, Blackboard allows students to participate in online study groups and discussions. Students receive ongoing contact and reinforcement from their instructors through the tools built into Blackboard. These tools include an online grade book, tracking tools, and progress monitors. Built-in grading forms that support instructor comments provide an opportunity to offer feedback to students regarding their course work and progress (Self-Study, p. 227).

ITS offers help desk services to all students. The College has also implemented a Web-based Course Satisfaction Survey for online students. Within the last five years, this instrument has revealed information about how the quality of the technology infrastructure can be improved and how computing and learning environments can be enhanced (Self-Study, p. 101, p. 158, p. 223, RRD 5-6; RRD 6-85).

The Teaching and Learning Center (TLC) supports faculty members who wish to refine pedagogy. TLC services include new faculty orientation, mentoring programs, online instruction workshops, online instruction tutoring, cross-departmental learning circles, information on professional development opportunities, and technical and informational training sessions. The TLC also provides faculty access to a Professional Development Library offering an array of instruction related topics as well as specialty software programs. TLC professional development modules are offered in-person or via Blackboard. Training provided includes College email, Web4Faculty, Blackboard/WebCT, Adobe, Intranet Guides, and Microsoft Office (Self-Study, p. 26, p. 190, p. 192, p. 200, p. 206, p. 233-234, p. 261, RRD 3-18). TLC staff can assist with the development of multi-media objects and copying of DVDs or CDs (p. 206). ITS User Support Services compliment TLC faculty development offerings with support in videography, web page development, web application programming, and multimedia design (p. 201).

In addition, online faculty members may participate in learning circles to improve their understanding of facilitating online learning. Learning circles are a type of “learning community” established to support faculty (p. 273, RRD 7-50). Between 2009 and 2011, 75% of CCC online instructors participated in Learning Circles (p. 155, p. 268, RRD 7-40).

**Opportunities for Improvement of Distance Learning at CCC**

CCC has made significant investments and advancements in distance learning as a major strategic direction for the College. As noted in the Self-Study on p. 247:

> The creativity and innovation present at CCC initiated and developed a vibrant array of online offerings. As successful as the online endeavor has been, the need exists for more distance education delivery across the remote communities of Coconino County. The College should offer more courses and programs online, as well as develop a capacity to deliver high-quality virtual instruction. Additionally, adequate learning assistance should be provided for all online courses.
In addition, CCC acknowledges on p. 249 of the Self-Study an opportunity to continue its investment in distance learning by taking the following steps:

Invest in building the College’s ITS expertise, staff, and resources to meet CCC’s learning environment needs. Goals of this investment should be bolstering ITS basics, adopting advanced technologies, expanding online offerings, as well as moving to totally virtual (library resources, chatting with learning assistants and advisors) distance instruction and academic support.

These action items appear to be legitimate opportunities for the achievement of continued improvement of distance learning at CCC. In addition to these action items, CCC may wish to consider strengthening its internal leadership of distance learning. Currently, the College’s Distance Learning Committee provides significant leadership to distance learning. However, HLC team interviews with members of the Distance Learning Committee revealed a strong consensus that the College needs a point person for this vital strategic direction. Previously, the College had an Online/Media Director but this position was re-titled to Technical Services Director with broader responsibilities (p. 117, RRD 5-7). Interviews conducted by the HLC accrediting team with CCC staff members suggest this change was made for several reasons, including budgetary constraints and the need to improve the overall effectiveness of the new IT Department. However, some staff members indicated that this change diluted the focus on distance delivery at CCC.

There are indications that a sharper focus is needed in some areas regarding distance delivery. For example, the results of the Online Course Evaluation Report for the years 2006-2010 (RRD 6-85) show student satisfaction with online learning assistance peaking in 2008 at 88% and then declining slightly in 2009 and 2010, to 84% and 83% respectively (Self-Study, p. 223). While these changes in satisfaction are relatively modest, there is evidence that problems with the technologies associated with distance learning may be increasing sharply. The Web Course Satisfaction Survey (RRD 5-6) shows the number and percentage of problems encountered by students enrolled in Web-based courses from 2006-2010. These surveys show a marked increase in the number and percentage of issues that include login problems, slow system response time, password problems, and difficulty getting started. Additional data indicates that CCC needs to offer online courses that meet the same quality and satisfaction levels as in-person courses (Self-Study, p. 210).

As the Distance Learning Committee suggests, a “point person” or champion for distance learning could bring more focus to resolving issues that affect the quality of online offerings and the satisfaction of students enrolled in these courses. As recommended by the Distance Learning Committee, the College may wish to consider appointing a champion with a thorough knowledge of learning technology to work closely with faculty members who are developing and delivering online courses. This champion should have the authority and resources to address and resolve issues associated with distance learning.
D. Interaction with Constituencies

Accountant
Advancement Director
Assessment Committee (9)
Budget Analyst
CCC Phi Theta Kappa President
CCC2NAUAdvisor
Chief Technology Officer
College Council (30)
Criterion 1 Group (6)
Criterion 2 Group (11)
Criterion 3 Group (13)
Criterion 4 Group (4)
Criterion 5 Group (8)
Curriculum Coordinator
Department Chairs (10)
Director of Financial Aid
Director of Student Services
Director Technical Services
Director, Community and Corporate Learning
Director, Human Resources
Director, Institutional Advancement
Director, Institutional Research
Director, Purchasing and Auxiliary Services
Director, Small Business Development Center
Director, Student Affairs
Director, Student Services
Distance Learning Committee
Enrollment Personnel (7)
Executive Dean, Page/Lake Powell Campus
Faculty (41)
Federal Compliance Committee (7)
Former Budget Analyst
Governing Board (5)
Human Resources (6)
Information Technology Services (4)
Local (Flagstaff) Mayor
Marketing Director
NAU President
Past President
President
Secretary
State Legislator
E. Principal Documents, Materials, and Web Pages Reviewed

Items marked with an asterisk are relevant to items reviewed with respect to Federal Compliance.

Academic Affairs Strategic Planning Implementation Status report web pages
*Academic Calendar
*Academic Standards and Procedures Section of CCC Online Catalog
ACCT Self-Assessment Guidelines web page
Adopted Budgets web pages
Adult Basic Education Statement of Assurances and Professional Development Tracking Form
Adult Education National Reporting System website
AGEC (Arizona General Education Core) Statewide
American Institutes for Research website
*Annual Assessment Reports
Annual Staff Performance Evaluation Form
Arizona Adult Education Services website
Arizona Fire Marshal’s Office 2009, email exchange between S. Chambers and M. Joya
Arts & Sciences Divisional Plan
Assessment Reporting Template Process instructions
Assessment Reporting Template Process web pages
Assessment Resources web page
Astin, Banta, Cross, et al. 2003
ASU transfer from Coconino Community College web page
AZCIS resources website
B.A. Cress, “Persistence of Underprepared Community College Students Related to Learning Assistance Center Use,” 2003
Business Services departmental self-study response
*Campus Security Report
Capital Maintenance Schedules
CAT’s Web Page
CCC 20 Year Highlights
CCC Adult Education Program Procedures
CCC Awarded for Associate of Applied Science in Sustainable Green Building Degree press release, 11-29-10
CCC Budget Status Report: Human Resources/Employee Development
*CCC Enrollment report, Fall 2010
CCC Foundation Annual Report 2011-2012
CCC Foundation Annual Report online
CCC Internet website and extended links
CCC Marketing Plan, 2010
CCC Marketing Process
CCC Mentoring Program intranet page
CCC Online Library website
Coconino Community College, #2087

