SELF-STUDY FOR CONTINUED ACCREDITATION

PREPARED FOR THE HIGHER LEARNING COMMISSION

NOVEMBER 14–16, 2011
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COLLEGE OVERVIEW AND HISTORY

INTRODUCTION

The beginnings and vigorous development of Coconino Community College have been remarkable. At its inception, the “college without walls” held classes in rented spaces throughout its communities. As it continued its community support alongside growth in student enrollment, the College acquired classrooms in a strip mall on North Fourth Street in Flagstaff, as well as constructed a campus in Page. Today, CCC’s main campus and administrative offices are located in an all-in-one classroom facility sited on a forested hill. The College recedes into the natural setting, carefully concealing a 670-car parking area and emphasizing the connection of the interior spaces to beautiful forest views.

A PROFILE OF COCONINO COMMUNITY COLLEGE

Flagstaff Lone Tree Campus and District Offices

This campus was designed by Jones Studio Inc./Rhodes & Associates, Inc., architects, and Target General, Inc. served as contractor. It was completed in spring 2002. Initial classes were offered in spring 2002, and the dedication ceremony was held in April 2002. The Flagstaff Lone Tree Campus and District Offices feature the following:

- Construction materials and design intrinsic to the surrounding environment
- Interior design in modern colors
- 128,017 square feet
- 33 classrooms
- 80-station student computer lab
- Music and art labs
- Dance studio
- Registration, advising, and financial aid services
- Campus Life Center/Student lounge
- A “Commons” which hosts various student and community events
- Food service area
- More than 670 parking spaces
- Learning Enhancement Center/Testing Center
- Information Resources Center/Institutional Archives
- Average semester headcount: 2,900

Page/Lake Powell Campus

The original campus was designed by Kenyon Architectural Group, architects. It was completed in 1997. An expansion was designed by Schneider, Gadbery, Shay & Partners, architects, and was completed in spring 2002. The Page/Lake Powell Campus features the following:
• 20,405 square feet
• 24-station computer lab/classroom and Microsoft Test Center
• Learning Enhancement Center with computers
• Student lounge
• Distance learning classrooms
• 12 classrooms
• 10 full-time employees
• Unique partnership with Page Public Library
• Average semester headcount: 480

Flagstaff Fourth Street Campus and Technology Center

The original home of Coconino Community College grew from the shell of a strip mall into a campus. This location houses CCC’s Workforce and Business Training Center, which includes the Small Business Development Center. The campus also houses CCC’s premier occupational/technical programs, including: Administration of Justice, Allied Health, CISCO Networking, Construction Technology, Electronics, Emergency Medical Services, Nursing, and Fire Science. The Flagstaff Fourth Street Campus and Technology Center features the following:

• 60,000 square feet
• 25 classrooms
• Approximately 200 computers for student, faculty, and staff use
• Science lab
• Nursing lab
• Distance learning classrooms
• Learning Assistance Center
• Average semester headcount: 1,100

Williams Course Site

This site was designed by Schneider, Gadbery, Shay & Partners, architects, and, Lejas Inc. served as contractor. It was completed in December 2001 and the dedication ceremony was held in March 2002. The Williams site features the following:

• 4,348 square feet
• 12-station computer lab/classroom
• Distance learning classroom
• Instructional classroom
• Two offices
• Average semester headcount: 41
Grand Canyon, Tuba City, and Fredonia Course Sites

The College also offers courses at sites at the Grand Canyon (Grand Canyon Learning Center), Tuba City, and Fredonia. Permanent facilities have not been built for these course sites. Both sites offer significant opportunities to serve Coconino County citizens in remote areas at high schools through partnerships with local school districts.

HISTORY AT A GLANCE

CCC’s Critical First 10 years

1990

• Voters of Coconino County authorize formation of the Coconino County Community College (CCCC) District.

1991

• Voters authorize the levy of a property tax to raise $2.2 million to fund and operate a community college within Coconino County.
• CCCC District Governing Board enters into lease agreement for 15,600 square feet of classroom and office space in what were formerly the Gold Bond and Boston stores on North Fourth Street, Flagstaff.
• Dr. John Glenn becomes the first President of CCCC.
• CCCC officially begins registration for over 140 classes offered in Flagstaff, Grand Canyon, Page, Sedona, Tuba City, and Williams.
• CCCC’s Small Business Development Center begins serving Flagstaff, Grand Canyon, Page, Sedona, and Williams.

1992

• CCCC begins process of seeking affiliation with the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

1993

• CCCC holds first commencement and graduates three students.
• The CCCC Foundation is established.

1994

• CCCC receives North Central Association (NCA) candidacy status.
• Dr. V. Phillip Tullar becomes second President of CCCC.
1995

- The State Board of Directors for Community Colleges of Arizona approves CCCC’s proposed satellite campus and partnership with the City of Page.
- The College drops the fourth “C” from its name to become identified as CCC.
- CCC revises its Mission statement: To promote student success through comprehensive learning opportunities for its community.
- CCC District Governing Board approves the plan for a new Page Campus.

1996

- CCC receives initial accreditation from the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.
- CCC receives authorization from the Department of Education to disburse Title IV funds.
- The Arizona Board of Regents unanimously approves plans to make over 40 acres of Northern Arizona University (NAU) land available to CCC for a new Flagstaff Campus.
- College and Page City officials break ground on the Page Campus.
- CCC Foundation purchases Flagstaff Fourth Street facility.

1997

- CCC offers its first web-based class—Art History I.
- The CCC satellite campus in Page is completed.
- Voters pass a $25 million bond election for the construction of the Flagstaff Lone Tree Campus and District Offices, distance learning technology, and completion of the Page Campus.
- CCC goes online with the creation of its first website.

1998

- Dr. David A. Williams is appointed interim President of CCC.

1999

- Dr. Thomas S. Jordan becomes the fourth President of CCC.

2000

- CCC holds groundbreaking ceremony for the Flagstaff Lone Tree Campus and District Offices.
- CCC holds groundbreaking ceremony held for Williams Site.
- CCC holds Open House and Public Forum at Fourth Street facility for the unveiling of the proposed plans for the Workforce and Business Training Center.
Highlights of the Next 10 years

2001

• District Governing Board approves new Vision, Mission, Core Values, and purpose statements.
• District Governing Board approves official names for CCC facilities: Flagstaff Lone Tree Campus and District Offices, Flagstaff Fourth Street Campus and Technology Center, Page/ Lake Powell Campus, Williams Site, and Grand Canyon Learning Center.
• Williams Site completed.

2002

• Flagstaff Lone Tree Campus and District Offices open.
• 5,000 square foot Navajo Generating Station (NGS) Technology Center completed at the Page Campus, including a computer lab, ITV rooms, offices, boardroom, and classroom. The Center was completed in part with a donation of $225,000 from NGS.
• CCC successfully completed its first Higher Learning Commission (HLC) comprehensive evaluation for continued accreditation with a ten year reaffirmation of its accredited status with HLC.
• CCC begins offering classes through ITV.

2003

• CCC completes construction on Phase II Remodel of the Fourth Street Campus and Technology Center.
• CCC admits first class of 21 associate degree RN students.

2004

• CCC implements action-oriented advertising campaign.

2005

• CCC adopts its current Mission statement with widespread input from employees, students, and the community: As a learning-centered college, we enrich lives by embracing diversity and transforming the future through quality education.

2006

• CCC focuses on two major information initiatives: the Property Tax Override Election and the 15th Anniversary Celebration.
• Coconino County residents reject a tax override by a vote of 58 percent against and 42 percent in favor of the override question.
• CCC holds 2006 Mascot Naming Contest – CCC becomes the Coconino Comets.
2007

- Commencement ceremony is held at new Pine Mountain Amphitheater at Fort Tuthill County Fairgrounds honoring 189 graduates.
- Dr. Leah Bornstein becomes fifth President of CCC.

2008

- CCC strengthens partnership with Northern Arizona University and creates a collaborative admissions program to increase the number of baccalaureate degrees in Arizona.
- CCC establishes Community and Corporate Learning Center to serve Coconino County in contract training, personal enrichment, and the Small Business Development Center.
- CCC develops and implements an improved strategic planning process.
- CCC creates the Sustainable Financial Plan. The College receives inquiries about the plan from other colleges across the country and CCC is invited to present the plan at several conferences.

2009

- CCC establishes President’s Community Advisory Councils throughout district.
- CCC initiates first and second cohorts of CCC2NAU students, creating a seamless transition for community college students to university degree paths.

2010

- CCC dramatically increases collaborative problem solving with NAU: CCC2NAU, library merger, reverse transfer agreement, increased developmental math/English sections at NAU, and sharing of faculty.
- Paul Newman, first governing board president, and Dr. Pattie Gibson, a founding faculty member and administrator, present an oral history of CCC from its inception to employees, which results in a seven-page document (RRD 1-1 Oral History of CCC).
- CCC introduces legislation (2010-2011) to be able to bring CCC property tax questions directly to county voters.
- CCC receives a U.S. Department of Education TRiO Student Support Services grant for $220,000 per year for five years totaling $1,100,000.

2011

- CCC receives a distance learning grant of approximately $300,000 from the U.S. Department of Agriculture.
Today, Coconino Community College (CCC) serves many diverse communities throughout Coconino County including Flagstaff, Fredonia, Grand Canyon, Page/Lake Powell, Sedona, Tuba City, and Williams. CCC offers university transfer, career/technical programs, high school dual enrollment and tech prep programs, continuing education, and community interest courses. Serving approximately 8,296 students annually, the College continues to provide expanding opportunities for traditional and non-traditional students.

HISTORY

CCC’s Past Points to a Successful Future

In 1989, a petition drive was launched by a county grassroots committee to create the Coconino County Community College District. The voters passed the referendum authorizing the creation of the College in November 1990. Strong public support was stimulated, in part, by the idea that Coconino Community College would start as a “college without walls” and would utilize existing facilities in Flagstaff and other locations. CCC’s early growth created challenges to the “college without walls” concept and proved it to be an inefficient use of resources. The College has since been on a journey to develop partnerships and seek the resources to build permanent campuses and centers to serve the needs of its residents throughout the county.

Established to Provide Affordable Higher Education to Coconino County

In just 20 years, Coconino Community College has grown from a small college enrolling fewer than 970 students in its first year to a highly successful educational institution enrolling approximately 8,300 learners annually throughout the District.

CCC is challenged to meet the educational needs of its residents, many of whom are still unable to access higher education due to geographic and economic barriers. The College’s service area—long known for its sheer beauty—includes the Grand Canyon, the San Francisco Peaks, Sedona, Lake Powell, the Painted Desert, and Sunset Crater. Coconino County, the second largest in the country, spans 18,601 square miles—larger than Connecticut, Delaware, New Jersey and Rhode Island combined. Five sovereign Indian nations govern over one-third of the land, including the Navajo Nation—the country’s largest Native American reservation. The County is also diverse in population and educational attainment. Although nearly 14 percent of Coconino County adult residents have less than a high school education (RRD 1-2 U.S. Bureau of the Census), some 32 percent have a bachelor’s degree or higher. Coconino County has an adult population with the highest proportion of baccalaureate holders of any county in the State of Arizona (RRD 1-3 Percentage of Adult Population (Age 25+) with Bachelor’s or Higher, ERSI, 2009).
Created Partnerships to Expand Resources

To meet the demand for permanent facilities, CCC formed two major partnerships that resulted in two new campuses in Flagstaff and Page. In 1995, the College formed a partnership between CCC and the Page Public Library that was used as the model for partnerships with public libraries in order to serve distance learners and students enrolled at extension sites. The two facilities, designed to complement one another, sit on the CCC Page/Lake Powell Campus.

The College and Page Public Library shared expenses for library services, library materials, computers, landscaping, and security. Northern Arizona University also entered the partnership to provide an Interactive TV classroom, bringing upper division courses and degree programs to Page. The College and Page officials broke ground for the Page/Lake Powell Campus in April 1996. The building was dedicated in October 1997.

As enrollment surged at the Flagstaff campus, the College eventually secured the remaining square footage in the Fourth Street shopping center with the exception of two rental spaces and began searching for land for a new campus. In February 1996, the Arizona Board of Regents approved a recommendation from then NAU President Clara Lovett, to provide over 40 acres of land to CCC. In November 1997, Coconino County voters approved a $25 million bond election to build the additional Flagstaff Lone Tree Campus and District Offices, to fund distance-learning technology, and to complete the Page Campus. The College broke ground for the Flagstaff Lone Tree Campus and District Offices in March 2000. The campus opened for classes in January 2002.

Overcame Public Relations Crisis

Narrow passage of the November 1997 bond election resulted in a recall effort of the CCC District Governing Board members, followed by the resignation of two members. CCC received enormous press surrounding the issues: the controversial move to the west side of Flagstaff, the continued utilization of the Fourth Street facility, a reexamination of the building proposal, and a call for more vocational/technical programs. A public information campaign was launched to reinforce the fact that CCC intended to stay in its Fourth Street facility and emphasize occupational/technical programs. The CCC District Governing Board formed a Citizens Advisory Committee to reexamine the design of the Flagstaff Fourth Street Campus. Selected citizens instrumental in the District Governing Board recall effort were invited to serve. Collaboration between the council, the architects, and the administration resulted in a campus that the community is now embracing.
Enrollment Trends

Enrollment at the College increased rapidly until 1996, but has since leveled off. The College has begun a strategic enrollment initiative focusing on recruitment and retention. Enrollment growth is anticipated based on this effort and on the new and renovated facilities throughout the District.

Number of Credit Students Enrolled Fall 1991 to Fall 2010

Summary of Highlights for the First 20 Years

In the first two decades of service to its community, Coconino Community College:

- Graduated over 2,200 students and served many thousands more
- Earned accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools
- Served four times as many students as initially projected with the support of state and local funding
- Established educational and student services
- Established an associate degree in nursing
- Offered dual enrollment opportunities across the District
- Offered a GED program in Flagstaff and Page
- Established two permanent sites in Flagstaff, one in Page, one in Williams, and additional course sites at the Grand Canyon, Tuba City, and Fredonia
- Published first Strategic Plan, Challenges of the 21st Century
- Partnered with Northern Arizona University (NAU) for library, interactive television, classrooms, labs, and other resources
- Partnered with the City of Page to construct a community college campus and public library on land donated by the City
- Established a CCC/NAU Coordinating Council to continue review of the shared use of resources, facilities, and services between the two institutions
- Passed a $25 million bond issue to build an additional Flagstaff Campus and provide distance-learning technology
- Received a five-year, $1.7 million Title III U.S. Department of Education Strengthening Institutions grant
- Created the CCC2NAU partnership with Northern Arizona University
Future to Focus on Economic and Workforce Demographics of Coconino County

Coconino Community College serves a diverse population of 129,849 residents (RDR 1-4 Population estimates, 2009, Arizona Workforce Informer). About half of the total county population resides within 25 miles of Flagstaff; shown in the figure below, while the remaining half reside in rurally isolated communities far removed from the College.

### FACTS-AT-A-GLANCE

<table>
<thead>
<tr>
<th>Enrollment FY 2009-2010</th>
<th>Fall 2009</th>
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<tbody>
<tr>
<td>Annual FT Equivalent Student</td>
<td>2,361</td>
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<tr>
<td>Annual Unduplicated Headcount (credit)</td>
<td>6,717</td>
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<td>Fall 2009 Headcount (credit)</td>
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<th>By Full-time or Part-time</th>
<th>Fall 2009</th>
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<tr>
<td>Full-time</td>
<td>1,261</td>
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<td>25%</td>
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<tr>
<td>Part-time</td>
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<td>75%</td>
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<td>Total</td>
<td>4,961</td>
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<tr>
<th>By Gender</th>
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<tbody>
<tr>
<td>Female</td>
<td>2,825</td>
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<tr>
<td>Male</td>
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<td>43%</td>
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<tr>
<td>Undeclared/unknown</td>
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<tr>
<td>Total</td>
<td>4,961</td>
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<td>Resident</td>
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<td>Out-of-County</td>
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<td>Out-of-State</td>
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<td>Total</td>
<td>4,961</td>
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<thead>
<tr>
<th>By Ethnic or Race Group</th>
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<tr>
<td>Non-resident Alien</td>
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<tr>
<td>Black, non-Hispanic</td>
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<td></td>
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<td>Am Indian/Alaskan Native</td>
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<td>Asian or Pacific Islander</td>
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<td>Hispanic</td>
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<td>Unknown/unreported</td>
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<tr>
<td>Total</td>
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<tr>
<th>Instructional Staff</th>
<th>Fall 2009</th>
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<td>Full-time Instructors</td>
<td>45</td>
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<tr>
<td>Part-time Instructors</td>
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<td>82%</td>
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<td>Total</td>
<td>244</td>
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ORGANIZATION OF THE SELF-STUDY PROCESS

Coconino Community College
ORGANIZATION OF THE SELF-STUDY PROCESS

Coconino Community College (CCC) launched its self-study for continued accreditation in October, 2008 with the presidential appointment of a chair and co-chair to provide leadership and direction to the process. The president appointed a second co-chair later during the process. This leadership team included the Executive Dean of the Page/Lake Powell Campus, Director of Institutional Research and Assessment, and a mathematics faculty member. The team met regularly throughout the process and provided the oversight needed to complete a successful self-study.

During the College’s 2010 strategic planning retreat, the Strategic Planning Committee decided to append one more year to the current strategic planning cycle so that the findings of the current self-study and recommendations of the HLC visiting team could be incorporated into the College’s next strategic plan. Hence, this self-study set the stage for the next iteration of the College’s strategic plan.

Professional development activities introducing employees to the self-study process began at all campuses in October 2008 and continued through spring 2009. The team gave PowerPoint presentations to each department throughout the College and provided information to faculty, staff, and administration on the following accreditation topics: purposes and benefits, self-study and peer review, criteria and core components, and the self-study process (RRD 2-1 Professional Development PowerPoint Presentations). In addition, several employees attended the 2009-2011 Higher Learning Commission (HLC) annual conferences in Chicago. Attendees participated in sessions relating directly to the self-study process as well as the regular sessions offered during the conference. Conference attendees discussed what they learned at the HLC annual conferences with the Steering Committee. In 2011 a CCC faculty member co-presented a session on portfolio assessment in the fine arts at the HLC annual conference. Professional development activities continued throughout the self-study for faculty, staff, students, District Governing Board members, and participants on various College advisory boards.

FORMATION OF SELF-STUDY STRUCTURE

The co-chairs developed a self-study plan for continued accreditation in summer, 2009 which set forth the purposes of CCC’s self-study process:

- To encourage continuous institutional improvement
- To support and enhance institutional effectiveness and planning efforts
- To foster open communications throughout the College
- To support an institutional research and assessment capacity that assists in the self-study as well as institutional planning activities
- To achieve continued accreditation
The Steering Committee approved the plan and adopted a self-study design that focused on the criteria for accreditation and each of the twenty-one core components. The plan established the structure for the self-study process, the organization of the self-study report, and included timelines for completion of each aspect of the process up through the November 2011 visit (RRD 2-2 Self-Study Plan for Continued Accreditation).

ORGANIZATION OF THE SELF-STUDY

Nine teams formed the primary structure of CCC’s self-study process:

- Steering Committee
- Five Criterion Committees
- Editing Committee
- Technology Support Committee
- Visit and Hospitality Committee

Departments throughout the College invited volunteers to serve on the various committees, and the College President made formal appointments. Representation on the twenty-one member Steering Committee included faculty, staff, administration, students, alumni, and community members. The self-study chair and co-chairs planned the agenda for monthly meetings of the Steering Committee, which included representatives from the Criterion, Technology, Editing, and Visit and Hospitality Committees. Throughout this document and in discussions across the College the terms “committee” and “team” are used interchangeably when referring to the self-study process.

Membership on the self-study committees included:

<table>
<thead>
<tr>
<th>SELF-STUDY STEERING COMMITTEE</th>
</tr>
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<tbody>
<tr>
<td>Lloyd H. Hammonds, Chair</td>
</tr>
<tr>
<td>Stephen Chambers, Co-Chair</td>
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<tr>
<td>Jennifer Jameson, Co-Chair</td>
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<tr>
<td>Monica Baker</td>
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<tr>
<td>Shane Brown</td>
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<td>Charlie Bynar</td>
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<td>John Cardani</td>
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<td>Kathleen Corak</td>
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<td>Pattie Gibson</td>
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<td>Veronica Hipolito</td>
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<td>Kirk Kelly</td>
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<td>Ingrid Lee</td>
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<tr>
<td>Ana Novak</td>
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<td>Adrian Patel-Delaloyye</td>
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<td>Alan Petersen</td>
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<td>Jami Van Ess</td>
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<td>Bob Voytek</td>
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<td>Joan White</td>
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<td>Kathleen Corak (Chair)</td>
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<td>Nina Webb</td>
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<td>Jami Van Ess (Chair)</td>
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<td>Greg Clark</td>
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<td>Kimberly Khatibi</td>
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**CRITERION FOUR COMMITTEE**

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<th>Name</th>
<th>Position/Department</th>
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<tr>
<td>Ingrid Lee (Chair)</td>
<td>Dean of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Barb Eickmeyer</td>
<td>Full-Time Faculty and Chair, Languages</td>
</tr>
<tr>
<td>John Henneberg</td>
<td>Career Services Coordinator</td>
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<tr>
<td>Ana Novak</td>
<td>Science Lab Coordinator and Part-Time Faculty, Science</td>
</tr>
<tr>
<td>Karla Philips</td>
<td>Curriculum &amp; Articulation Services Coordinator</td>
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<tr>
<td>Robin Rickli</td>
<td>Development Coordinator, Human Resources</td>
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<tr>
<td>Jim Rhodes</td>
<td>Full-Time Faculty, Psychology and Sociology</td>
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**CRITERION FIVE COMMITTEE**

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<th>Name</th>
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<tr>
<td>John Cardani (Chair)</td>
<td>Executive Director of Community and Corporate Learning</td>
</tr>
<tr>
<td>Monica Baker (Co-Chair)</td>
<td>Dean of Career and Technical Education</td>
</tr>
<tr>
<td>Dave Bowman</td>
<td>Full-Time Faculty and Chair, Computer Information Systems</td>
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<tr>
<td>Robert Erb</td>
<td>Foundation Director</td>
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<tr>
<td>Mirjana Glisovic</td>
<td>Full-Time Faculty, Mathematics</td>
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<tr>
<td>Veronica Hipolito</td>
<td>Director of Student Support Services</td>
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<tr>
<td>Michele Metcalf</td>
<td>Full-Time Faculty, Psychology and Sociology, Chair Social &amp; Behavioral Sciences</td>
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<tr>
<td>Nik Zatezalo</td>
<td>Full-Time Faculty, Business, Economics and Accounting</td>
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<tr>
<td>Annette Zinky</td>
<td>Director, Small Business Development Center</td>
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**EDITING COMMITTEE**

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<th>Name</th>
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<tr>
<td>Ruth Foster (Chair)</td>
<td>Full-Time Faculty, Developmental English and Reading</td>
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<tr>
<td>Jerry Baker</td>
<td>Full-Time Faculty, English</td>
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<tr>
<td>Sandra Dihlmann</td>
<td>Full-Time Faculty, English</td>
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<tr>
<td>Alex Frawley</td>
<td>Community and Corporate Learning</td>
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<tr>
<td>Jeremy Martin</td>
<td>Full-Time Faculty, Developmental English and Writing</td>
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**TECHNOLOGY SUPPORT COMMITTEE**

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<tr>
<td>Joe Traino (Chair)</td>
<td>Chief Technology Officer</td>
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<tr>
<td>Kirk Kelly</td>
<td>Full-Time Faculty, Computer Information Systems</td>
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<tr>
<td>John Kofonow</td>
<td>Senior Graphic Design Specialist</td>
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<tr>
<td>Jared Logan</td>
<td>Manager, Information Technology User Services</td>
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<tr>
<td>Holly Oakleaf</td>
<td>Testing Coordinator</td>
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<tr>
<td>Susan Stokes</td>
<td>Accounting Information Technology Analyst</td>
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**VISIT/HOSPITALITY COMMITTEE**

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<th>Name</th>
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<tr>
<td>Joan White (Chair)</td>
<td>Executive Assistant to the President</td>
</tr>
<tr>
<td>Val Barret</td>
<td>Purchasing Specialist</td>
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<tr>
<td>Loria Hute</td>
<td>Full-Time Faculty, Nursing</td>
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<tr>
<td>Sharri Penland</td>
<td>Executive Assistant to the Vice President of Business and Administrative Services</td>
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<tr>
<td>Scott Talboom</td>
<td>Director of Publications, Public Relations and Marketing</td>
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<tr>
<td>Carol Wilson</td>
<td>Executive Assistant to the Vice President of Academic Affairs</td>
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<tr>
<td>Kathi Zahl</td>
<td>Foundation Coordinator</td>
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**COMMITTEE ACTIVITIES & ACHIEVEMENTS**

*Steering Committee*

The Steering Committee had the overall responsibility for overseeing and directing the self-study, preparing the self-study document, and preparing for the evaluation visit from the Higher Learning Commission. The Committee met monthly throughout the process. One of its initial activities was the approval of the self-study design, plan, and timeline. A second major effort was the creation of departmental self-studies covering all functional areas of the College. The Steering Committee developed a “Departmental Self-Study Guide” (RRD 2-3 Departmental Self-Study Guide). Each department discussed the following questions concerning accreditation criteria and the corresponding core components:

1. From the perspective of your department, cite evidence (specific examples and/or data) which indicates that each of the following specific criterion/core components are being met or are not being met by CCC and your department.
2. What are your department’s strengths and challenges regarding the five criteria?
3. What factors outside your department or the College affect the ability of your area to meet the criteria?
4. What opportunities for improvement has your department identified to better position the department to meet the criteria?
5. How do planning and budgeting activities in your department support meeting the criteria? How could planning and budgeting activities be improved?
6. Additional comments and other ideas.
In addition to the departmental self-evaluations, the Steering Committee collaborated with the Director of Institutional Research and Assessment in developing accreditation surveys for faculty, staff, and students. Environmental scans of CCC’s various communities were also conducted. The institution’s District Governing Board conducted its own self-study using a self-evaluation process developed by the Association of Community College Trustees:

- Board organization, development, and leadership
- Policy roles and direction
- Community and Board-President relations
- College operations standards
- Institutional performance
- College advocacy

CCC’s District Governing Board had completed a similar evaluation two years earlier. All of this information from departments, surveys, and the Board’s self-evaluations were placed on the intranet for self-study criterion teams to review and to use in writing the various chapters of the self-study.

The Steering Committee also conducted an extensive review in responding to the concerns of the 2002 HLC comprehensive visiting team. The Committee formed teams around each of the prior seven concerns: faculty personnel files, marketing plan, ratio of full- to part-time faculty, assessment of student learning, financial stability, participatory governance, and diversity. The seven teams included members of the Steering Committee and employees working in the specific areas of concern. Each of the teams developed responses to the prior concerns and brought these back to the Steering Committee several times for discussion and input. Brown-bag Lunches with the entire College community were held to discuss each of the prior concerns and CCC’s responses. The Editing Committee worked extensively on the written drafts to complete a concise, coherent, and cogent response to the prior concerns.

The Steering Committee developed templates to assist the five criterion teams in conducting their evaluations of how well CCC met each of the criteria for accreditation and corresponding core components. In addition, the templates provided a uniform format for all criterion teams to use in their evaluations. The templates were organized around identifying evidence regarding each of the core components of the particular criterion being addressed and provided a standard format for teams to follow. Template questions and headings served as catalysts and guides in addressing each core component. The templates were placed on the intranet so that teams could write directly to their specific template and make their drafts accessible for other teams to read (RRD 2-4 Criterion Team Templates). Hyperlinks were developed throughout each template to provide “helpful hints” to criterion teams as they conducted their evaluative review. The Steering Committee Chair and/or Co-Chairs, along with a representative from the
Editing Committee, met with criterion teams to provide initial direction. The self-study chair and co-chairs were available throughout the process to help any criterion team requesting assistance.

CCC engaged in a College-wide review process. As chapters of the self-study were completed, they were e-mailed to all CCC employees for a one week review period. Employees provided their comments and input directly to the authors of the chapter being reviewed. Also, the Steering Committee met separately with the authors and provided additional input. The Steering Committee held several special meetings to complete this task. After a chapter was revised incorporating the input of the College community and the Steering Committee, it was forwarded to the Editing Committee for final review and edit. Edited chapters were then sent to Marketing/Public Relations for design and layout. The process was iterative in nature and continued until there was general consensus about the observations, evaluations, and conclusions.

Finally, the Steering Committee wrote the final, reflective, summary chapter – Ensuring Quality: A Summary of CCC’s Self-Study for Continued Accreditation, demonstrating that Coconino Community College meets the five criteria for accreditation and the respective core components. The College has extended its current three-year strategic plan for an additional year so that the data, information, and evaluative findings of the institutional self-study, coupled with the findings of the visiting team, can be used by CCC as it embarks on the development of its next three-year strategic planning process.