*CCC Organizational Charts
CCC Pocket Facts
*CCC Self Study for Continued Accreditation and Appendices
*CCC Strategic Plan
CCC Strategic Planning Process/Timeline
CCC2NAU About web page
CCC2NAU Agreement
CCC2NAU transfer reports and data
CCC2NAU Website
*Coconino Community College Adopted Budget 2011-2012
*Coconino Community College Faculty Handbook 2011-2012
Coconino Community College to Offer Classes to WL Gore
Coconino YouthBuild website
*College catalog
*College Catalog Degrees and Certificates web version
*College Compliance Website
College Council Decision Making Steps
College Council Evaluation 2009
*College Dashboard
*College Policy Index and selected policies in Student Services
*Committee Lists and Charters
Community and Corporate Learning business plan
Community and Corporate Learning Publication
Community and Corporate Learning Website
Comprehensive Annual Financial Report
Condition of Education, NCES, 2011
*Cost of Attendance Documents
*Course completion rates report
*Course evaluations summary
*Course Placement Criteria
*Course Syllabi
Critical Thinking forum
Curios 2011 Edition
Curriculum Manual
Curriculum Maps—General Education
Curriculum Maps—Program Learning Outcomes
Default Prevention Program Website and default rates
Department Chair Meeting Minutes, 10-12-10
Department Chair’s meeting minutes, 1-25-11
Discover CCC Schedule Fall 2010
District Governing Board Self-Assessment 2010 web page
District Governing Board Self-Assessment Summary Analysis
District Governing Board Shared Governance Minutes
EDD Schedule Spring 2011
Email message from B. Voytek, 4-18-10
Emergency Operation Plan
Emergency Preparedness Plan
Employee Survey Results
Employee Survey, 2010
English and Liberal Studies Department Publications web page
Environmental Scanning Resources
Environmental Scanning Website
Environmental Sustainability Plan
Facilities Budget FY 10
*Facilities/Security Self Study
Faculty and Staff Professional Development Resources intranet site
Faculty Credentials Summary
Faculty profiles web page
Fager, Alder-Kassner, And Verschelden, 2009
Fast Fridays Focus on Convenience press release, 11-23-
*FERPA policy and procedures
Financial Aid & Veteran Services assessment template rep
*Financial Aid Program Participation Agreement
*Financial Reports web pages
First GenEd Progress Report 2011
Fiscal Year 11-12 Salary Schedules
Full-Time Faculty Job Description
*General Education Assessment web pages
General Education checklists intranet page
General Education Committee Charter
General Education Student Outcomes checklist
General Education Values Statement
General Education web page
Graduating Student Survey
Graduating Student Survey forms web page
Graduating Student Survey web page
*Graduation Rates
IDEA Center web page
Information Technology Services web page
Institutional Research Special Reports and Analyses web page
*Institutional Snapshot
IPEDS Enrollment Survey, National Center for Education Statistics
IPEDS Feedback Report 2010
ITS Fiscal Year 2010 Report
ITS Fiscal Year End reports, 2008 through 2010
ITS HELP Desk web pages
ITS Strategic Plan Implementation Reports web pages
ITS User Support web page
J. Lenger, “Light Illuminates Better Teaching Strategies,” Harvard University Gazette, 3-8-01
K. Corak email message to CCC Faculty, 11-02-11
Leadership Academy intranet site
Learning Outcomes web pages
LEC assessment template 2010
LEC login spreadsheet tally, 2010
Location contact information web page
M. Baker, “Predicting NCLEX-RN Success Through Prerequisite and Admission Requirements,” 2008
M. Inigo email message to I. Lee of 1-19-11
M. Saltonstall, “Coconino Community College and Northern Arizona University Transfer Student Survey,” 2006
Marketing Brochures
Mid-Course Evaluation web page
*Mission, Vision and Values Documents
Monthly Status Report-IT Services, February 2011
Multimedia Request Form
NAU and CCC Announce New Library Partnership press release, 4-14-10
NAU Cline Library About web page
NAU College of Education home page
NAU Factbook 2010
NAU-CCC Coordinating Council Handout 2-3-2011
NCATE website
NCLEX Pass Rates 2010
NCLEX Pass Rates 2010
Neel and Corson, Standard and Poor's Report
New Faculty Orientation Process
New User Friendly Website Launched press release, 2-2-10
Office of Institutional Research and Assessment web page
*OnCourse 2011 Edition
OnCourse website
Online Class Schedule
Online College Catalog
Online Course Evaluation report
*Online Course Review form
Online Instruction Learning Circle intranet site
*Organizational Charts
P. Holbrook, “The Relationship between Instructional Technologies and Knowledge Acquisition in a College
Plagiarism 101: Keys to Preventing Academic Misconduct
Policy Reports
*President’s Report 2-09
President’s Reports 3-09, 9-09, 1-09, 2-09, 5-10, Coconino County President’s Report 8-10
President's Report 02-11
Professional Development Calendar
*Program Review Documents—CCC’s Institutional Research Site
Reframing at Coconino Community College summary
Research Brief #7: CCC Students Report Significant Gains
Results From Past CCC Employee Surveys web page
Richard Light Profile
Rubrics Construction web page
Salary Schedules Documents
Satisfactory Academic Progress Policy
Selected Annual Academic Assessment Reports
Smart Start Brochure
*Strategic Plan
Strategic Plan Implementation Status Report, Office of the President
Strategic Plan Implementation web pages
Student Code of Conduct
Student complaints policy and log
Student Handbook
Student Publications—Curios and Oncourse
Student Satisfaction Ratings 2009-10
II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

CCC’s self-study process was conducted through a campus-wide approach. In fall 2008, two co-chairs were appointed to serve as self-study coordinators. A steering team was assembled, and selected members of the steering committee and other administrative staff members attended HLC annual conferences in Chicago in 2009 and 2010. Templates, drafts, and other materials were produced in final form after much editing and campus-wide discussion occurred throughout a period of nearly two years. The accrediting team received copies of the Self-Study in October 2011, allowing plenty of time for careful review. According to the College, an intentional incorporation of findings from this report may be inserted into its Strategic Plan in the 2011-2012 College year.

B. Integrity of the Self-Study Report

Information in the Self-Study report was confirmed by a review of documents provided to the team before and during the visit. Group meetings and interviews were conducted on campus sites for further validation. Team members found the report well written and useful for review before the visit.

C. Adequacy of Progress in Addressing Previously Identified Challenges

Among concerns expressed by the HLC accrediting team in 2002 were the following: the need to review and update faculty personnel files, the absence of a comprehensive marketing plan, a low ratio of full-time to part-time faculty members, an irregular cycle for the assessment of
student learning, and the need to continue efforts to acquire a more diverse campus workforce. Evidence supplied in print by the College and in person by the institution’s staff and students led team members to concur that these concerns have been adequately addressed. Team members compiling this report noted further evidence of the need to address a concern listed in the 2002 report, namely “governance that appears to centralized rather than shared.” More information about the current team’s opinion about this issue appears later in this report.