Technology Support Committee

The Technology Support Committee was charged with two primary responsibilities:

1. Provide the technology support necessary to complete the process
2. Prepare a resource room documenting the self-study

Early in the process, the Committee worked with the Office of Institutional Research and Assessment and the Marketing/Public Relations Department to establish a web presence for CCC’s self-study process that would serve both internal and external constituencies. The Committee placed a variety of information on the College website and intranet:

- The self-study plan
- List of committee members and their roles/responsibilities
- PowerPoint presentations on accreditation
- Steering Committee minutes
- Updated task lists
- Style guide for writers
- HLC guidelines for writing evaluative statements
- 2002 HLC report of the visit to CCC
- A sample self-study
• Departmental self-studies  
• Environmental scans and survey results  
• Criterion team templates  
• Steering Committee response to the concerns of the prior visiting team  
• Chapters of the self-study as they were written  
• Visit checklist  
• Questions a team might ask  
• Other helpful information to assist in the process and keep CCC employees informed about the process (RRD 2-5. CCC Accreditation website)

In addition, the Technology Support Committee and Director of Institutional Research and Assessment organized the institution’s effort to create a Virtual Resource Room that created a link to evidentiary support cited in the self-study. The Steering Committee decided early in the process that a Virtual Resource Room would be beneficial to the visiting team in allowing for quick, easy access to documentation and would also serve the institution well in its long term planning efforts.

**Criterion Committees**

Criterion committees were formed around each of the five criteria for accreditation with the charge of writing the chapter for their assigned criterion. Criterion teams used the templates developed by the Steering Committee to guide them through the self-study. Teams were asked to provide the specific evidence which led to their conclusions and document it through the Virtual Room Resource. Teams considered a wealth of evidence in evaluating their criterion including:

• Faculty, staff, student, and employee surveys  
• Departmental self-studies  
• District Governing Board self-evaluation  
• Advisory committee feedback  
• A wealth of CCC documents collected and analyzed as part of CCC’s institutional effectiveness and academic assessment efforts  
• CCC public documents and financial reports  
• Archives of minutes for various committees across CCC  
• Feedback from Brown-Bag Lunches  
• Input from faculty and staff when chapters were published for comment

In addition, teams were encouraged to contact the Office of Institutional Research and Assessment if they had additional information and evidentiary needs.

Teams were asked to be evaluative and were provided with suggestions from HLC’s website about how to write evaluative statements. Criterion chapters included a statement of strengths and opportunities in their conclusion.

Approximately forty-eight people were directly involved in writing the five criterion chapters. In addition, the process encouraged input from faculty and staff by emailing drafts, one chapter at a time, so that the amount of ma-
terial for review was manageable at any given time. The Steering Committee which included employees, students, an alumnus, and community members also provided input to criterion teams before chapters were forwarded for editing and final layout.

Editing Committee

The Editing Committee was given the charge of reviewing drafts of the self-study document for voice, clarity, conciseness, grammar and related issues. As part of that effort, the Committee prepared a style guide to be used by all criterion teams and chapter authors (RRD 2-6 HLC Self-Study Style Guide). In addition, each member of the Editing Team was assigned to one of the criterion teams to provide on-going assistance and guidance throughout the process.

One issue of concern arising during the process was a request made by the Editing Team and leadership team of the self-study to grant a reduced class load for full-time faculty serving on the Editing Team. Both the leadership team of the self-study and the Editing Team believed that reduced class loads were important due to the additional workload of engaging in a thorough edit of each chapter of the self-study. The request was made to the administration of the College and after consideration was denied. Despite this decision, the Editing Team continued to fulfill their charge of editing the self-study document. In addition, the College contracted with three faculty members during summer 2011 to finalize the editing process.

Visit and Hospitality Committee

The Visit and Hospitality Committee worked with the visiting team chair and the Steering Committee to arrange the logistics of the visit including travel arrangements, hotel accommodations, transportation during the visit, campus visits, meals and dietary needs, computer needs, team amenities, and the agenda for the visit. In preparation for the team visit, the Committee also worked to help prepare the College community for the visit by: publishing the visit agenda, hosting activities about what to expect during the visit, reviewing the findings/conclusions of the self-study with employees, students, and community members, reviewing visit protocol, and discussing the type of questions a visiting team might be likely to ask.

SELF-STUDY PROFESSIONAL DEVELOPMENT ACTIVITIES

Coconino Community College engaged in a variety of professional development activities during the self-study process to educate faculty, staff, students, administrators, District Governing Board members, and the community about the PEAQ process for affirming accreditation and its benefits to the College. CCC’s Teaching and Learning Center collaborated with members of the Steering Committee to promote these learning opportunities as part of a program known as Discover CCC: Self-Study for Continuing Accreditation. Professional development activities offered included:
• PowerPoint presentations about accreditation and self-study were given to various constituencies.
• *Discover CCC* kick-off breakfast introducing all faculty, staff, and students to upcoming education sessions
• Self-study overview and updates to all faculty attending fall 2010 and spring 2011 Convocations
• Refreshments promoting student participation in surveys
• Accreditation presentation at a student forum
• Criterion Brown-Bag Lunches were held to gather input regarding each of the five criteria
• *Discover CCC* Core Values scavenger hunt to enhance understanding of the College mission and core values
• Focused lecture series with guests from Northland Pioneer College and Northern Arizona University discussing their recent experiences with the self-study process and accreditation visit
• Lecture on the history and status of accreditation in the United States
• Brown-Bag Lunches for discussing the concerns identified by the prior HLC visiting team
• Every first Friday of the month students were invited to an open house regarding student submissions on CCC Core Values during *OnCourse Student Publication* class time. (This provided an opportunity to engage students in the meaning and application of CCC core values within the creative experience of the students.)
• Check-in sessions with various departments and employee groups to provide a status report on the self-study
• Reports at President’s Advisory Committees in Page, Williams, and Flagstaff keeping them abreast of self-study activities
• Speakers to discuss the history of CCC, including the College’s first District Governing Board chair who was instrumental in founding the institution
• Brown-Bag Lunches and other meetings to prepare everyone for the visit
• First Friday check-ins at the Teaching and Learning Center where employees would receive a prize if they could describe how their job relates to the College mission and core values
• Core Values Geocache Activity
• *Discover CCC* Appreciation Breakfast
• Activities at the Fall 2011 Employee Development Day

In summary, CCC’s self-study process was an intensive effort which involved many constituencies in evaluating how well CCC meets the criteria for accreditation and their core components. The resulting product will be valuable to the College in promoting continuous improvement and enhancing communication across the institution. The institution looks forward to using the results of this self-study and the HLC team visit in its on-going institutional effectiveness and strategic planning efforts.
3 RESPONSE TO CONCERNS OF THE 2002 VISITING TEAM
RESPONSE TO CONCERNS OF THE 2002 VISITING TEAM

Issue 1: Faculty Personnel Files

2002 HLC TEAM CONCERN

In view of the suspension of the centralized instructor certificate process previously administered by the State Board of Community Colleges, there exists an immediate need to review and update full-time and associate (part-time) faculty personnel files to ensure the presence of appropriate credentials, including but not limited to official transcripts.

CCC RESPONSE

The College implemented a two-phase approach to reviewing and updating faculty files to ensure the presence of appropriate credentialing documents.

PHASE I (2006-2010): UPDATED CURRENT FACULTY PERSONNEL FILES

Phase I addressed a review of all faculty files to ensure required credentialing documents were present. The following steps were taken to review and update existing faculty files:

- Reviewed faculty files for credentialing documents
- Created a checklist to include the following required documents:
  - Job Application
  - Supplemental Credentials form (RRD 3-1 Supplemental Credentials form)
  - Official transcripts, licenses, and/or letters from employers confirming expertise in a field
  - Completion of EDU 250 or equivalent course concerning the development, missions, and pedagogy of community colleges (RRD 3-2 EDU 250 catalog description)
- Conducted an audit of all active faculty personnel files
- Prepared spreadsheets to determine missing credentialing documents
- Contacted faculty to request missing documents (via memos and presentations at Faculty Convocation and department meetings)
- Created a weekend section of EDU 247 (EDU 250 equivalent) for faculty to complete their CCC course requirement (RRD 3-2 EDU 247 catalog description)
- Obtained missing documents to complete personnel files
- Revised the credentialing process for compliance with other college policy and procedure rewrites (RRD 3-3 Part-time Faculty Hiring Packet)
PHASE II (2010-PRESENT): IMPLEMENTING PERSONNEL FILE SYSTEM FOR NEW FACULTY HIRES

Phase II involves strategies to ensure all newly-hired faculty have their credentialing and new-hire documents on file:

- Listing credentialing requirements on the Intent to Hire form (RRD 3-4 Intent to Hire form)
- Listing credentialing requirements on the Letter of Intent (RRD 3-5 Letter of Intent)
- Linking to the Supplemental Credentials form on neogov.org
- Creating a Process to Hire Part-Time Faculty form (addresses credentialing requirements) (RRD 3-6 Process to Hire Part-Time Faculty form)
- Using a Human Resources (HR) master spreadsheet, which is reviewed and updated each semester to ensure new faculty are included
- Purging and destroying personnel files that have been inactive for 5 years (per Arizona Revised Statutes (ARS) 41-1351)
- Requiring all faculty members who wish to teach at CCC after an absence of 5 years to resubmit all credentialing documents
- Including Faculty Evaluations and Letters of Intent in personnel files, along with pay addenda (RRD 3-3 Part-time Faculty Hiring Packet)
- Incorporating neogov.org to integrate HR file maintenance and prospective employee credentialing requirements with the job posting, applicant selection, and hiring process
- Routing official transcripts, licenses, and other documents outlining faculty competency to teach in a particular discipline to HR
- Requiring Department Chair signatures in faculty personnel files confirming the review of transcripts, licenses, or certificates
- Including a professional development plan to document how upper-division coursework required for credentialing, if deficient, will be met
- Date stamping documents and housing incomplete credentialing and hiring documents in a temporary file until all are received and complete
- Creating a permanent file for a newly hired faculty member once all hiring and credentialing documents are received by HR

In summary, the College reviewed and updated personnel files to comply with HLC credentialing requirements and implemented a more efficient system to ensure the presence of appropriate credentials for new-hires.
Issue 2: Marketing Plan

2002 HLC TEAM CONCERN

The absence of a comprehensive marketing plan, including such elements as identified market segments and strategies for marketing the College’s services to target audiences, hinders realization of the institution’s full potential for service to residents of the district.

CCC RESPONSE

CCC commissioned a marketing study in 2004 by the STAMATS firm, an advertising agency specializing in higher education marketing. STAMATS created a plan that the CCC Marketing Department implemented to guide the College marketing efforts through 2005. Many of the core findings in the marketing plan were used in subsequent years as well. In December of 2004 a Public Relations Director was hired to strengthen CCC’s presence through an extensive public relations effort. Much of the director’s time was spent creating and implementing a comprehensive public relations plan which also encompassed marketing. During this time period the College branded itself with the “Now” Campaign which was a significant step forward (RRD 3-7 Example of Now advertisement).

Due to the volatility and uncertainty of the economic climate, the College has adopted an updated marketing plan to suit the contextual needs of CCC (RRD 3-8 CCC Marketing Plan, 2010). This internally-developed plan applied multiple resources to derive current target audiences and marketing strategies. The updated marketing plan is comprehensive with multiple strategies designed to reach target markets and stakeholders. The plan addresses contemporary technologies and media such as web marketing, email marketing and other social media, keeping in step with current trends, and assisting CCC in planning for the future.

A primary resource for the updated plan was an Environmental Scan conducted by the College’s Office of Institutional Research and Assessment (RRD 3-9 Environmental Scanning website). The Environmental Scan applies information obtained from the report “A Profile of Education, Workforce, and the Economy Flagstaff, Coconino County” produced by the National Center for Higher Education Management Systems (NCHEMS) in July of 2007 (RRD 3-10 NCHEMS 2007), and includes, but is not limited to, the following data:

- “In-State Institutions Most Attended by First-Time Students Who Are Residents of Coconino County, 3-Year Average from 2003-04 to 2005-06” (RRD 3-10 NCHEMS 2007, slide 18)
- “Occupations Requiring at Least Some Postsecondary Education with the Most Average Annual Openings from 2005 to 2025, Coconino” (RRD 3-10 NCHEMS 2007, slide 42)
- “Percentage Employment by Industry in 2005, Coconino” (RRD 3-10 NCHEMS 2007, slide 39)
Key statistics, including zip code information derived from the Environmental Scan, helped the marketing team target audiences geographically. Demographic information from the scan also helped the marketing team target specific markets to make advertising expenditures as efficient as possible. For example, CCC reduced marketing efforts in Sedona (within neighboring Yavapai County) because of the small portion of enrollments originating from the area.

Primary Population Markets:

- Flagstaff
- Page
- Navajo Nation
- Hopi Tribe

Secondary Population Markets:

- Williams
- Grand Canyon

The updated plan utilizes an integrated approach involving all departments at the College including Academics, Financial Aid, Community and Corporate Learning, Security, CCC Foundation, Information Technologies, and The Learning Center. The plan specifically identifies the geographic areas where CCC campuses are located to build awareness and boost enrollment in those areas. Marketing has also worked closely with the Information Technology Department to create and implement a new website designed to be user-friendly and to market CCC.

Another resource used to produce the updated marketing plan was the strengths, weaknesses, opportunities, and threats (SWOT) analysis prepared by the Marketing Department. The marketing plan includes the design of a new “Start Smart” advertising campaign, which provides connectivity between CCC programs of study and the local job market. The Start Smart position statement was chosen after vivid descriptors were identified from meetings where SWOT analyses were conducted with students, faculty, and staff. The vivid descriptors are key components in all of the ads and will assist with the marketing of CCC for the next three years (RRD 3-8 CCC Marketing Plan, 2010). This campaign has been active since August of 2009.

In addition, in September 2007, the president set a new 3-year Strategic Plan process into motion, which has served as a working document to guide all departments, including Marketing and Public Relations. The implications for the Marketing and Public Relations department are that the plan stresses goal setting and implementation of specific marketing, publications, and public relations tactics. Approximately 90% of the marketing tactics identified in the 3-year strategic plan have been completed the third year into the plan.
2002 HLC TEAM CONCERN

The College is properly concerned with a low ratio of full-time to part-time (or associate) instructors each semester in addition to the 28 full-time instructors – a ratio of about 7 to 1. Data provided by the institution indicates that approximately 76% of credits generated in a recent semester were attributable to course sections taught by associate faculty. The challenge of recruiting, replacing, training, mentoring, and evaluating the large number of associate faculty constitutes a drain on the energies of full-time faculty and academic administrators and places the responsibility for curriculum planning and management on a relatively small number of full-time faculty members.

CCC RESPONSE

The College has addressed the ratio of full-time to part-time faculty. Full-time faculty positions have increased by 46%, from 28 positions in Fiscal Year (FY) 2002 to 40 positions in FY 2010. The increase resulted in the student credit hours generated by part-time faculty decreasing from 76% to 67% since 2002.

During the same time period, the ratio of full- to part-time instructors at community college campuses nationally has shifted toward greater reliance on part-time instructors.

Consequently, the ratio of full- to part-time faculty at CCC is now slightly better than the national average of 30 - 70% (RRD 3-11 National Center for Education Statistics, 2010).

CCC continues to monitor and adjust the hiring mix of faculty. The College also has addressed the challenges of recruiting, replacing, training, mentoring, and evaluating part-time instructors without draining the energies of full-time faculty and academic administrators by taking the following actions:

• The College has increased Department Chair (DC) positions from 8 to 10 since 2002 to enhance the comprehensive support system for part-time faculty.
• DC’s release time now ranges from 12 to 15 credit hours per year. In 2002 release time was 9 credits. The 50% increase allows more effective recruiting, replacing, and evaluating of part-time faculty.
• Prior to beginning instruction, part-time faculty members undergo a detailed New Faculty Orientation in practical, technical, and instructional knowledge through the Teaching and Learning Center (RRD 3-12 New Faculty Orientation Materials).
• New part-time faculty members are assigned a mentor to guide them through their first semester. Mentors are experienced instructors in the same or related discipline who draw on their expertise and a structured mentoring packet (RRD 3-13 Faculty Mentoring...
packet) to provide resources and helpful feedback. Mentors also observe a class, offer suggestions, and give instructional support. In addition, the College provides mentors for online instruction and other areas on an as-needed basis. The Teaching and Learning Center facilitates the mentoring program.

- The Training and Development Program and the Teaching and Learning Center provide part-time faculty with free professional development sessions throughout the semester (RRD 3-14 Professional Development Calendar). Additional professional development is available during bi-annual Employee Development Days. Part-time faculty members are eligible for limited onsite scholarship stipends on an as-needed basis to attend professional development sessions and to compensate them for their time (RRD 3-15 Application for professional development funds).

- Part-time faculty can also apply for outside professional development via Training and Development Scholarships (RRD 3-16 Training and Development Scholarship intranet page).

- Part-time faculty members are also required to complete EDU 250 “The Community College” within their first semester of instruction. The course content is organized in a series of online modules that require instructors to complete applied assignments relevant to their discipline and to enhance their knowledge of both the Community College setting and their teaching strategies (RRD 3-17 EDU 250 packet).

- All part-time faculty members have continuous access to the Teaching and Learning Center, which maintains an extensive library on instructional skills, student learning assessment, media and classroom simulation games, as well as personnel who can provide specialized training in technical programs of the faculty’s choice, along with online instruction and design guidance (RRD 3-18 TLC Assets intranet page).

- The College demonstrated its commitment to part-time faculty training by funding two previously grant-funded full-time equivalent (FTE) Training & Development positions and the Teaching and Learning Center.

- An ITS Help Desk supports technical questions and concerns of full- and part-time faculty in a timely fashion.

- The College Council includes one part-time and one full-time faculty representative as an integral part of this college-level decision-making team.

- The College has given the same annual raises on average to part-time faculty as what the rest of the College receives to be fair and equitable to all employees.

- The part-time faculty pay structure was changed from 3 tiers to 2 tiers beginning FY 04 based upon feedback from part-time faculty. The idea was that it would improve retention of part-time faculty if they could be promoted to the top tier sooner.
Finally, a full-time Curriculum and Articulation Coordinator supports faculty curriculum development by handling administrative details and coordinating state-wide curriculum articulation. Stipends are available to part-time faculty who develop new curriculum.

In summary, CCC full- to part-time ratios are aligned with national averages. DCs have increased release time to manage a comprehensive support system for part-time faculty including recruitment, hiring, training, and evaluation. Two FTE support positions in the Teaching and Learning Center train, mentor, and supervise an extensive part-time instructor mentoring program. A Help Desk provides technical support. In addition, a full-time coordinator and outside expertise (as needed) support full-time faculty curriculum development.

**Issue 4: Assessment of Student Learning**

**2002 HLC TEAM CONCERN**

While the College has devoted considerable time and effort to the design of a program of student learning assessment, substantial parts of the assessment plan remain to be implemented. It is not evident at this time that a regular cycle of assessment is in place across all curricular areas, and that assessment data is being systematically collected, appropriately disseminated, and used for the improvement of instruction.

**TEAM RECOMMENDATION: MONITORING**
**REPORT DUE AUGUST 31, 2005**

**Rationale and Expectations:** A monitoring report on assessment of student learning will be due no later than August 31, 2005. The report and any attachment (such as an annual assessment plan and/or report of assessment results) should demonstrate that assessment is regularly collected, disseminated, and used for instructional improvement across all curricular areas. If the report is found to be significantly deficient in demonstrating that this process is occurring, further monitoring may be indicated at the direction of the Commission, its staff and decision-making authorities.

**CCC RESPONSE**

In August 2005, Coconino Community College submitted a monitoring report to the Higher Learning Commission concerning the student learning assessment program. Commission staff action to that report commended the College “for its progress in evaluating and communicating assessment results” and concluded that CCC “has developed a strong assessment program and should continue expansion across the institution into curricular and co-curricular activities.” Since that time, the Commission staff has required no further reports.
Prior to the acceptance of the monitoring report, the College had begun to increase its commitment to assessing and improving student learning. Chapter 6 addresses the continuance of that commitment to the importance of learning and teaching effectiveness in fulfilling the College’s mission.

In summary, the College’s program of assessing student achievement and securing positive learning environments extends across all organizational areas. Measures of assessment are embedded in the District’s summary of performance, nicknamed the College Dashboard (RRD 3-38 College Dashboard), the Core Indicators of Institutional Effectiveness (RRD 3-35 Core Indicators) and the Strategic Plan (RRD 3-26 Strategic Planning at CCC website). In addition, curricular, co-curricular, student service, and technology service departments collect data that are interpreted and continually used for curricular change and program improvement. The results of these changes are shared with policy and administrative governance structures and disseminated by multiple means, including faculty and advisory board meetings and the College website for the College’s constituents.

**Issue 5: Financial Stability**

**2002 HLC TEAM CONCERN**

There are discernable threats to the institution’s financial stability. The College is dependent on continued State funding for approximately 32% of its general fund revenues. The property tax rate is already the lowest among two-year colleges in the State at $.40 per $100 of assessed valuation, and it can be increased by only 2% each year, plus any valuation increases. These circumstances place inordinate pressure on student tuition and fees as the principal visible source of potential revenue increases. At the same time, the opening of the Lone Tree Campus and the renewed operation of the Fourth Street Campus, and a commitment to needed but costly distance delivery modes, indicate that the College’s operating costs will be significantly increased.

**CCC RESPONSE**

The College’s financing continues to be a concern; however, the College has developed the following financial sustainability plan by employing three primary revenue sources: property taxes, state appropriations, and tuition and fees.

**Property Tax Issue**: CCC has the lowest property tax rate in the state at 0.3352 per $100 in assessed valuation. In addition, property taxes are limited to 2% growth per year plus new property added to the tax rolls.

- Constrained property tax revenues still increased from $3.8 million in 2001 to $6.5 million in 2011, an increase of $2.7 million or 71%.
- In 2006, a property tax override for CCC was attempted but defeated by voters. Unfortunately, the College had only eleven
months to gather and share data with its constituents, which was insufficient time to build a support base.

- The College is exploring more strategic approaches to achieve a tax override or legislative changes to seek more sustainable future funding through property taxes.

**State Appropriations Issue:** The State of Arizona’s support for higher education has declined dramatically over the past decade.

- Arizona has continued to underfund education; consequently, community college educational support has decreased from $137.4 million in FY2001 to $135.3 million in FY2011, a loss of $2.1 million or 1.5%. This reduction occurred despite enrollment growth of 26,242 FTSE or 26.9% state-wide from FY 2001 to FY 2009. Additionally, the state has not funded inflationary increases (RRD 3-19 General Fund and Community College Certification Fund, Fiscal Years 1998 through 2001, Arizona Legislature).
- CCC’s state funding has decreased from $3.1 million in 2001 to $2.7 million in 2011, a loss of $400,000 or 13%. Meanwhile, enrollments have grown by 698 FTE or 42%. The chart below shows the resulting reduction in state aid per FTSE from $1,985 in FY 2001 to $1,140 in FY 2011 (RRD 3-20 Fiscal Year 2011 Appropriations Report - Arizona Community Colleges, Arizona Legislature).

![Comparison of FTSE and State Aid per FTSE from FY 1993 to FY 2010](chart)

**Tuition and Fees Issue:**

- Enrollments have continued to grow despite tuition increases. Since 2001, enrollments have grown by 42%, and that growth has helped share fixed costs among more students.
- CCC has the highest tuition in the state at $85 per credit hour for FY 2011; however, CCC’s tuition is 5.6% below the national average of $90.
Increased Operating Cost of Opening Lone Tree Campus and Remodeling the 4th Street Campus:

Listed below are the initiatives to improve facility functionality and to ensure the financial position of the College:

- Utilized the State Capital Match of $1 million in FY 2005 (after the Lone Tree campus opened) to remodel the 4th St. campus over the next several years
- Developed a twenty-year deferred maintenance schedule that sets aside resources to address larger projects, such as repairs to parking lots, roofs or HVAC systems, and carpet replacement
- Implemented a three-tiered Sustainable Financial Plan to reduce costs through efficiencies, technological automation projects, partnerships with NAU, and internal staff reorganizations (RRD 3-36 Sustainable Financial Plan)
- Lowered technology costs by reducing desktop computer prices, networking copiers and printers, and decreasing number of hard copies

A chart comparing the Cost per FTSE over time is shown below:

### Cost per FTSE

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>$ Cost Per FTSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY01-02</td>
<td>$5,791</td>
</tr>
<tr>
<td>FY02-03</td>
<td>$6,095</td>
</tr>
<tr>
<td>FY03-04</td>
<td>$6,025</td>
</tr>
<tr>
<td>FY04-05</td>
<td>$6,164</td>
</tr>
<tr>
<td>FY05-06</td>
<td>$6,355</td>
</tr>
<tr>
<td>FY06-07</td>
<td>$6,571</td>
</tr>
<tr>
<td>FY07-08</td>
<td>$7,128</td>
</tr>
<tr>
<td>FY08-09</td>
<td>$8,018</td>
</tr>
</tbody>
</table>

Increased Operating Cost of Distance Delivery:

The College has reduced operating costs of distance delivery by enacting the following initiatives:

- Acquiring two consecutive Title III “Strengthening Developing Institutions” grants geared toward distance delivery (one in partnership with Northland Pioneer College) to assist with the strengthening of the technology infrastructure
- Evaluating alternative Learning Management Systems, such as Moodle, through a cross-departmental team
- Reducing reliance on T1 lines by increasing use of web and Internet
• Replacing video conferencing equipment after ten years of service with less expensive receiving-site equipment
• Continuing to seek grants to subsidize funding from other sources

Receiving a grant from USDA Rural Utilities Services Distance Learning and Telemedicine Program Fiscal Year 2010

In summary, despite the financial challenges, CCC has developed a sustainable financial plan, which has allowed the College to maintain fund balances and to improve our bond ratings and financial ratios. By following this plan, CCC will continue to seek new and creative solutions to prepare for reduced state funding and to overcome a low property tax rate.

**Issue 6: Participatory Governance**

**2002 HLC TEAM CONCERN**

While the institution embraces the notion of participatory governance and has adopted a model for participatory governance, there is a broad perception that in practice governance is less participatory and more centralized than the concept of participatory governance or the model would seem to indicate.

**CCC RESPONSE**

In response to Issue 6, the College experienced significant changes in governance. In 2002, the primary decision-making body was the President’s Advisory Council (PAC). Composed of only the College President, Vice-Presidents of Academic Affairs, Business Administration, Student Services, the Deans of Extended Learning and the Page Campus, and the Director of Marketing, this body was limited in equitable representation across the College community.

• In 2006, in response to dissatisfaction with the make-up of PAC, a faculty representative and a staff representative were included in its membership. ([RRD 3-22](#) PAC minutes, 5/17/05. Although this was a slight improvement in representation, and thus, somewhat improved CCC employees’ perception of the existence of participatory governance at CCC, this governance still fell short in equitable representation.
• Shortly thereafter, the President appointed a Blue Ribbon Committee on Governance (composed of faculty, staff, two administrators, community members, and board members) to address employee concerns and dissatisfaction with the governance processes. The Committee studied various models and solicited wide-spread input from across the District before making several recommendations to the President, including expansion of PAC membership and ultimately the institution of a college council. The President retired
before these recommendations could be fully implemented (RRD 3-23 Blue Ribbon Principles of Governance).

- In 2007, the new President introduced the concept of “shared governance.” This change included a commitment by the District Governing Board to support the shared governance principles (RRD 3-24 DGB Minutes, 2/20/08).
- Since 2007, CCC has been experiencing a significant cultural shift that includes many changes to the governance structure. First, PAC adopted a document outlining the principles of shared governance. At the same time, CCC undertook the task of developing a revised strategic plan (RRD 3-25 Strategic Planning at CCC website). This process was completed while offering all employees the opportunity to input their ideas for the strategic plan. At the beginning of the process, all employees were asked to submit ideas for the strategic plan. Then, employees were given the opportunity to rank different strategic plan goals and/or sub-goals in order of importance. Finally, all employees were given the opportunity to provide feedback on drafts of the strategic plan. The College demonstrated an initial success for shared governance by developing a valid and useful revised Strategic Plan that involved engaged and active participants, spanning diverse College constituencies (RRD 3-26 Strategic Plan, 2008-2011). Throughout these developments, the President dissolved PAC and installed the College Council.
- College Council is now the primary policy and procedural decision-making body at CCC. Employee groups and students have representation on the Council, and all members engage in dialogue with their constituents in multiple formats. The opportunity for new and expanded employee representation led to a significant improvement in employee perception about shared governance (RRD 3-27 Self-study faculty and staff survey results). Elections determined the full- and part-time faculty representatives and the staff representative. Members then participated in a retreat and decided how College Council would work. They decided that the public would always be invited to meetings, and Council would provide a public comment time at the beginning of one meeting each month (later changed to every meeting). In addition, College Council members created a set of norms which are guidelines for how College Council will run meetings. These guidelines can be found on every College Council agenda (RRD 3-28 Example of College Council agenda).
- One of the College Council’s first tasks was to review every CCC committee. College Council created the template for the new committee charter (RRD 3-29 Committee List and Charters) and determined definitions for different types of committees at CCC (RRD 3-30 Committee Definitions). Shared governance allowed each existing committee to engage in a self-review, to determine if it was still a necessary committee, and to analyze its best membership combination. Each committee then completed a new charter and submitted it to College Council for review. This process empow-
ered committees to reevaluate their own structure, composition, and purpose, as well as for certain employee groups to ask for expanded representation on various committees, and for the College to engage fully in the shared governance process.