D. Third Party Comments

The campus properly solicited third party comments using electronic and print media. Two letters in support of the institution were reviewed by the HLC accrediting team.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The HLC accrediting team chairman reviewed the required Title IV compliance areas and found each of these to be in order. See Section VI of this report for more details.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

The Organization’s mission documents are clear and articulate publicly the organization’s commitments. (Core Component 1a)

The College has clearly articulated functions, goals, and visions in its mission statements that meet stakeholder’s needs. New statements of College mission and vision were defined in 2005, with adoption taking place the next year. In 2008, core values were established, including those having to do with learning and growth, quality, ethics, community, respect, and sustainability. CCC reports that a review of mission, vision, and values statements occurs on a regular basis. Affirmation of these statements was made by the HLC accrediting team in conversations during the on-site visit on the campus.

A strong commitment to high academic standards is apparent at the institution. The College mission statement clearly articulates a “lifelong learning” and “learning centered” focus. Survey results presented on p. 42 of the Self-Study report confirm that the CCC college-community supports College mission statements and considers these “appropriate” and a “good fit.” Furthermore, CCC makes itself accessible to students and the region through its adoption of the “Principles of a Learning College” to help promote learning.

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves. (Core Component 1b)

A comparison of predominate ethnic groups of students on p. 44 of the Self-Study reveals that CCC is represented by about 61% Caucasian, 26% Native American, 9% Hispanic, and 4% other. On p. 45, CCC mission statements include reference to “embracing diversity and transforming the future through quality education.” According to College personnel with whom
the HLC accrediting team spoke, work is already underway in establishing methods to assess the diverse student population at CCC and identify pathways that will likely lead to improved learning success at the institution.

In addition, the College has identified as a priority its cultural and community service programs that celebrate diversity. Moreover, it is noted that the CCC increased the number of ethnic minority employees in full-time positions from 15% in 2008 to 26% in 2009. In the same period, part-time ethnic minority employees witnessed an increase from 10% to 14%.

Outreach programs provide the College an avenue to serve students in outlying regions and from myriad cultural and academic backgrounds. CCC has developed strong partnerships by offering dual credit curricula at a variety of district high schools. Among student organizations that promote diversity are an American Sign Language Club, an American Indian Science and Engineering Society, and a Native American Society. Survey results dating from 2010 reported on p. 48 of the Self-Study reveal that 75% of graduating students agree that the education they received at the College helped them understand how diversity issues are interrelated in regional, national, and global respects.

**Understanding of and support for the mission pervade the organization.** (Core Component 1c)

CCC makes efforts to align strategic planning goals with mission statement development. Institutional mission statements and other related documents are available to students and the College community in print as well as in electronic media. In response to a survey (see p. 52 of the Self-Study), about 60% of staff members, faculty members, and students suggest that they have an understanding of the institution’s Mission, Vision, and Core Values. Over 90% of these same respondents report that they support MVCV statements. It is clear to the HLC accrediting team that the College’s strategic planning goals, decision making, and budgeting are driven by the institutional mission statement. CCC administrators and faculty members have goals in keeping with the institutional mission and fulfill these objectives consistently throughout various services they provide.

**The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.** (Core Component 1d)

Evidence suggests that policies, procedures, and practices document the College Board’s focus on the institutional mission. Effective leadership appears in place and is evidenced by a fine working relationship well established between the leadership team and District Governing Board. The College Council appears to act efficiently and effectively to address and comply with MVCV statements. Faculty members work diligently and successfully in sharing the responsibility for the curriculum and ensuring a high level of academic rigor and integrity.

**The organization upholds and protects its integrity.** (Core Component 1e)

One of the noticeable values CCC abides by is its maintenance and protection of integrity. Legal, responsible, and fiscal honesty are hallmarks of board activity. Local, state, and federal laws pertaining to the operation of the institution are well understood and followed. Clear, fair, and publicly noted policies, procedures, and practices regarding the rights of individuals are in
2. Evidence that one or more specified Core Components need organizational attention
None

3. Evidence that one or more specified Core Components require Commission follow-up.

Understanding of and support for the mission pervade the organization.  (Core Component 1c)
The College reports on pp. 93 and 94 of the Self-Study that the number of employees who feel valued by CCC recently declined over a two-year period between 2008 and 2010. In addition, some employees believe that CCC does not live up to its MVCV statements. While it is clear that the need for further, necessary advancement in this regard is noted by the institution, the College is strongly encouraged to investigate ways to address these concerns.

In addition, there appears to be evidence that suggests that the College could develop and offer more effective measures in helping members of the college-community to navigate the institutional website. Such improvement may offer at least partial ways to address the need for more public awareness of MVCV statements and, in turn, lead to more acceptance and understanding. Consequently, even better alternatives to previous approaches to assisting students with academic complaints may be revealed and initiated.

The Organization upholds and protects its integrity.  (Core Component 1e)

As a culture of shared governance continues to ripen at CCC, it will be incumbent on the institution to ensure that a high standard of transparency and integrity becomes a proven measure throughout the College, especially in Academic Affairs. According to those in attendance at several meetings in which faculty members were present, it appears that recent examples of guarded communication in Academic Affairs may have impeded free and open communication at the College. While the source of a good number of these concerns has already been addressed by a key change in top level administration, further evidence that the institution preserves and protects a culture of shared governance needs to noted and accepted by a majority of the faculty.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up.
None noted.

Recommendation of the Team

Criterion is met; Commission follow-up recommended.

CRITERION TWO

Criterion Two Preparing for the Future: The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

Core Component - 2a The organization realistically prepares for a future shaped by multiple societal and economic trends.

As stated in the Self-Study (pp. 96-97) and confirmed through conversations with the President, her staff, and members of the Strategic Planning Team, CCC has implemented successful planning processes that reflect a sound understanding of the organization’s current capacity.

The College has sought to continuously improve the strategic planning process. The Strategic Planning Team has added key steps to the strategic planning process to invite more stakeholder input and make it more responsive and inclusive. In addition, monthly updates to the strategic plan are posted to the Strategic Plan Implementation Web pages to promote transparency and encourage additional feedback and refinement (p. 68, RRD 5-4). Records shared by the Strategic Planning Team reveal that the planning process timeline has doubled from a five month process in 2007 to a ten month process in 2011 to allow for more stakeholder input. As explained and documented by the Strategic Planning Team, the 2011 Strategic Planning process contains well designed, reasonable, and comprehensive steps towards creating a plan that will be implemented between 2012 and 2015.

The Strategic Planning process is posted on a Web page with incremental, ongoing revisions so that it may undergo review by internal and external stakeholders (p. 68, RRD 5-4). Interviews with the Strategic Planning Team, staff, and faculty members provide evidence that CCC’s planning processes consider emerging factors that include technology, demographic shifts, and globalization. The College uses environmental scans and stakeholder input to shape its planning (p. 99, p. 101, RRD 8-5). The strategic planning process is highly influenced by input from industry leaders via their participation on the President’s Advisory Committees and surveys of staff and students. Members of the Flagstaff community complimented the CCC President for her extensive participation in local economic development planning efforts. This participation assists with informing CCC of community needs toward building a responsive Strategic Plan.