- At the end of its first year, the College Council administered a survey to all employees asking about their satisfaction with College Council and shared governance at CCC. The results of the survey were made available to all College employees (RRD 3-31 College Council Evaluation Survey results). A subcommittee of College Council was formed to analyze the results, and the subcommittee discovered three main issues for improvement: communication, trust, and shared governance. The subcommittee offered some concrete ideas for what College Council could do to improve communication such as improving visibility of College Council documents online, distributing representative updates to constituents via email (the preferred form of communication as requested by employees in several surveys), introducing representatives to employees during convocations, and providing constituents with longer lead time from when agendas are posted until meetings occur. All of these suggestions have been implemented (RRD 3-32 College Council Minutes, 6/10/2009).

- Trust, on the other hand, is a more ambiguous issue to address in a concrete or well-defined method. After several discussions, the Council agreed that the best process for improving trust between representatives, administration, and constituent groups was to do the following:
  - Clarify the purpose of the Council
  - Identify issues the Council had the power to address
  - Clarify an acceptable definition of “shared governance”
  - Increase transparency of the Council process
  - Increase the visibility of Council members during College-wide events

As a response to these concerns, College Council held two sessions during Employee Development Day (EDD Fall 2009) for employees to give input about shared governance and become acquainted with Council members. Input and suggestions for improvement were compiled and made available to all employees.

One of several concerns was the misunderstanding of many employees regarding what decisions College Council can and cannot make. For instance, reorganization in one area of the College might not be seen as a College Council issue since one of the principles of shared governance directs leadership to “empower employees, students, and committees by recognizing decision-making authority appropriate to the position, skill sets, and decision-making processes” (RRD 3-37 Principles of Shared Governance).
In addition, the President of the College, in consultation with the appropriate department, decides on personnel changes due to budgetary cuts, not College Council. The misunderstandings regarding varied decision-making authority led to an increase in skepticism of the shared governance process at CCC, and the College continues to address this problem.

College Council will continue to offer EDD sessions to discuss College Council and shared governance issues. A session was held during Employee Development Day (EDD Spring 2010) and positive feedback suggested that the session was beneficial, helped employees better understand College Council’s function, and detailed what decisions are made by other College committees and groups.

Finally, the College Council subcommittee worked on several drafts of a College Council Premises document. The six premises incorporate the adopted principles of shared governance and the core values of CCC. The document states how College Council will honor and uphold the principles of shared governance. College Council voted to embrace these six premises and to work together to integrate shared governance into Coconino Community College (RRD 3-33 Shared Governance Premises for College Council, 3/24/2010).

In summary, the College community continues to move through the cultural shift of fully adopting shared governance.

### Issue 7: Diversity

**2002 HLC TEAM CONCERN**

The College should continue efforts to diversify its workforce to more nearly reflect the representation of identified cultural groups in its service area.

**CCC RESPONSE**

There has been improvement in hiring a diverse workforce at CCC between 2002 and the present. The table below reflects the more diverse workforce at CCC today.

**PERCENT ETHNIC MINORITY REPRESENTATION AMONG FULL-TIME EMPLOYEES**

<table>
<thead>
<tr>
<th>EMPLOYEE CATEGORY</th>
<th>2002</th>
<th>2009</th>
<th>PERCENT CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>0%</td>
<td>11%</td>
<td>+11%</td>
</tr>
<tr>
<td>Executive/Administrative/Managerial</td>
<td>6%</td>
<td>17%</td>
<td>+9%</td>
</tr>
<tr>
<td>Professional</td>
<td>13%</td>
<td>25%</td>
<td>+12%</td>
</tr>
<tr>
<td>All Full-Time</td>
<td>13%</td>
<td>19%</td>
<td>+6%</td>
</tr>
</tbody>
</table>
As the charts below depict, there has been growth in the proportion of full-time employees who are members of Hispanic and Native American culture groups. These cultural groups are the largest minority populations in the College’s service area.

**PROPORTION OF FULL-TIME CCC EMPLOYEES BY CULTURAL GROUP**

Cultural representation is higher than in 2002 but the desired proportion has not reached the 39% non-white representation in the adult population of Coconino County (RRD 3-34 U.S. Bureau of the Census). The College recognizes and embraces diversity in all of its expressions and continually works to mirror/reflect the community in which we serve. CCC will continue to address this concern through several avenues:

- The recruiting and hiring orientation-training program has continued and selection committees are briefed on legal issues concerning how to interview and select applicants in a fair and non-discriminatory manner with Human Resources staff actively participating in all selection committee functions.
• The Human Resource office continues to identify diversity-targeted advertising for position vacancy notices.
• CCC has developed strong working relationships with indigenous tribes throughout the area in an effort to recruit Native employees.
• The CCC Human Resources Department has strengthened its professional networking with other public entity Human Resource Departments concerning diversification of government-related workforces. For example, these departments share a listserv where ongoing communications regarding job openings and candidates are referred to one another. Finding jobs for trailing spouses for successful position candidates from underrepresented cultural groups has been a subject where the listserv has been used. Along with CCC’s Human Resource Department, corresponding departments at NAU, the City of Flagstaff and Coconino County are members of the listserv.
• Additionally, CCC continually strives to identify Native American graduates who might return to the College to work for CCC.

CCC is committed to achieving and promoting human diversity in its workforce. The College’s Mission Statement reflects this dedication by including the words “embrace diversity.” Diversity is an embedded focus within all of its Mission Documents. For example, diversity is highlighted in the College’s Respect Core Value. The Respect Core Value receives regular multi-level, multi-perspective measurements of how well the College is performing on fulfilling that Core Value both via the College Dashboard, (RRD 3-38 College Dashboard) the College’s public face on mission fulfillment, and the Core Indicators of Institutional Effectiveness (RRD 3-35 Core Indicators), which is the College’s internal gauge on mission fulfillment.

Employees are aware of the College’s commitment to diversity through its presence in all mission documents. Evidence of the presence of a “diversity-friendly” workforce environment is shown in that 78% of faculty and 69% of staff agreed with the statement “CCC does a good job of making its commitment to diversity public and clear” (RRD 3-27 Self-study faculty and staff survey results).

Employees are further aware of the College’s commitment to diversity as evidenced from the 2010 Employee Survey. Findings from that survey show that 77% of College employees responding to a survey agreed that “CCC is a place where human diversity is appreciated.” Even more reflective of the College’s commitment to diversity, 80% of employees responding agreed that “CCC maintains a campus climate that is inclusive of people from different backgrounds” (RRD 3-21 Employee Survey results, 2010).

In conclusion, the College continues to strengthen relationships with its partners throughout northern Arizona in an effort to attract the best candidates. CCC remains dedicated to the Equal Opportunity Employment style and realizes the importance maintaining diversity in our workforce.
CRITERION ONE:
MISSION & INTEGRITY
CRITERION ONE: MISSION & 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.

INTRODUCTION

Coconino Community College is a learning-centered, two-year institution committed to lifelong learning. Its Mission documents create an environment conducive to supporting the Mission and Vision through Core Values, Strategic Goals, purposes, and the Strategic Plan.

Core Component 1a. The organization’s Mission documents are clear and publicly articulate the organization’s commitments.

INTRODUCTION TO CORE COMPONENT

Coconino Community College has articulated a variety of documents that publicly convey its purposes and intentions as an educational organization.

1a.1 The District Governing Board (DGB) has adopted statements of Mission, Vision, Values, strategic priorities, and goals that together clearly and broadly define the College’s Mission.

In the summer of 2005, fifty members of CCC’s community, including the College President, District Governing Board members, Foundation Board members, faculty, staff, and a student representative participated in a formal retreat to define a new Mission and Vision for the College (RRD 4-1 Mission Retreat documents) Following the retreat, there was significant discussion and further analysis of the College’s Mission documents involving over 100 people through meetings, sub-committees, written feedback, electronic feedback, and flip charts (RRD 4-2 Mission Retreat summaries) On August 9, 2006, the District Governing Board adopted a revised, concise, comprehensive Mission statement (RRD 4-3 District Governing Board meeting minutes, 8/9/2006)

As a learning-centered college, we enrich lives by embracing diversity and transforming the future through quality education.
Mission: As a learning-centered college, we enrich lives by embracing diversity and transforming the future through quality education.

In 2009, the District Governing Board reviewed the Mission documents to ensure they remained relevant and appropriate (RRD 4-4 DGB work session minutes, 3/25/09). On September 16, 2009, the District Governing Board approved the Mission documents (RRD 4-5 District Governing Board work session, 9/16/09). Since then, the documents have been incorporated into College policy and procedures (RRD 4-6 CCC Policies 1 through 4).

Vision: Leading our communities in lifelong learning.

In April 2008, a district-wide meeting revisited CCC Core Values to improve the environment while making sound financial decisions in a time of declining budgets. Participants recommended adding “sustainability” to the existing Core Values. In May 2008, the District Governing Board formally approved the recommendation. Dr. Leah L. Bornstein, College President, stated that the new Sustainability Core Value “puts the thread of value in everything that the College is already doing...and this is how we want to work together and how we want to value ourselves and each other.” A Board member suggested that framed copies of the Core Values be placed on all campuses (RRD 4-7 District Governing Board minutes 6/18/08). Based on that recommendation, all classrooms on CCC campuses now display CCC’s Mission, Vision, and Core Values so that students, faculty, staff, and community members are regularly reminded of the reasons driving College decision making (RRD 8-1 Mission documents).

CORE VALUES:

People — We strive to accept the uniqueness of each individual and the contribution each person makes. We strive to create a caring, accepting, and productive environment for our students, employees, and community.

Learning and Growth — We are dedicated to providing lifelong learning opportunities for our students, employees, and community to empower them to achieve their dreams. In this endeavor, we create learning opportunities that are accessible and relevant to our students and that place the learner first.

Quality — We recognize the importance of continually improving our educational offerings and services and the need to hold our students and ourselves to high expectations and standards. We employ a dynamic, Strategic Planning process and constantly assess our activities to be responsive and accountable to our students, employees, and community.

Ethics — We believe that to be effective we must demonstrate integrity. Therefore, we uphold the highest ethical standards in all of our activities resulting in a responsible and fair environment to our students, employees, and community and a responsive, open decision-making process.
Community — We exist for our community; therefore, we must be responsive to its changing needs and its diversity. To do so, we strive to provide services that are timely, accessible, and affordable. We also pursue partnerships and collaborations throughout our community to be responsive to the needs of our diverse populations.

Respect — We recognize that learning cannot occur without respect. We are committed to the acceptance of diverse cultures, differing ideas and beliefs, and the uniqueness of each individual since these are the foundations of respect.

Sustainability — We commit to innovative thinking to guide our decisions toward sustainable practices in our living and working environments. In this earnest endeavor, we strive to demonstrate adaptive leadership, eco-friendly stewardship, and quality education in a mindful and economically feasible manner.

The College reviews its Mission documents and makes revisions and adjustments on a regular basis, typically every two to three years. Broad input is gathered via all-campus meetings and retreats and then is synthesized into workable information for the College. Most recently, and as documented earlier in this chapter, reviews of various pieces of the Mission documents have taken place in 2009, 2008, 2006, and 2005.

In 2008, the College also began a Strategic Planning process tied directly to its Core Values. The Strategic Plan has been used to measure the College’s progress in upholding the Mission documents (RRD 3-25 Strategic Planning web page).

In 2008, the District Governing Board adopted Strategic Goals aligned to the Mission documents and Core Values (RRD 4-8 District Governing Board Goals and Accomplishments web page). The President holds an annual summer retreat with College leadership to gauge progress and challenges associated with the Strategic Plan (RRD 4-9 email message from Leah Bornstein, 5/12/10). A subsequent review is made each December. The Strategic Plan allows for ongoing initiatives to occur in support of the Mission documents.

Strategic Goals and their relation to Core Values (2008-2011):
(RRD 8-1 Mission documents)

1. CCC will develop and establish sustainable funding options and optimize the utilization of existing resources. (Growth & Ethics)

2. CCC will improve the use of technology to enhance learning. (Quality)

3. CCC will build greater awareness of its services throughout the District and collaborate with community partners to promote the economic health and vitality of the County. (Community)

4. CCC will incorporate more innovative strategies to enable achievement of individual learning goals. (Learning)
5. CCC will establish a high quality workplace that values its employees and promotes a learner-centered environment. (People & Respect)

*Sustainability is a Core Value that is presumed to be central to all Strategic Goals.*

1a.2. The Mission documents include a strong commitment to high academic standards.

CCC’s Vision of *lifelong learning* and Mission of a *learning-centered college* support high academic standards, quality, and learning. The purposes of general education, transfer education, occupational education, continuing education, and developmental education all prepare CCC learners for success and emphasize the College’s focus on quality and learning. Additionally, economic development, technology integration, student services, and cultural and community service support the Mission and Vision of the College.

**PURPOSES:**

**General Education** to provide learners with the foundation of a liberal education, including lifelong learning.

**Transfer Education** to provide learners with the curriculum necessary to transfer to baccalaureate institutions.

**Occupational Education** to provide learners with the skills and knowledge necessary to pursue occupational careers.

**Continuing Education** to provide all learners with continuing education learning opportunities.

**Developmental Education** to provide the curriculum necessary to prepare learners for college and the workplace.

**Economic Development** to respond quickly in the advancement of regional economic development goals.

**Technology Integration** to provide state-of-the-art technological education and training opportunities.

**Student Services** to facilitate access to the College and to support learners’ attainment of educational goals.

**Cultural and Community Service** to provide programs that celebrate cultural diversity and awareness, encourage volunteer service, support community awareness, protect public welfare, and support fine and performing arts.
The College supports high academic standards. For example, a CCC staff member stated, “CCC provides excellent alternative avenues for the surrounding community to pursue postsecondary educational studies and training” (RRD 3-27 Self-study faculty and staff survey results). Another CCC staff member said, “Coconino Community College has a big heart which cares for its students. It provides educational accessibility to all and aims to fulfill the workforce needs of Coconino County” (RRD 3-27 Self-study faculty and staff survey results).

The College can demonstrate its commitment to high academic standards in at least two ways: the results achieved in its programs and student perception of faculty. Evidence of the former can be seen in the nursing, EMT, and fire science programs in which 90% of CCC students taking these curricula passed their certification exams on the first attempt, as opposed to 80% first-attempt pass rate of the national population (RRD 3-38 College Dashboard). Evidence of the latter can be found in written student comments on faculty evaluations. Here is a sample of comments made by students on their evaluations of faculty:

• “A fantastic teacher. I have had the pleasure of taking her for three other courses. Each time I am in her class, not only do I feel like she is compassionate about the material she is teaching, but also about each one of her students.”

• “Helped to encourage my personal success at college courses. I felt this English class was the best English class I have ever had throughout my academic career. I have learned more about writing successfully in this class than I have ever learned in any other English class.”

• “I have a massive amount of respect for this particular instructor. His lectures were clear and engaging. He was also very careful to make sure that no one misinterpreted anything in terms of factual information and what he was trying to teach the class.”

• “Great teacher—hard and demanding (lots of homework), but very good at teaching and helping in office hours. I learned a TON in this class.”

Self-study surveys of faculty, staff, and students found a high level of commonality among these groups regarding their understanding of CCC’s Mission documents. The vast majority of each group supported the Mission documents, thought the Mission documents supported the needs of the County, and that the Mission documents are appropriate for charting the future direction of the College.
<table>
<thead>
<tr>
<th>SELF-STUDY SURVEY STATEMENT</th>
<th>FACULTY</th>
<th>STAFF</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am supportive of CCC’s mission, vision and values.</td>
<td>96%</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>The mission, vision and values of CCC are a good fit with the training and educational needs of Coconino County.</td>
<td>85%</td>
<td>87%</td>
<td>83%</td>
</tr>
<tr>
<td>The mission, vision and values of CCC are appropriate for charting its future direction.</td>
<td>84%</td>
<td>84%</td>
<td>88%</td>
</tr>
</tbody>
</table>

(RRD 3-27 Self-study faculty and staff survey results and RRD 4-10 Self-study student survey results)

Additionally, the College uses assessment directed at enhancing student achievement, which demonstrates the College’s commitment to implementing high academic standards. Significant changes and collaborations in curriculum have resulted from assessments and will be detailed in upcoming chapters. The College maintains a website that focuses on the institution’s effectiveness in meeting its Mission imperatives. The website includes the College Dashboard, core indicators of effectiveness, Strategic Planning updates, and assessment of student learning outcomes (RRD 4-11 Institutional Effectiveness web pages).

The Office of Institutional Research and Assessment collects and analyzes data related to student success, institutional effectiveness, instructional productivity, student learning, and other performance indicators. CCC is committed to providing teaching and learning excellence in all its endeavors through a comprehensive assessment program that includes student learning. This program involves identifying how competently students have attained learning outcomes in both general education and the major. Each curricular area at the College has articulated the learning outcomes expected of students completing each degree or certificate program, as well as the level of student performance expected. Students participate in assessment activities through examinations, portfolios, performance evaluations, surveys, and related activities. The emphasis in these areas is directly focused on what students have learned as a result of their educational experience at CCC. Data collected are used to both document and improve student learning, and faculty, staff, and students all share responsibility in assessment activities.

Community members at large are also asked to participate in assessment activities to ensure that the College is meeting the needs of the public. In all instances, assessment activities stem directly from the institution’s Mission and purposes, and results are tied to the College’s Strategic Plan to improve student learning. Participation in these activities is valued by members of the College community as CCC strives to achieve its Vision of “leading our communities in lifelong learning” (RRD 4-12 Coconino Community College 2010-11 Catalog, page 6).
In 2002, paralleling national trends, the College adopted the Principles of a Learning College to promote learning for everyone in the College community (RRD 4-13 Principles of a Learning College at Coconino Community College). Additionally, 77% of faculty believe that learning and dedication to student development are hallmarks of CCC (RRD 3-27 Self-study faculty and staff survey results).

1a.3 The Mission documents are available to the public.

CCC’s Mission is listed in the policy documents of its District Governing Board and is highlighted on the College website. To assure that faculty, students, and staff remain aware of the Core Values behind this document, the College regularly articulates these values as part of the Strategic Planning process. Mission documents may be found and referred to in the following locations:

- President’s website
- Framed copies posted in all classrooms
- Regular press releases from the Public Relations office
- Coconotions employee newsletter
- Advocacy packets distributed to community leaders
- Career guide/view book
- Handouts given to individuals throughout the College
- Informational TV screens in student gathering areas
- Rotating screensavers in computer labs
- College Catalog
- Core Values banners hanging from light poles on the Lone Tree campus driveway
- Display case at the 4th Street campus
- Comprehensive Annual Financial Statement (CAFR) that describes revenues and expenditures
- Copies kept in Human Resources during new employee orientation
- The Teaching and Learning Center’s Blackboard electronic learning module on the History of the Community College
- Class Schedule
- Discover CCC documents

Further, the principles of shared governance practiced at CCC ensures the application of the College’s Mission, Vision, and Core Values to decision making (RRD 3-37 Principles of Shared Governance).

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

INTRODUCTION TO CORE COMPONENT

CCC is located in Coconino County, the second largest county in the United States, covering an area of 18,661 square miles. Coconino County includes
7,142 square miles of designated Native American reservations. These reservations include the Navajo, Hualapai, Hopi, Havasupai, and Kaibab and provide for a culturally rich and diverse environment. Coconino Community College serves approximately 8,300 students annually. Of these students, 61% are Caucasian, 26% are Native American, 9% are Hispanic, and 4% are students of other ethnicities (RRD 4-14 CCC Pocket Facts). The table below is informative in this regard. The College’s Mission statement, purposes, Strategic Goals, and Core Values describe a commitment to enriching lives by embracing the diversity of these communities and people, by promoting a learner-centered environment, and by accepting and respecting individuality (RRD 8-1 Mission documents).

<table>
<thead>
<tr>
<th></th>
<th>COCONINO COUNTY (1)</th>
<th>FLAGSTAFF (2)</th>
<th>PAGE (3)</th>
<th>CCC (4)</th>
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<tr>
<td>Caucasian</td>
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<tr>
<td>Hispanic *</td>
<td>13%</td>
<td>18%</td>
<td>4%</td>
<td>9%</td>
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</tbody>
</table>

Column totals do not add up to 100% due to proportionally smaller ethnic groups not shown and Hispanics being included in any additional race category.

*Hispanics may be of any race, so also are included in applicable race categories.

- RRD 4-15 U.S. Census Bureau, American FactFinder, Coconino County 2009
- RRD 4-16 U.S. Census Bureau, American FactFinder, Flagstaff 2009
- RRD 4-17 U.S. Census Bureau, American FactFinder, Page 2009
- RRD 4-14 CCC Pocket Facts

"CCC VISION
Leading our communities in lifelong learning."
In its Mission documents, the College addresses diversity within the community values and common purposes it considers fundamental to its Mission.

The Mission documents include the College’s Vision, Mission, purposes, Strategic Goals 2008-2011, and Core Values. These documents are posted in each classroom and around campuses, are prominently displayed on CCC Office of the President website (RRD 8-1 Mission documents), are posted on the Community and Visitors main webpage (RRD 4-18 Community and Visitors main webpage), and are displayed in CCC’s official newsletter CocoNotions (RRD 4-19 Example of CocoNotions, May 2011 issue). In addition, in its advertisements of programs and class schedules, CCC consistently presents students of diverse cultures, gender, and ethnicity. The class schedule is published each semester and dispersed by mail throughout the community to reach most of its constituents.

MISSION STATEMENT

The College Mission states, “We enrich lives by embracing diversity and transforming the future through quality education.” This is clearly a commitment to inclusion of diverse students and employees representative of the community served. This Mission statement also recognizes the value of diversity to each individual and the improvement of lives achieved by embracing diverse cultures, ethnicities, and gender orientation.

PURPOSES

The College has identified as one of its primary purposes “Cultural and Community Service to provide programs that celebrate cultural diversity and awareness” (RRD 8-1 Mission documents). This statement reflects a dedication not only to recognize the diversity of peoples, but also to embrace and support that uniqueness of individuals as students and employees. The Core Indicators of Institutional Effectiveness (2009-2010) reported a 95% overall satisfaction with the College by minority student respondents. Additionally, 85% of these students agreed with the statement that “the College is a place that appreciates and celebrates human diversity,” and 87% agreed with the statement that “the College maintains a climate inclusive of different backgrounds.” It should also be noted that 80% of students surveyed reported high gains in multicultural awareness, and 78% responded favorably to the statement, “Faculty used examples of diversity in class material.” The survey reported that 74% of employees of color indicated overall satisfaction with the College, 85% had favorable responses concerning diversity, and 70% felt positively about College inclusiveness (RRD 3-35 Core Indicators of Institutional Effectiveness).

In Coconino County’s population of adults 20 years or older, 31% are members of an ethnic minority, and 51% are female. The CCC 2009 diversity survey indicated that 34% of CCC’s students were of an ethnic minority, and 51% were female. In regard to employees, this diversity survey indicated
that the number of ethnic minority employees in full-time positions increased from 15% in 2008 to 26% in 2009 while the percent of female full-time employees remained constant at 59%. The percent of ethnic minority part-time employees increased from 10% in 2008 to 14% in 2009 while the percent of female part-time employees remained constant at 50% in the same period (RRD 3-35 Core Indicators of Institutional Effectiveness).

Another of the College’s identified purposes is to provide “Student Services to facilitate access to the College and to support learners’ attainment of educational goals.” The Flagstaff Lone Tree Campus and District Offices, Flagstaff Fourth Street Campus and Technology Center, Flagstaff Medical Center Institute for Nursing Education, Page/Lake Powell Campus and Navajo Generating Station Technology Center, and the Williams facility provide educational opportunity for students and lifelong learners in outlying regions of the large community served. The College also has sites at Grand Canyon, Tuba City, and Fredonia. Classroom instruction is delivered on campus, online, and through video conferencing (RRD 4-20 Location contact information web page).

OUTREACH PROGRAMS

The Coconino Association for Vocations, Industry, and Technology (CAVIAT) programs, and the College’s commitment to send a representative to the American Indian Parent Conference, are means by which CCC promotes academic opportunities to students of diverse populations in outlying regions. Enhanced use of technology for distance-learning programs demonstrates the College’s commitment to and success in meeting this purpose. Students can also earn college credit for selected courses taken at or through their local high school (RRD 4-21 Dual Enrollment Courses web page).

The College currently has dual enrollment contracts with the following high schools and school districts: Page Unified School District, Tuba City Unified School District, Grey Hills Academy High School, Ganado Unified School District, Williams Unified School District, Fredonia-Moccasin Unified School District, Grand Canyon Unified School District, Many Farms High School, and Flagstaff Unified School District. These contracts provide higher education and training opportunities to high school students. Three of these districts are located on the Navajo reservation and provide Native American students with higher education opportunities otherwise unavailable to them (RRD 4-21 Dual Enrollment Courses web page).

The CAVIAT program has partnered with CCC to provide co-enrollment classes for high school juniors and seniors at no cost to the students. The Coconino Tech Prep consortium includes Diné (Navajo) members on its leadership team to bring a personal knowledge of the Diné culture and of student needs for the achievement of academic success. The CAVIAT co-enrollment programs are two-year programs designed for high school juniors and seniors. Students are provided with field trips to campuses, advising assistance, and help in the application process for College admission. Ongoing
ing support networks, resources, and activities are provided to these students to assure their academic success. The College’s Tech Prep coordinator makes yearly visits to each Tech Prep/Dual enrollment classroom (RRD 4-21 Dual Enrollment Courses web page).

The Disability Resources office works with students to prescribe methods and provide services to enhance their academic success. Disability resources also keeps faculty informed about services, student needs, and federal and state laws regarding access to services and to meeting student needs. This information is provided through workshops and individual consultations (RRD 4-22 Welcome to Disability Resources web page).

The Learning Enhancement Center (LEC) provides assistance to all students to improve retention and ensure student success. The LEC Mission statement is “To provide opportunities for students to improve their chances for educational success.” The LEC website provides a schedule of services available to all students for the classes listed (RRD 4-23 LEC information web page).

The College encourages and supports student clubs and organizations to promote social interaction and to facilitate student exposure to people with diverse interests and of various ethnic backgrounds (RRD-24 Student Clubs and Organizations web page).

Student Organizations with a diversity focus include:

- American Sign Language Club
- American Indian Science and Engineering Society
- Native American Society (Although currently inactive, its website invites and offers assistance to students interested in organizing this club.)

The College also offers courses to promote student multilingualism (RRD 4-25 Languages Courses We Offer and When web page). These courses are offered from beginning through intermediate and conversational levels of competency. Navajo is a language unique to this region, and there is concern among tribal elders that Navajo youth are not learning the language of their ancestors. The College offers Navajo language courses to promote the preservation of that culture. As a whole, CCC offers courses studying these languages:

- American Sign Language
- French
- German
- Italian
- Latin
- Navajo
- Spanish
The following CCC website provides students with information on scholarships available, including various tribal websites offering tribal scholarships to Native American students (RRD 4-26 Student Financial Aid and Veteran Services website).

1b.2 The Mission documents present the College’s function in a multicultural society.

The College’s Mission states, “We enrich lives by embracing diversity and transforming the future through quality education.” In the General Education outline of the College Catalog, it states that students who complete their general education at CCC will improve their knowledge and skills related to:

- Understanding diversity and global awareness
- Analyzing the complexity of humanity and its significance for the individual and society
- Describing the interaction between individuals, their culture, and the physical environment
- Evaluating the continuity of events/issues over time (RRD 4-27 General Education Outcomes web page).

Students pursuing an associate degree in the art, science, or business tracks must complete the Arizona General Education Core Curriculum (AGEC) to increase their knowledge and awareness of:

- Ethnic/race/gender issues
- Contemporary global/international/historical issues (RRD 4-28 AGEC Contempororary Global course requirements list).

The 2009-2010 graduating student survey findings indicated that approximately 75% agreed that the education they received at CCC helped them understand how diversity issues are interrelated in regional, national, and global relations (RRD 4-29 Graduating Student Survey 2009-10, Page 1).

The College encourages and promotes student participation in travel abroad educational opportunities when they are available. Such opportunities and contact information are located on the College website (RRD 4-30 CCC website main page).

1b.3 The Mission documents affirm the College’s commitment to honor the dignity and worth of individuals.

In 2008, the College adopted a policy and developed procedures for shared governance, defined as “well-informed representatives engaging in respectful debate and reasoned discussion to reach decisions in the best interest of the College.” The College Council carries out shared governance under the provisions of Procedure 5-01 (RRD 4-31 Procedure 5-01). The policy on shared governance also has the provision that “All employees shall promote and preserve a culture of collaboration and trust, support decisions
and leadership, strive to improve the quality of decision making, and help achieve quality learning outcomes for the district.” This provision acknowledges the College’s belief in the power of the individual employee to have a positive effect on the learning outcomes for students and on the success of the organization.