CCC uses environmental scanning methods as input to its strategic planning processes (Self-Study, p. 99, p. 101, RRD 8-5). In addition, interviews with staff members verify that the College uses a variety of student and graduate surveys, advisory committee feedback, as well as statewide and national surveys to inform its planning and decision making. The strategic planning process also incorporates a significant level of input from CCC’s external stakeholders including employers and other community members. In addition, trend data regarding revenue sources was considered in developing CCC’s current Strategic Plan and the College’s Sustainable Financial Plan. Interviews with CCC’s Financial and Business personnel indicate that support for innovation and change also is facilitated through use of “year-end monies” (unexpended funds) and the President’s $100,000 contingency fund.
With reduced state support, the College has become creative in finding ways to support innovation and change. Interviews with staff confirmed that CCC is migrating to scanning and imaging processes to go “paperless” and reduce operating costs. These savings are reinvested into support of the College’s programs and infrastructure. The College is also pursuing partnerships that increase revenues. For example, CCC recently engaged in an agreement with AT&T to lease campus space for erection of a cell phone communications tower to serve the Flagstaff region. Leasing revenues are reinvested into the College’s operations and infrastructure.

As indicated in the Self-Study (p. 104) and interviews with staff, CCC is transitioning to a stronger model of shared governance with more staff involvement in planning and decision making. An example of this migration to shared governance is the replacement of CCC’s internal President’s Advisory Council with a College Council composed of added representation from the faculty and students. Faculty members who serve on the College Council expressed their satisfaction with this additional input into the planning processes. Interviews with staff also indicated that transition to a stronger shared governance model has caused some confusion with respect to authority for decision making. Clarification of decision making roles is ongoing. An example is that when changes to the organization’s management structure were made recently, faculty expressed a desire to have more direct input into these changes. The Director of Human Resources reported that the President clarified that these structural changes were the purview of the President and not up for discussion. This clarification was made to better define decision making authority in this circumstance and to protect the incumbents of the management positions that were under review for change. The College has further clarified authority for decision making through its detailed organizational charts (RRD 5-7), Strategic Plan [RRD 3-26], and the document CCC College Council Decision Making Steps (RRD 5-20).

Core Component - 2b The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Recent reductions in state aid have challenged CCC. However, the College’s Sustainable Financial Plan seeks to minimize the negative impact of these reductions and, for the most part, has achieved that objective. Interviews with staff, faculty and students, as well as CCC administrators, community members, and CCC Foundation members provide evidence that CCC’s planning processes are augmented by sound investments in faculty development, technology, learning support services, and facility development. The College devotes nearly $150,000 to professional development on an annual basis.

CCC’s planning processes are flexible and respond to unanticipated needs for program reallocation, downsizing, or growth. The College’s Sustainable Financial Plan directly responds to reduced state aids and does so in a way to minimize the impact on CCC’s students and its academic programs. Program placement, test pass rates, market analysis, and comparisons to other community colleges in Arizona assist CCC in its efforts to reallocate resources, downsize, or grow.
Core Component - 2c The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

As mentioned before, CCC’s strategic planning process emphasizes identification of appropriate measures to monitor the success of the plan’s implementation. Progress about these measures is reported to College personnel in a variety of venues including the Strategic Plan web page, divisional and departmental meetings, and Board meetings.

Core Component - 2d All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

There is evidence that CCC's planning processes are integrated with its operations. Interviews with faculty, staff, students, and constituents indicate that operational improvements are aligned with institutional planning and are responsive to internal and external constituents needs toward improving the overall learning environment. Improvements called out during the planning processes are deployed. Consequently, significant improvements have been made with respect to technology and facilities. As confirmed through interviews with Foundation Board members, institutional development activities are aligned with CCC’s planning as well. Pursuit of grant funding and Foundation donations are consistent with the institution’s future vision and direction and the College's strategic plan.

2. Evidence that one or more specified Core Components need organizational attention.

Core Component - 2c The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Measuring for effectiveness is a work in progress for CCC. Interviews with staff indicate that some divisions and departments excel at tracking measurement while others are less successful in doing so. CCC will benefit from the maturation of measurement tracking across all of its divisions and departments.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team
Criterion is met. There is no need for commission follow-up.
CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met:

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. (Core Component 3a)

Within the past five years, CCC has mapped the College’s four general education student outcomes to all 125 general education courses and mapped program-level outcomes to course-level learning outcomes, creating a pathway for learning assessment activities at the course, general education, and program levels. Evidence of the effect of learning assessment on curriculum and instruction is captured in annual Quality Enhancement reports from 2006-2010.

Expected student learning outcomes are included on course outlines and syllabi. The Curriculum Committee reviews the proposed course outcomes for alignment to course content and performance expectations to help assure that outcomes are measurable. Evidence of the assessment of course level outcomes is noted in the Annual Assessment Progress Reports submitted by department chairs to Institutional Research.

The organization values and supports effective teaching. (Core Component 3b)

New CCC faculty members participate in an orientation program and are assigned a faculty mentor in the same discipline in the first semester at CCC. New and continuing faculty members have access to the Teaching and Learning Center which was originally supported by grant funding. However, as mentioned earlier in this report, the program has been fully funded since 2009 at nearly $150,000 by CCC. Faculty members are invited to participate in professional development activities at Northern Arizona University.

Student course evaluations are separated into responses to items concerning instructors and course outcomes and items related to learning outcomes. The full-time faculty performance evaluation process incorporates the results of course evaluations in a supervisor evaluation form in addition to a self-evaluation, a peer review form completed by a person approved by the supervisor, and a classroom observation form completed by a person approved by the supervisor. This process culminates in a conversation between the supervisor and faculty member as the supervisor summarizes his or her supervisor evaluation. Department chairs observe and evaluate part-time faculty members and include results from student course evaluations in their appraisal.

The organization creates effective learning environments. (Core Component 3c)

The systematic approach to student learning outcomes and student services assessment produces evidence of student satisfaction as well as student learning and learning gaps that inform curriculum and instructional changes. Measures of student learning performance and satisfaction are tracked over time to discern patterns that may require changes. Members of the faculty and
staff demonstrate a willingness to research and pilot new practices to improve student learning. This willingness to experiment is evidenced in recent curriculum changes in reading and developmental math.

Student services support learning for general and specific student populations. Funded by a mix of grant and institutional funds, services include Passages, Trio Student Support Services, Disability Services, the Learning Enhancement Center, Coconino Community College to Northern Arizona University (CCC2NAU), and Advising. Ratings of student satisfaction vary among these services, and ratings are used to help improve services.

Since 2008, CCC has steadily and aggressively introduced new technologies to support student learning and teaching. The aggressive pace of installation has resulted in some predictable technology challenges. The full-time Help Desk position and the outsourcing of the CTO position have positively affected customer service and reliable technology service. Students report that the Blackboard Learning Management system is occasionally unstable, and the shift of attention from LMS management to media services may detract from Blackboard tech support.

The organization’s learning resources support student learning and effective teaching. (Core Component 3d)

Critical teaching and learning support services at CCC include the Teaching and Learning Center that supports faculty and staff training and development, the Help Desk, the CCC/NAU library, multimedia assistance and the LEC for students. Faculty members, staff members, and students commented to members of the HLC accrediting team during the on-site visit about the effectiveness of these services and service providers. The CCC/NAU library is a unique partnership between the CCC library and the NAU Cline Library. Through resource sharing, interlibrary loan, reciprocal borrowing privileges, and reference librarian support at CCC and NAU, it appears that resources available to CCC students, faculty, and staff are expansive. This partnership draws CCC students to the NAU campus, humanizing the university for prospective CCC transfer students.