When shared governance was first initiated in 2008, employees were provided with workshops so that they could understand how it would improve the decision-making process and involve them as individuals. Also outlined were the responsibilities of the newly formed College Council. Information is disseminated through the President’s Monthly Reports, through College Council representatives via email, departmental meetings, and through the monthly newsletter CocoNotions.

The 2010 Employee Survey indicated that 48.7% of employees agree that shared governance has been effective in accurately representing staff interests, concerns, and perspectives. The College adopted Core Values to meet the changing needs, aspirations, and goals of the community it serves. The employee survey (2010) indicated that 67% of employees report that they believe they personally embody the College’s Core Values (RRD 3-21 Employee Survey results 2010).

The Core Value of People describes the value the College places on “acceptance of the uniqueness of each individual and the contribution each person makes.” It also describes the commitment of the District Governing Board and employees of CCC “to create a caring, accepting and productive environment for our students, employees, and community.” Survey responses from employees indicate that in 2010, 39% of employees responded favorably that they feel valued by the institution, down from the 51% who indicated a favorable response in 2008 (RRD 3-21 Employee Survey results 2010). Future surveys are planned to identify the causes for this change in employees’ perceptions.

One way that faculty are valued is through annual awards for their exceptional support of student academic success. These awards are presented for the two faculty members (one full-time and one part-time) nominated and selected by students and peers. These awards recognize the uniqueness of individual faculty and the contributions made to increase the quality of education provided by the College. These individuals are prominently recognized for their achievement on the CCC website homepage (RRD 4-30 CCC website main page). A number of staff awards are also presented annually to staff members who are nominated by their peers for exemplary service.
1b.4 The Mission documents provide a basis for the College’s basic strategies to address diversity and behavior as a strong overlap with its Mission.

The College consistently demonstrates strategies and expectations to address diversity and behaviors consistent with its Mission. From the use of ethnically diverse posters and visual presentations prepared internally to the development of courses and the hiring of faculty and staff, the College demonstrates a commitment to the creation of a diverse, collegiate environment. Examples of courses offered include Peoples of the Southwest (ANT 230), Peoples of the World (ANT 210), Women in Literature (ENG 237), Psychology of Women (PSY 236), Cultural Diversity in Education (EDU 230), Asian Religions (REL 241), Sociology of Gender (SOC 201), and Race and Ethnic Relations (SOC 215).

Two recent surveys show an improvement in the Core Value of Diversity. In the April 2008 Employee Survey, the category “CCC is a place where human diversity is appreciated” showed a 65% approval rating; then in the May 2010 survey, the same prompt received a 75% approval rating—an increase of ten percentage points. A prompt on the 2008 Student Survey, “The faculty at CCC used examples of diversity (different cultures, religions, gender, race, and people with disabilities) in their class material” showed that 67% agreed; and in 2009, 74% of the students surveyed agreed—an increase of seven percentage points.

The College Catalog includes the Equal Opportunity and Nondiscrimination Statement that describes the College commitment to education and employment regardless of race, color, religion, creed, age, gender, national origin, physical and mental disability, or veteran status in accordance with applicable Federal and State statutes and regulations. This section states, “Coconino County Community College District, in compliance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, Sections 503 and 504 of the
Rehabilitation Act of 1973, A.R.S. 41-1463, the Age Discrimination in Employment Act of 1967, A.R.S. 41-1463 – 41-1465, and section 402 of the Vietnam Era Veteran’s Readjustment Act of 1974, does not discriminate against any employee or student. This policy covers admission, access, and service in College programs and activities, as well as application and treatment in College employment (RRD 4-32 Equal Employment and Nondiscrimination Statement).

The Human Resources (HR) office provides a variety of services to employees of the College. HR’s Mission Statement addresses the College’s Core Values of People, Quality, Ethics, and Respect (RRD 4-33 HR Mission Statement web page). The Mission Statement promises to “deliver high quality human resources services, in a customer-friendly, fair, and ethical manner, to create a healthy and dynamic work environment.” In addition, the Director of Human Resources is the affirmative action officer who is responsible for assuring that federal and state laws and regulations are followed in providing accommodation for the disabled and investigating complaints of discrimination.

CCC Procedure 102-1 outlines a commitment to providing equal employment opportunity in decisions involving hiring, evaluation, promotion, advancement, and discipline, and educational opportunity to all applicants and employees: “The College will hire without regard to race, color, ethnicity, religion, gender, sexual orientation, age, national origin, veteran status, or disability” (RRD 4-34 Procedure 102-1).

CCC’s Policy and Procedure 103-1 states the College’s “commitment to practicing affirmative action to assure the full participation of diversity at all levels” (RRD 4-35 Procedure 103-1).

Core Component 1c. Understanding of and support for the Mission pervade the organization.

INTRODUCTION TO CORE COMPONENT

CCC can demonstrate that the employees, the District Governing Board, and the students understand and support the Mission of the College. Additionally, it can demonstrate that the Mission, Vision, and Core Values are an integral part of its operations.

1c.1 The board, administration, faculty, staff, and students understand and support the CCC Mission.

In the fall of 2010, the College surveyed students, staff, and faculty on a number of issues relating to College operations and the self-study. There were separate surveys for students, staff, and faculty. Collectively, these studies are known as the HLC Self-Study surveys (RRD 3-27 Self-Study faculty and staff survey results and (RRD 4-10 Self-study student survey results).
The surveys suggest that a majority of faculty, staff, and students concur that the Mission documents are readily available to them. These documents are on the web, posted in the classrooms, and printed in numerous documents. This accessibility provides a solid basis for knowing and understanding the Mission, Vision, and Core Values of the College.

In the HLC Self-Study surveys, a majority of the College employees state that they understood the Mission, Vision, and Core Values (MVCV) of the College. Over 60% of the staff, which included both classified staff and administrators, stated that they understood the MVCV of the College. For faculty, 65% stated that they understood the MVCV; students stated that they understood the MVCV of the College at a slightly lower rate of 55.5%.

“Support” for the MVCV was more extensive among employees than was “understanding” at both the individual and institutional levels. Over 90% of the surveyed faculty and staff supported the MVCV as did 89% of the students. Perhaps more importantly, the faculty and the staff understand their role in achieving the College’s MVCV. Again, according to the HLC Self-Study surveys, 90.6% of the staff and 92.3% of the faculty report that they understand their role in achieving the College’s MVCV.

The District Governing Board is actively involved in the creation and oversight of the Mission, Vision, and Core Values. At its March 2009 work session, the District Governing Board reviewed the Mission documents. The Board approved these documents at its September 16, 2009 meeting (RRD 4-87 District Governing Board meeting, 9/16/2009, New DGB Policies and Procedures, page 3).
1c.2 The College’s strategic planning goals, decision making, and budgeting are driven by the Mission.

The Mission documents drive the planning and operation of the College, as seen in the Strategic Plan and its implementation.

CCC operates on a three-year strategic planning cycle. The current plan runs from FY 2008 to FY 2011. The President of the College has decided to delay the creation and implementation of the next Strategic Plan by one year so that the recommendations of the HLC site visitors’ report can be factored into it.

The formal process began with a retreat that included the DGB, administrators, faculty, staff, students, and other invited participants. Many additional elements have influenced the creation of the Strategic Plan. For example, the College performs environmental scans and uses findings to incorporate additional tactics for Plan accomplishment (RRD 3-9 CCC Environmental Scanning website).

The 2008-2011 Strategic Plan has defined five Strategic Goals and linked them to Core Values (RRD 3-26 CCC Strategic Plan).

- **Growth and Ethics:** CCC will develop and establish sustainable funding options and optimize the utilization of existing resources.
- **Quality:** CCC will improve the use of technology to enhance learning.
- **Community:** CCC will build greater awareness of its services throughout the District and collaborate with community partners to promote the health and economic vitality of Coconino County.
- **Learning:** CCC will engage in innovative strategies to enable achievement of individual learning goals.
- **People:** CCC will foster a high quality workplace that values its employees and promotes a learner-centered environment.
These Strategic Goals correspond respectively to the College Values of ethics and sustainability, quality, community, learning and growth, and people.

Under each strategic goal, a number of sub-goals are identified. For example, under the goal of Growth and Ethics, there are the sub-goals of Improving Internal Efficiencies and Strengthening the CCC Foundation among others. For each sub-goal, tactics are identified along with the responsible party, resources needed, and accountability measures. All tactics are given a target date of completion and their status is updated annually in the revised Strategic Plan.

To facilitate the implementation of the College’s Strategic Plan, a number of organizational unit strategic plans and processes have been created. Both the DGB and the College President identify and publish in advance their goals for the year.

All organizational units are required to submit periodic strategic planning updates that list their recent accomplishments. Examples include:

- From the Division of Academic Affairs Strategic Planning September 2010 Update: “1.1 Cross training between Registration and Faculty Reception: G. Clark trained in Registration, C. Wilson trained to complete course change forms; are now cross-training new FWS student; Faculty Guidelines now posted on our Website replacing paper copy of Faculty Handbook; Course Change forms revised and made electronic to increase efficiencies when making changes to classes” (RRD 4-36 Academic Affairs Strategic Plan Implementation Update Report, 9/2010).

- From the Student Support Services Strategic Planning September 2010 Update: “TRIO Grant secured. John Henneberg has been selected as the Project Director. First student forum held and interest in clubs and organizations was assessed. Student Support Services is undertaking a project to reach out to the LBGTQ student community” (RRD 4-37 Student Services/Enrollment Management Strategic Plan Implementation Update Report, 9/2010).

- From the Monthly Status Report—IT Services: “In July IT Services completed work on the Cline Library Merger for CCC databases and student access to resources. Through the efforts of H. Klaus and P. Brackett, students are able to access library resources hosted by NAU by using their CCC Comet ID. Through this merger NAU is providing numerous library services to students” (RRD 4-38 Information Technology Services Strategic Plan Implementation Update Report, 9/2010).
1c.3 The goals of CCC’s administrative and educational departments have a strong overlap with the organization’s mission.

The Mission, Vision, and Core Values of the College can be demonstrated in a variety of ways.

In academic departments, the continual assessment of student learning has produced changes in curriculum and teaching. All subject areas of the College actively participate in the subject Articulation Task Forces (ATFs) established by the State of Arizona (RRD 4-88 Research Briefs web page).

Despite a very limited budget, the College encourages professional development activities for its employees. These include paying membership fees to professional organizations, limited attendance at professional conferences and training sessions, and the College’s biannual Employee Development Day, formerly known as Professional Development Day.

Finally, the College consistently polls its external stakeholders and communities to assess the needs of those communities and to determine how CCC is meeting those needs. Examples include the 2008 Environmental Scan Report and Environmental Scan Resources available on the College’s website (RRD 3-9 CCC Environment Scanning web page).

1c.4 CCC’s internal constituencies fulfill the mission in a consistent manner.

As described, the College has implemented a number of ways of converting the Mission, Vision, and Values into policy and action. Faculty and staff believe that their departments and the College as a whole are working in accordance with CCC’s Mission, Vision, and Core Values.

Using data from the HLC Self-Study surveys, this understanding can be documented from the micro-level to the macro-level. Over 90% of the faculty and staff understand their role in achieving the Mission, Vision, and Core Values. Fully 73% of the faculty and 73.4% of the staff agreed with the statement that the planning efforts of their respective units are closely aligned with the Mission, Vision, and Values of the College. Nearly 81% of the faculty and 85.3% of the staff agreed with the statement that CCC is committed to achieving the Mission, Vision, and Values. These data demonstrate that both the faculty and staff believe that they are supportive of the Mission, Vision, and Core Values.

When asked whether CCC fulfills its Mission, Vision, and Core Values, 70.7% of the staff agreed and 59.8% of the faculty agreed. However, when asked to respond to the statement that “CCC does not always act in a way that is consistent with its Mission, Vision, and Core Values,” only 50% of the staff and 39.7% of the faculty disagreed. This suggests that a significant proportion of staff and faculty would appear to believe that the College at times fails to live up to its Mission, Vision, and Core Values. Further research, perhaps through focus groups or a focused survey, are warranted to
discover why a significant percentage of employees believe that the College falls short here.

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

**INTRODUCTION TO CORE COMPONENT**

CCC has established processes for governance and leadership so that the College can fulfill its Mission. This section discusses the District Governing Board, the College President and her administrative team, and the application of the concept of shared governance to the decision-making processes of the College.

1d.1 CCC’s policies, procedures, and practices document the Board’s focus on the institution’s Mission.

The College’s District Governing Board provides effective leadership and ensures that policies and practices focus on the Mission of Coconino Community College. The Board functions as the College legislative and policy-making body and operates in accordance with Mission, Values, policies, and state and federal laws and regulations.

The Coconino Community College District is organized under Chapter 12 of Title 15 of the Arizona Revised Statutes to provide educational services to the residents of Coconino County, Arizona. The College is governed by a five-member District Governing Board whose members are elected from voting precincts within the District. By statute, the District Governing Board is responsible for adopting policies to govern the College and for offering programs that meet the educational needs of the County’s residents. The president, vice presidents, and other officers and employees of the College are responsible for implementing and administering the College’s programs consistent with the policies adopted by the Board (RRD 4-39 District Governing Board web page).

The District Governing Board consists of five members elected at-large from within the community college district during general elections. Members are elected for six-year terms of office that are staggered so that only one or two expire every two years. The Board has a combined total of 35 years serving on the Community College Board with an average of 7 years each. The following members currently serve on the College’s District Governing Board.
### CCC District Governing Board

<table>
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<tr>
<th>BOARD MEMBER</th>
<th>FIRST ELECTED</th>
<th>ENDING</th>
<th>OCCUPATION</th>
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<td>Val Gleave</td>
<td>1996</td>
<td>2012</td>
<td>Self-Employed</td>
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<tr>
<td>Dr. Nathaniel “Nat” White</td>
<td>1999</td>
<td>2014</td>
<td>Retired Lowell Observatory</td>
</tr>
<tr>
<td>Patrick Hurley</td>
<td>2003</td>
<td>2014</td>
<td>Self-Employed</td>
</tr>
<tr>
<td>Jack Hadley</td>
<td>2009</td>
<td>2016</td>
<td>Retired real estate sales development</td>
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When a new board member is elected, the Office of the President contacts the successful candidate following the election period and arranges an orientation schedule.