A Title III grant in collaboration with Northland Pioneer College (2004-2009) enabled the College to strengthen the design and delivery of distance education courses. CCC has developed over a hundred online courses and an online degree in elementary education. Given the immense size of the College district, distance learning is essential if the College is to reach all learners. CCC recognizes the need to continue to expand quality online offerings and to provide learning support services to distance learners and technical support services for faculty and students. CCC has sought many opportunities to partner with other higher education institutions, College district high schools, the City of Flagstaff, the Arizona Commission for the Deaf and Hard of Hearing, the Flagstaff Medical Center, the U.S. Naval Observatory, and local businesses, among others, to reach out to new learners, share scarce resources, and to expand learning opportunities for CCC students.

CCC provides developmental education mathematics instruction at NAU for underprepared university students. The department chairs of mathematics at CCC and NAU collaborated on the
creation of a hybrid algebra course that focuses on the specific skills NAU students need to be successful in NAU college-level mathematics. Again, CCC’s openness to experiment with and to pilot new methods of instruction and curriculum innovations as well as the College’s willingness to partner have the potential to result in a collaboration that could accelerate student learning in mathematics.

2. Evidence that one or more specified Core Components need organizational attention.

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. (Core Component 3a)

Although CCC has done a thorough job mapping the general education outcomes to the course outcomes in all 125 general education courses, no general education mapping has been done to CTE courses.

The organization values and supports effective teaching. (Core Component 3b)

The Self-Study (p. 198) notes findings on a recent survey of faculty attitudes that 41% of faculty respondents agreed or strongly agreed that “the performance evaluation process is adequate recognition of faculty members’ support of CCC’s educational mission.” Faculty members expanded on that finding during the site visit to say that their contributions to the mission are not adequately recognized. Moreover, there are those who do not feel respected.

Although faculty members are complimentary about the TLC and staff, they say their biggest obstacle to professional development is finding time to participate in either TLC or NAU-sponsored professional development and part-time faculty are rarely able to participate. Full-time faculty also lamented about budget cuts affecting travel budgets, saying that they are rarely able to attend national professional conferences.

The organization creates effective learning environments. (Core Component 3c)

In 2003 a former CCC faculty member conducted research on student use of the Learning Enhancement Center (LEC) in terms of student course outcomes for LEC users as compared to non-users. Additionally, longitudinal data was collected to compare the retention rates of students who used LEC services as compared to non-users. This methodology results in research findings on student retention and performance that allow the College to evaluate the effect of learning services on student success. This research would ideally be conducted annually along with satisfaction surveys to evaluate LEC services, helping the staff to better direct the specific services that most affect students’ success.

The Self-Study (p. 210) notes that a component of an effective learning environment includes a campus climate that is safe. During the session attended by forty-one faculty members, the question was posed, “if you have a disruptive student in your classroom whose behavior is interfering with other students’ learning and you have tried unsuccessfully to handle the situation and in spite of your efforts the behavior escalates, is there a process in place for you to report that behavior and gain support for handling it?” They responded by noting that the Student Code of
Conduct is being revised and they are hopeful that a faculty perspective will be taken into consideration during that process. Campus safety is an issue nationally. CCC is on target with its concern for the safety of learners, faculty, staff and visitors to their campus. This is a critical topic that deserves campus-wide engagement.

The organization’s learning resources support student learning and effective teaching. (Core Component 3d)

In a narrative found in the Self-Study (p. 249), the College recommends that it “Deploy technologies to monitor student progress at each step towards graduation, including enrolling in successive semesters, enrolling full-time, declaring a major, and completing 30 hours of credit” This recommendation focuses on the federal, state, and foundation initiatives to increase community college student retention and completions. It is appropriate that CCC seek to increase their ability to track student progress toward increasing student milestones. Next steps could include: (a) purchase the Banner Degree Audit module, (b) design and program the Banner module, (c) develop a system for entering student enrollment information, and (d) train enrollment and advisement staff to use of the progress monitoring system. This appears to be a timely objective, given the national attention on community college student completion. A second CCC recommendation made in the Self-Study (p. 249) is a subset of the progress monitoring system; monitoring students “who are at-risk, who are on or in jeopardy of being placed on academic probation.” A careful definition of at-risk students and a system for monitoring the academic progress of those students could result in more targeted and proactive student advising.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the team
Criterion is met. There is no need for commission follow-up.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE: The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning. (Core Component 4a)
In 2008, the College created an organizational and curricular partnership with Northern Arizona University. Through its CCC2NAU initiative, the CCC provides on-campus access to university advisors and a ready pathway toward the baccalaureate. Between the years 2008 and 2010, with the assistance of CCC2NAU staff, eighty-nine students transferred to Northern Arizona University. As of spring 2011, 424 students were enrolled as part of a CCC2NAU cohort.

The institution’s Teaching and Learning Center hosts workshops on assessment, diversity, active learning, and effective online teaching strategies. In addition, the Center provides new-faculty orientation and mentorship for all full-time and adjunct faculty members. Furthermore, CCC makes tuition waivers available to personnel—a practice that ensures the availability of lifelong learning opportunities. Between the years 2008 and 2010, the College made 327 tuition waivers available to its employees.

**The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.** (Core Component 4b)

The College maintains a policy that ensures and protects academic freedom for its faculty. In conversations with the site-visit team, and in support of statements in the Self Study report, instructors described high levels of professional autonomy.

Library services are provided through an innovative partnership with Northern Arizona University. As a result of the agreement, Coconino Community College students, staff, and faculty enjoy access to NAU’s collection and a breadth of physical and online resources to support their academic endeavors.

Appropriate general education courses are required as part of the institution’s curricular programs. Furthermore, the College participates in the statewide determination of general education learning outcomes, ensuring the transferability of courses in science, social science, composition, mathematics.

**The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**  (Core Component 4c)

Through the use of an annual environmental scanning survey, the College’s Institutional Research office collects data from throughout the CCC service district. Conversations with faculty and staff on campus confirmed that survey data are disseminated to department chairs and used in decision making in the areas of curriculum, learning outcomes, and instructional techniques.

Coconino’s academic programs undergo review on a three to five year cycle. As part of the program review process, faculty members and department chairs from ten programs use data collected through forums conducted with community-based advisory committees. Faculty
members also maintain memberships in over seventy professional associations. Such practices ensure the College’s curriculum is relevant to contemporary social and economic conditions.

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. (Core Component 4d)

Through its mission documents, catalog, and procedures manuals, CCC demonstrates its commitment to ethical conduct in teaching, research, and service to its constituent groups.

To assure that research on human subjects is conducted in a responsible manner, the College supports the work of its Research Integrity Committee. As evidenced in the Self Study document, the committee reviews research proposals to confirm that ethical standards are met and protocols are followed where human subjects are concerned.

The College oversees issues of integrity, plagiarism, and copyright violation though the work of its Academic Standards Committee. The committee is comprised of representatives from the administration, faculty, student body, and local businesses. The committee routinely updates and applies the institution’s policies and procedures.

2. Evidence that demonstrates the criterion needs institutional attention

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. (Core Component 4d)

As documented in the Self Study report, College-wide survey results indicate relatively high levels of dissatisfaction with support for the scholarly and creative efforts of faculty. Whether through travel funding, publicity for faculty and staff achievements, or simple moral support and interpersonal appreciation, the issue warrants institutional attention.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team
Criterion is met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
1. Evidence that Core Components are met

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. (Core Component 5a)

Mission documents and core values statements provide evidence that CCC has clearly identified its constituents to include students, employees and the community. As evidenced in the Self-Study report (pp. 302-304) as well as through discussion with the Criterion 5 Committee and conversations with external constituents, the institution has a strong commitment to assessing the needs of its diverse and geographically separated constituents and communities.

The College's Institutional Research Department conducts regular environmental scans of each community it serves. Data gathered are carefully analyzed, disseminated, and discussed with appropriate constituents and incorporated into the College's planning for future programming and services. This information is gathered through regularly scheduled President's Advisory Councils (PAC's) within the three geographical areas served by the College. This serves to advise institutional leadership on long and short-term program development as well as to meet the needs of the communities’ high schools, businesses, and leaders. CCC is to be commended for its approach in meeting constituent needs through extensive and effective internal collaboration between departments and divisions.

It is evident that the College used data it gathered through its Northern Arizona Workforce Training Demand Study conducted in 2009. Such was used to guide program expansion efforts by targeting training to meet the needs of local businesses and industries.

The organization has the capacity and the commitment to engage with its identified constituencies and communities. (Core Component 5b)

A steady growth of partnerships, programs, and outreach efforts indicates an institutional commitment to meeting changing times and needs. Statistical analysis of data gathered in the recently administered Economic Impact Study conducted by CCC’s Institutional Research Department leads to a conclusion that the College’s variety of programs has made, and continues to make, a significant difference in the educational and economic advancement of thousands of Arizonans.

The College's strategic plan includes multiple initiatives geared at ensuring connections to the communities it serves and, in addition, there is evidence of financial support for those initiatives. Faculty members, staff members, and students are engaged in a variety of area committees and community service projects. To illustrate this point, the College hosts many annual events resulting in the community's image of the Lone Tree Campus as a community resource and gathering place.

CCC’s commitment to community engagement and outreach efforts is further evidenced in a review of its multiple and unique programming and partnerships to include: the Volunteer
Income Tax Assistance Program partnership with the United Way, post-incarceration programming efforts with the Coconino County Detention Center, involvement with the AZLGBTG Higher Education Network, GED preparation class offerings in three communities, the College’s Small Business Development Center and, perhaps most notably, strong partnerships with Northern Arizona University including its highly successful CCC2NAU program. Additionally, CCC’s successful partnerships with area high schools include alliances with Tech Prep, CAVIAT, and dual enrollment programs. CCC’s performance documents provide accountability to recognition for employees’ community engagement efforts. Additionally, planning process documents and meeting minutes provide evidence of the College’s commitment to engage the communities it serves.

The organization demonstrates its responsiveness to those constituencies that depend on it for service. (Core Component 5c)

The College demonstrates a high level of responsiveness to its broad service area and maintains openness to establishing new partnerships. CCC has collaborated in a variety of collaborative ventures with educational partners in K-12 and higher education. Over twenty such partnerships also include 2+2 programs and multiple articulation agreements.

As mentioned several times within the boundaries of this report, CCC is to be commended for its unique and highly successful partnership with Northern Arizona University, including its collaborative admissions program, library merger, reverse-transfer agreement, increased offerings of developmental classes on the NAU campus, and the sharing of faculty members’ expertise and service. Enrollment data and testimonies from students who attended the open forum with HLC accrediting team members indicate a high level of satisfaction with the program.

Additionally, the College appears to be very effective in securing external funding to support a variety of programming and service efforts for disadvantaged and underrepresented populations. Among examples are Federal Workforce Investment Act funding to support adult education, the CCC-NPC Title III cooperative grant to enhance the distance learning programming and infrastructure at both colleges, and an Educational Opportunity Centers and TRiO grant programming to provide support for and advocacy to at-risk students.

Internal and external constituencies value the services the organization provides. (Core Component 5d)

Enrollment data, satisfaction assessment results and testimonials from students and community members strongly suggest that CCC’s constituents value the services and programs it provides. Conversations with students, Board members, community leaders, and employees provided consistent evidence of pride and satisfaction with CCC’s offerings and the community culture.
CCC has earned a reputation for being a highly responsive and agile educational provider in its communities.

Graduate Survey results and interaction with CCC students indicate overall satisfaction with the institution's programs and services. A review of data gathered through this assessment evidences a steady growth in CCC graduates’ satisfaction rates with the education they received at the College.

Testimonials heard at the Community Supporters Reception during the site visit indicate the CCC has done a fine job of fostering relationships and creating a positive image for the College. Pride in the College and optimism for its future were evident among attendees of the reception as well as meetings with Board members.

2. Evidence that one or more specified Core Components need organizational attention

Internal and external constituencies value the services the organization provides. (Core Component 5d)

CCC has made efforts to assess satisfaction among community members but has had limited success in response rate. The limited data gathered indicate an overall sense of satisfaction with the College’s programs and course offerings. Plans are in place to strengthen assessment efforts in this area.

3. Evidence that one or more specified Core Components require Commission follow-up.

None noted.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None noted.

Recommendation of the Team

Criterion is met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change.

B. Nature of Organization

1. Legal status

No change.
2. Degrees awarded

No change.

C. Conditions of Affiliation

1. Stipulation on affiliation status

No change.

2. Approval of degree sites

No change.

3. Approval of distance education degree

No change.

4. Reports Required

Progress Report due by January 3, 2014

Rationale: (Mission, Shared Governance):

A progress report on shared governance is warranted based on the following:

While significant work has been accomplished at the College in recent years having to do with establishing a model of shared governance that is embraced by a wide cross segment of the campus community, the HLC accrediting team requires a progress report having to do with this issue. We ask for this to ensure that more widespread adoption of shared governance, especially in Academic Affairs, is established and documented in a cycle that will usher in continuous improvement. While this challenge is significant, the team believes a progress report is appropriate. We have trust that the institution wishes to advance its ongoing, genuine effort to develop a collaborative culture that has only recently been revitalized and refined. The team believes that the institution has the commitment and capacity to take the necessary steps to launch such work in the next two academic years to meet this challenge.

Expectations: The progress report to be submitted by the institution shall be in two sections: Section One, a review of committee work and meeting minutes to help demonstrate positive movement in building an institutional culture of greater shared governance, especially in Academic Affairs; and Section Two, a narrative account of progress made in this regard with demonstrable examples of how the institution’s efforts have been used to inform planning processes and enhanced institutional quality. Suggestions about steps and approaches to reach this objective may be found in the Advancement Section of this report.

5. Other visits scheduled

None.

D. Summary of commission review
Timing recommendation for next comprehensive visit (academic year – 2021-2022)

**Rationale for recommendation:**

Based on evidence provided in the Self-study report, resource documents made available to the consultant-evaluator team, and numerous interviews with faculty, staff, students, and administrators at Coconino Community College, the team finds patterns of evidence that support that the institution has met the five identified criteria and their respective core components.

As is true of virtually all colleges, CCC faces challenges in the future. The HLC accrediting team suggests that the College establish a wide-spread and more accepted culture of shared governance, especially in Academic Affairs. We have trust that the College is poised to meet this challenge and address other suggestions made throughout this report by considering these as opportunities. Along with its effort in completing the progress report we have assigned, we urge Coconino Community College to tackle its responsibilities head-on. To not do so seems completely apart from the serious nature of the College, its culture and, more significantly, its genuine emphasis on students’ academic achievement. Such judgment is based on the overwhelming and well deserved sense of pride the College has in itself as well as the strong capacity CCC has for development and growth.

At last, we remain optimistic about CCC’s future. The team asserts that the College has a solid foundation on which to continue to evolve. We recommend, therefore, that Coconino Community College be granted full reaccreditation for a ten year period.

**VI. ADDITIONAL COMMENTS AND EXPLANATIONS**

**Federal Compliance Requirements**

Please see a list of institutional materials related to Federal Compliance reviewed by the team on pp. 8-12 of this report. Those items noted with asterisks are relevant to developing the following review.

**EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS**

*The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution’s fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.*

1. **Credits, Program Length, and Tuition:** The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

The team has reviewed this component of federal compliance and has found the institution to meet the standard.
2. **Student Complaints:** The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

3. **Transfer Policies:** The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

4. **Verification of Student Identity:** The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education.

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

5. **Title IV Program and Related Responsibilities:** The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution’s administration or oversight of its Title IV responsibilities.

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

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

**Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** The institution has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. (Note that a team should be commenting under Criterion One or other substantive areas if an institution has significant default rate issues and has not demonstrated a pattern of improvement.)

**Contractual Relationships:** The institution has presented evidence of its compliance with Commission policies requiring notification or approval for contractual relationships. (Note that the initiation of a contractual relationship wherein 25-50% of an academic program is offered by an entity that is not accredited by an accrediting agency recognized by the U.S. Department of Education must be separately approved by the Commission. If the team learns that the
institution has initiated such a relationship subsequent to its filing of the Annual Institutional Data Update in 2010 and has not completed the appropriate change application, the team must require that the institution complete and file the change application as soon as possible.

**Consortial Relationships:** The institution has presented evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (Note that the initiation of a consortial relationship wherein 50% or more of an academic program is offered by a consortial partner, which is an entity accredited by a U.S. Department of Education-recognized accrediting agency, must be approved by the Commission. If a team learns that an institution has initiated such a relationship subsequent to its filing of the Annual Institutional Data Update in 2010 and has not completed the appropriate change application, the team must require that the institution complete and file the change application as soon as possible).

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

**6. Institutional Disclosures and Advertising and Recruitment Materials:** The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

**7. Relationship with Other Accrediting Agencies and with State Regulatory Boards:** The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must address this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the standard.

**8. Public Notification of an Evaluation Visit and Third Party Comment:** The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

The team has reviewed this component of federal compliance and has found the institution to meet the standard.
ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

to

Coconino Community College

Flagstaff, Arizona

November 13-16, 2011

for

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Ms. Beth Adams, Dean of Enrollment and Student Services, Central Lakes College, Brainerd and Staples, Minnesota.

Dr. Linda Chapman, Vice-President of Academic Affairs, Lewis and Clark Community College, Godfrey, Illinois

Dr. Chad Hanson, Sociology Instructor, Casper College, Casper, Wyoming

Dr. Robert Meyer, President, Wisconsin Indianhead Technical College, Shell Lake, Wisconsin
Dr. Thompson Brandt (chair), Dean, Humanities and Social Sciences, Highland Community College, Freeport, Illinois

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Overall Observations about the Organization

For two decades, Coconino Community College has enjoyed growth and revitalization, including ongoing advancement in student enrollment, the building of additional campus buildings, visionary leadership, and continued emphasis on student learning and community engagement. Much has already been accomplished since the current president’s term was recently ushered in with the help and encouragement of a welcoming institutional community. Students, faculty members, support staff members, administrators, and College Board members are enthusiastic about their work, proud of the institution, and dedicated to more progress in the future. As a result, CCC enjoys an enviable reputation with its constituents and has potential to become even more effective. Before the visit, the College shared with the team ideas about consultation we may wish to provide. We trust we’ve been able to do so with narratives presented in this section of the final report.

Consultations of the Team

Strategic Planning and Shared Governance

While there is evidence that the College has advanced its use of data in planning and decision making, significant opportunities exist for CCC to continue to develop use of comparative data and trend analysis to strengthen its decision making. For example, the College may wish to consider using the Community College Survey of Student Engagement (CCSSE) and/or Noel Levitz Student Satisfaction Inventory (SSI) to benchmark its performance against its peers.

Several improvements have been made to the strategic planning process that are genuinely intended to encourage staff input and demonstrate CCC’s commitment to shared governance. The President has indicated a strong desire to strengthen shared governance at CCC and to achieve even higher levels of College effectiveness and efficiency. However, like most institutions of higher education, shared governance is a journey for the College. CCC faculty yearn for even more meaningful involvement in planning and decision making and the College could consider additional mechanisms for engaging involvement that are effective for CCC.

The HLC accrediting team suggests that CCC expand the membership of the group that vets proposed strategic objectives, tactics, and measures. In addition and more specifically, the president and her leadership team may wish to schedule “listening” sessions with individuals and/or small groups of staff and faculty members, with the intention to learn more about their
dreams and needs. By doing so, the institution would be able to demonstrate its commitment to sharing responsibilities, offering input at all levels of the College, and expanded corporate, continuous improvement. Sharing leadership responsibilities in committee work, throughout college programming, and at virtually all levels of the academic program could be explored by the College. Celebrations, meals, and other events that reach throughout the boundaries of the College would also be encouraged.

Critical steps that also may be taken immediately are to initiate joint work in setting agendas, considering timelines, and allowing for enough time to deliberate about issues. More opportunities for informal interaction among College personnel are strongly encouraged. By reducing some examples of isolation, the College stands to become an even more welcoming and transparent institution. CCC is encouraged to study methods and styles of communication and to link decision making between administrators and faculty members to a greater extent. The College is advised to train new employees to become participants in shared governance from the start.

While these few recommendations may seem obvious, it remains the responsibility of the CCC community to explore and attempt various approaches, including these, to establish a stronger sense of shared governance. In the end, it is incumbent on the College to make progress in a journey for which it is responsible. Ideally, shared governance should not depend upon the personalities of individual administrators. Strong colleges set formal processes, procedures, and protocols in place for shared decision making. When these procedures are established—they endure, despite shifts or changes in personnel.

One of the best sources of information and guidance on the role of faculty in governance is the American Association of University Professors. www.aaup.org. The organization maintains a standing committee on College and University Governance. It also publishes materials on the role of faculty in shared decision-making, and they provide guidelines for institutions to use in the assessment of their own governance practices.

The Assessment of Student Learning

Coconino Community College is poised to deliver a comprehensive general education curriculum to students. The College has done an admirable job of mapping general education student learning outcomes to their 125 general education courses. A search of course syllabi could identify those CTE courses that already require a paper or an oral presentation (Communication Skills), projects that require application of learning (Thinking Skills), and assignments that relate to diversity and/or global awareness (Diversity and Global Awareness). It would take a closer examination of course syllabi to discover courses that already teach to learning objectives that require ethical decision-making or the recognition of civic values (Ethical and Civic Values). Starting with these courses where course assessment already requires a level of knowledge in one or more of the four general education learning outcomes, Coconino could continue to map the general education learning outcomes to course level learning outcomes in CTE courses. This exercise would establish that general education learning outcomes are taught across the curriculum at CCC and are the responsibility of all College faculty and staff.
Although students at Coconino Community College are appreciative of the services provided through the LEC (site visit discussion with students), they are also able to identify additional tutoring services that would also be helpful to them. For example, some say that they would benefit from more tutors skilled in higher level math and sciences, while others say that less instructional technology support such as MyMathLab or the foreign language software and more “human” faculty support in mathematics and foreign languages would be helpful to them.

In 2003, a former CCC faculty member conducted research on student use of the Learning Enhancement Center in terms of student course performance outcomes for LEC users as compared to non-users. Additionally, longitudinal data were collected to compare the retention rates of students who used LEC services as compared to non-users. Conducting research on the effect of LEC services on student course-level learning performance, persistence, and completion could provide critical data and meaningful information to guide CCC’s deployment of learning assistance services. As a result, faculty members and academic administrators could be positioned to identify those services which most positively affect student learning success and retention. The current method of surveying student satisfaction is an informative perspective, but no substitute for student learning success and retention data.

The Criterion Three committee also recommended that CCC develop a progress monitoring system to monitor students “who are at-risk, who are on or in jeopardy of being placed on academic probation” (Self-Study, p. 249). A progress monitoring system would provide valuable information to the academic advisors. With more research information, advisors could direct their proactive advising resources toward students who are likely to need additional support and intervention if they are to be retained toward the completion of a credential. To implement this system, the Assessment of Student Learning Committee in consultation with advisors would need to define and quantify “at-risk” students. For example, such could be defined as students in three developmental education courses, among these in Mathematics, English and Reading; or students enrolled in the lowest level developmental math and a program major with a high math requirement; or students who have failed or withdrawn from their first semester courses. With a quantifiable and programmable definition of “at-risk” a monitoring system could be directed toward specific student populations and the interventions to support those students researched to determine the success of the interventions.

In November 2009, CCC responded to the HLC report of a focused visit, May 17-18, 2004. Then President Thomas S. Jordan, Ph.D. wrote: “with regard to assessment of comparable student outcomes in distance and traditionally delivered classes, the team notes that, ‘much work was needed,’ and observes that, ‘Some anecdotal examples were provided by a couple of instructors,’ (p.4).” Much has been done since that focused visit, but CCC still does not have a direct comparison of the student success and persistence outcomes for online course sections as compared to face-to-face course sections of the same course. A direct comparison of the students’ grades and completions in online sections versus face-to-face sections would allow the College to see if there is a pattern of difference such that online students are withdrawing or failing at higher rates than their counterparts in face-to-face sections. If it were to be discovered
that such a disparity exists, CCC would be able to act on that evidence of learning and develop interventions to improve that pattern.

The College has begun efforts to include service learning in their curriculum. At the time of the site visit, however, the practice was limited to a select number of faculty. In support of further efforts in this area, CCC could avail itself of the resource network maintained by the Campus Compact. www.compact.org. The Compact encourages sound practices in service learning and education for civic engagement.

**Student Access, Retention, and Completion**

As mentioned in a meeting at the College conducted by the chairman of the HLC accrediting team, CCC may wish to review and refine its program in access, retention, and completion by defining terms, understanding more about relating to each of these initiatives, and facing the reality of what can and cannot be done in light on the location, amount of funding for, and the number and academic quality of prospective students in the College district. Through the course of discussions with faculty and staff, the team noted confusion and uncertainty with respect to the College’s first-year retention rate. In order for the college to best collect data on and improve its rate of retention for entering freshman, the team suggests the resources made available by the National Resource Center for the First Year Experience www.sc.edu/fye/. The National Resource Center is the nation’s premier organization focused on the transition into college and degree completion.

While such study gets underway, CCC may wish to reach out to cohorts of students, including U.S. service veterans, in an attempt to continue to broaden and expand its reach to an even more diverse student body. With respect to retention, there are few ingredients more important than a rigorous, comprehensive curriculum with diverse opportunities for students who may wish to be graduated with an associate’s degree, transfer to a baccalaureate institution, complete a certificate, or simply take a few courses for enrichment. One of the keys in retaining traditional aged students is to provide a rich, well designed academic program in developmental education that takes students where they are academically and fundamentally helps them grow into what they can be. Many community colleges are finding “bridge” programs effective in such an effort. Bridge programs have the potential to provide academic support services to a wide segment of the postsecondary student population, including those traditional age students who find themselves on the cusp of college readiness in important disciplines like reading, writing, and math. If CCC were to launch a successful bridge program to a group of incoming students, the College may find that student retention and, ultimately, completion would be improved.

With respect to student completion, there is a well accepted notion that many students leave community colleges with nearly all required credits accomplished but, for one reason or another, simply neglect to finish the coursework that is required to attain a degree or certificate. CCC may wish to undertake a study of nearly completed students to determine how many would qualify for degrees and certificates with strong encouragement from the College to finish academic requirements and file for graduation.

**III. Recognition of Significant Accomplishments, Progress, and/or Practices**
The HLC accrediting team recognizes these accomplishments, examples of progress, and practices at Coconino Community College.

- A quality staff that is dedicated and loyal to ICCC and the community it serves.
- A Board of Directors that is supportive and passionate about providing quality education to its constituents.
- A supportive community.
- Exceptional students.
- Well-maintained facilities, clean, and extensive, conducive to a learning environment.
- The College has developed a number of partnerships that allow it to make offerings possible, affordable, and accessible. CCC should be commended on the ongoing engagement it emphasizes with community leaders, businesses, and industry.
INSTITUTION and STATE: Coconino County Community College, AZ

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 11/14/11 - 11/16/11

### Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: nc

DEGREES AWARDED: A

TEAM RECOMMENDATION: nc

### Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: nc

APPROVAL OF NEW ADDITIONAL LOCATIONS: The Commission's Expedited Desk Review Program is only available to offer existing degree programs at new locations within the service area provided any prior approval required by the state of Arizona has been secured.

TEAM RECOMMENDATION: nc

APPROVAL OF DISTANCE EDUCATION DEGREES: New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.

TEAM RECOMMENDATION: nc

REPORTS REQUIRED: None

TEAM RECOMMENDATION: Progress Report due by January 3, 2104 on shared governance

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: none

### Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2001 - 2002

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2011 - 2012
Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

TEAM RECOMMENDATION: 2021-22
ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Coconino County Community College, AZ

TYPE OF REVIEW (from ESS): Continued Accreditation

_x_ No change to Organization Profile

Educational Programs

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<th>Program Distribution</th>
<th>Recommended Change (+ or -)</th>
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<td>Associate</td>
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Off-Campus Activities

In-State:

Present Activity:

Campuses: Flagstaff (Flagstaff Fourth Street Campus & Technology Center) ; Page (Page/Lake Powell Campus)

Additional Locations: None

Course Locations: 4

Recommended Change: (+ or -)

Out-of-State:

Campuses: None

Additional Locations: None

Course Locations: None

Recommended Change: (+ or -)

Out-of-USA:

Campuses: None

Additional Locations: None

Course Locations: None

Recommended Change: (+ or -)

Distance Education Programs:

Present Offerings:
Associate - 13.1202 Elementary Education and Teaching (AA in Elementary Education) offered via Internet; Associate - 24.0102 General Studies (AA in General Studies) offered via Internet; Associate - 24.0102 General Studies (Associate of General Studies) offered via Internet

**Recommended Change:**

(+ or -)

**Correspondence Education Programs:**

Present Offerings:

None