These orientation sessions include:

- A meeting with the Board Chair and College President
- Discussion on the role of Board members
- Review of the Mission and Vision documents, annual goals, policies and procedures, and common legal practices (Arizona state statutes, open meeting laws, etc.)
- Overview of the College and a tour of facilities
- Meeting with the Vice President of Business and Administrative Services to discuss the fiscal state of the College and the organization of the business and administration area
- Meeting with the Vice President of Academic Affairs to learn of academic programs and classes
- Meeting with the Director of Public Relations and Marketing, the Director of the Foundation, legal counsel, and District Governing Board administrative support personnel

The District Governing Board belongs to the Association of Community College Trustees (ACCT). The ACCT is a non-profit educational organization of governing boards representing more than 6,500 elected and appointed trustees who govern over 1,200 community, technical, and junior colleges in the United States and beyond ([RRD 4-40](Association of Community College Trustees website)).

The ACCT supports and promotes its member colleges through policy initiatives, innovative programs, research and information, and strategic outreach to business and industry and the national news media. Its efforts are focused in four strategic action areas:
• Enhancing the image and fostering greater public appreciation of community colleges and their governing boards
• Supporting community college boards in their efforts to govern and develop policies that focus on meeting community needs
• Helping build community college board leadership and advocacy capacity through education and training programs
• Helping build community college board leadership and advocacy capacity through education and training programs

The College’s District Governing Board demonstrates its support of the Mission statement as outlined in Policy 22-00 Roles and Responsibilities (RRD 4-42 Policy 22-00):

• Employing, evaluating, and supporting a President as the institutional leader
• Monitoring the fiscal health of the institution
• Setting and monitoring policy direction
• Advocating for the College

The DGB does a formal self-assessment on an annual basis. The assessment process is outlined in Policy 36-00 Self-Assessment/Annual goals. This policy also establishes when the annual goals for the DGB are to be set (RRD 4-41 Policy 36-00).

The VP for Business and Administrative Services works directly with the DGB throughout the College budgeting process and provides them financial information on behalf of the College. The Board is given information and updates regularly on the budget and explanations of any changes. The Board has final approval of the budget. Indicative of the DGB’s commitment to maintaining the financial stability of the College, the first DGB goal set for 2010-2011 was to “Establish financial sustainability for the future of CCC.”

The Academic Affairs area takes newly-proposed programs to the DGB for approval. A new certificate or degree program requires a business plan. The business plan needs to be approved by the President, VP for Academic Affairs, and VP for Business and Administrative Services. Then, approval from the Board is sought following a formal presentation to them during one of their monthly meetings.

Through the many examples above, it is clear that the College District Governing Board is involved in the College and understands the finances and academic issues of the College and the College Mission. The Board is effective in its role and acts with integrity.
1d.2 The District Governing Board enables Coconino Community College’s President and chief administrative personnel to exercise effective leadership.

The President is supported through a well-established and compatible District Governing Board (DGB) whose many years of experience and historical perspective have resulted in successful college initiatives. The Board determines policy for the institution and employs, evaluates, and supports the President, as outlined in Policy 22-00 Roles and Responsibilities (RRD 4-42 Policy 22-00).

The President is designated by the Board to serve as the chief executive officer and to provide administrative leadership for the institution. The Board delegates necessary authority and provides adequate financial means to operate the College. The DGB also provides counsel and advice to the President and requires periodic reports on the administration of the College.

The DGB holds meetings open to the public once a month, excluding July and December. At each meeting legal counsel is present for advice or to answer legal questions from the Board. The meeting is conducted under Roberts Rules of Order with an agenda that includes the following: consent agenda, introduction of guest(s), action items, DGB information reports, and reports from Business and Administrative Services, Academic Affairs, CCC Foundation, and the President’s Office. There is also a “call to the public” allowing for public comment.

COLLEGE COUNCIL

The College Council is one expression of CCC’s shared governance model. It is a representative group of employees charged with serving as the College’s policy and procedure decision-making group. The President is aided in the operation of the College by the Council with representation from the major areas of Academic Affairs, Business and Administrative Services, and Student
Services as of August 2011. The College Council meets twice a month and makes decisions concerning the College with the College President.

Members of the College Council include:

- College President
- Vice President, Academic Affairs
- Vice President, Business and Administrative Services
- Director, Foundation
- Director, Marketing & Public Relations
- Assistant Director, Human Resources
- Chief Technology Officer
- Full-Time Faculty Member (elected by peers to two-year term)
- Staff Representative (elected by peers to two-year term)
- Part-Time Faculty Member (elected by peers to one-year term)
- Student Representative (appointed every year by the Associated Student Body)
- Dean of Arts & Sciences
- Dean of Career & Technical Education
- Executive Dean, Page Campus
- To also include effective fall 2011:
  - Director, Enrollment Services/Registrar
  - Director, Financial Aid
  - Director, Student Support Services

COLLEGE GOVERNANCE

The College operates under a shared-governance structure. This type of governance is a process by which the College community, including students and the public when appropriate, respectfully share responsibility for reaching collective decisions on issues related to the College district (RRD 4-31 Procedure 5-01). Shared governance allows all employees to have a voice in the governance of the College through assorted venues. Six premises are built upon the shared-governance principles:

- We are all united in our commitment to the College and are people of good will.
- We all have our areas of expertise.
- Every effort should be made to consult with others at the College when it comes to decision making.
- Information is made available through e-mails, meetings, forums, or other methods of communication, and it is our personal responsibility to stay informed.
- We recognize that we can continually improve.
- Individuals may disagree with decisions made on behalf of the College. (RRD 3-33 Shared Governance Premises for College Council 3/24/2010)

Theses premises ensure that the Council and the College community have participation and consideration in the governing process. The shared
governance structure intends to reflect the Core Values of the College: People, Learning and Growth, Quality, Ethics, Community, Respect and Sustainability.

In order to achieve this type of governance, the Council must:

• Meet the requirement of a standing committee per College definition
• Provide information from the President and the President’s direct reports
• Provide information from other standing committees, councils, and VPs’ leadership teams. The leadership teams are made up of the VPs’ direct reports as follows:

  **Business and Administrative Services**
  Director for Facilities
  Director of Purchasing and Auxiliary Services
  Director of Accounting & Budget
  Director for Financial Aid & Veterans Services
  Director of Information Technologies

  **Academic Affairs**
  Director of Registration and Enrollment Services
  Director of Community and Corporate Learning
  Dean of Career and Technical Education
  Dean of Arts and Science
  Curriculum Coordinator
  Tech Prep Coordinator
  Executive Dean of the Page Campus
  Executive Assistant to the VP

The VPs’ leadership teams play an important role in the shared governance system. The information shared in these monthly meetings is used to further enlighten College Council discussions and better inform decision making.

With the shared governance model, all employees are called upon to promote and preserve a culture of collaboration and trust, to support decisions and leadership, to strive for the improvement of better quality decision making, and to help achieve learning outcomes for the District.

The College has developed organizational charts showing the reporting structure and areas of responsibility of the District Governing Board, College President, and the two VPs as defined in job descriptions (RRD 5-7 CCC Organizational Charts).

Over the past several years and into the future, CCC has had to overcome severe economic downturns in state funding, which resulted in budget-tightening measures. Due to the reductions, the College President directed the two VPs and herself to review efficiencies. This action resulted in the reorganization of several departments and a reduction in the workforce district-wide. The results of this action enabled CCC to meet its fiscal obligations.
1d.3 People within the governance and administrative structures are committed to the Mission and appropriately qualified to carry out their defined responsibilities.

The District Governing Board has the responsibility to function as the legislative and policy-making body of the College and appoints a President. The Board establishes policies, by-laws, rules and regulations for College governance. In addition, the Board provides advice to the President regarding the administration of the College. College policy 22-00 outlines the Board’s roles and responsibilities that were adopted on September 16, 2009 (RRD 4-42 Policy 22-00).

The District Governing Board has five members that represent their districts within Coconino County. The Board has two officers: Chairperson and Vice-Chairperson/Secretary. Board policy states “The Chair of the District Governing Board shall preside over all meetings of the Board, shall call meetings as herein provided, and perform any other duties as shall be vested in him/her by the Board.” In the event of his/her absence or inability to act, the Vice-Chair/Secretary shall preside over the meetings of the Board (RRD 4-23 Policy 24-00).

Dr. Leah L. Bornstein serves as President of Coconino Community College at the District Offices in Flagstaff, Arizona. Dr. Bornstein came to CCC from Colorado Mountain College (CMC) in Summit County where she served as Dean and CEO for one of the nation’s largest rural community colleges. CMC has seven campuses—three residential and four commuter campuses—that serve over 22,000 students in north central Colorado. Summit Campus serves more than 3,000 students annually and supports more than 400 full-time and part-time faculty and staff. Dr. Bornstein led the campus and community through site determination, land acquisition, and the design and development of a new 35,000-square-foot campus acting as the gateway into Breckenridge, an internationally known ski resort community.

Prior to that, Dr. Bornstein served as Chief Academic Officer of Lamar Community College, a small community college in rural Colorado and part of the Colorado Community College System. She also was Dean of Instruction at the Higher Colleges of Technology-Center for Education Research and Training in Abu Dhabi, United Arab Emirates, and the Vice President for Academic Affairs at University College, University of Denver.

In each of these positions, she has been responsible for working with and facilitating community advisory boards, boards of trustees, and foundation boards, as well as strategic planning and budgeting. Dr. Bornstein’s innovative oversight of facilities, academic and technical programs and support services, economic development and workforce training, distance education, adult education and literacy studies, continuing education, accreditation, and faculty supervision, has been a strength at each institution.
A native New Englander, Dr. Bornstein’s lifelong commitment to higher education began with her associate and bachelor’s degrees from Bradford College in Bradford, Massachusetts. Her bachelor’s of arts is in human studies—medical psychology. Afterwards, she earned a master’s of education degree in higher education—counseling/student services from the University of Vermont. Her Ph.D. degree is in higher education leadership—communication leadership skills from the University of Denver.

Jami Van Ess, M.B.A, C.P.A., has served as the Vice President of Business and Administrative Services for CCC for twelve years. She oversees the operations of Facilities, Business Office, Budgeting, Purchasing and Auxiliary Services, Information Technology, and Student Financial Aid. Prior to her current position, she was the Vice President for Administrative Services at Sauk Valley Community College in Dixon, Illinois.

Ms. Van Ess received her bachelor’s degree in accountancy from Northern Arizona University and a master’s in business administration from the University of Phoenix. She is a Certified Public Accountant in Arizona.

Dr. Kathleen Corak has served as CCC’s Vice President of Academic Affairs for ten years. Dr. Corak’s resume includes more than thirty years of administrative experience both in university and community college environments. She has an associate degree in liberal studies from Fullerton Community College, California, a bachelor’s degree in psychology from the University of Montana, a master’s degree in counseling from the University of Montana, and a Ph.D. from a joint program in higher education from San Diego State University and The Claremont Graduate University. She has experience as an Academic Advising and Retention Coordinator, Registrar, Director of Institutional Research, Dean of Undergraduate Studies, Campus Dean, and Academic Affairs Vice President. She has been employed in six different institutions of higher education in five states in the course of her career.

Dr. Monica Baker has served as Dean of Career and Technical Education at Coconino Community College for twelve years. She holds a Ph.D. in educational leadership from the University of Phoenix, a master’s in mathematics from Northern Arizona University, and a bachelor’s degree in education with an extended major in mathematics, also from Northern Arizona University. Dr. Baker has taught and provided leadership at the high school, community college, and university levels for the past twenty-three years.

Dr. Ingrid Lee has served as Dean of Arts and Sciences for nearly eight years at Coconino Community College. She had earlier served fourteen years at Mohave Community College as Dean of the Kingman Campus and later as Vice-President of Foundation Studies. She also served as Interim School Superintendent in a public school system and taught for seventeen years at the secondary, post-secondary, and graduate levels. Dr. Lee earned her doctorate in higher education leadership from Nova Southeastern University, a master’s in education with an emphasis in reading from Northern Arizona University, and a bachelor’s degree in education from Arizona State University.
Mr. Lloyd H. Hammonds, J.D., has served as Executive Dean of the Page/Lake Powell Campus of CCC for twelve years. Mr. Hammonds’s experience includes more than twenty-seven years in higher education as a faculty member, Department Chair, Academic Dean, Vice President of Academic Affairs, and Executive Dean of a community college campus. He has also served as a Peer Reviewer for the Higher Learning Commission for more than twenty years and has written articles on issues in higher education. His education includes a bachelor of science degree in criminal justice from Truman State University and a juris doctorate degree from the John Marshall Law School.

Ms. Veronica Hipolito serves as the Director of Student Support Services. Prior to her current position she served as a coordinator with the Office of Residence Life at Northern Arizona University. Ms. Hipolito received her master’s degree in community counseling and a bachelor’s degree in education from the University of Minnesota.

Ms. Kimmi Grulke joined Coconino Community College in 2010 and serves as Registrar and Director of Enrollment Services. Prior to her current position, she held various leadership roles at the University of Redlands, California. She served as Dean of Admissions for the School of Business and its eight regional campuses throughout southern California, Campus Director and Marketing Strategies Manager, and Director of Admissions for the School of Education. Ms. Grulke received her master’s degree in management and bachelor’s degree in business and management from the University of Redlands.

Mr. Bob Voytek has served as Director of Student Financial Aid and Veterans Services at Coconino Community College since July 2006. Prior to that, he worked for seven years in the Northern Arizona University Office of Student Financial Aid in several positions including Job Location and Development Coordinator, Financial Aid Counselor, and Principal Systems Analyst. He also served as a Financial Aid Consultant and as Vice President for the Arizona Association of Student Financial Aid Administrators for two years, and most recently was conference chair. Mr. Voytek’s education includes a bachelor’s degree from Colorado State University and a master’s degree in education from Northern Arizona University. He is a member of the National Association of Student Financial Aid Administrators, the Western Association of Student Financial Aid Administrators, the Arizona Association of Student Financial Aid Administrators, and the National Association of Veterans’ Programs Administrators.

CCC has minimum qualifications assigned to all job descriptions. Qualifications will vary greatly for each job position; however, they ensure that CCC has standards in place for the hiring of properly qualified candidates. Additionally, each member of College leadership, as well as most employees, has performance goals directly linked to the Strategic Plan.

CCC has two VP positions: the VP for Business and Administrative Services, and the VP for Academic Affairs.
• The VP for Business and Administrative Services: Minimum qualifications consist of a master’s degree in business administration with an emphasis in fiscal management or a directly related field, and five years progressively responsible administrative experience in a financial and management position; or any equivalent combination of education and experience sufficient to successfully perform the essential duties of the job and as approved by the Human Resources department. The role of the VP for Business and Administrative Services is to serve as the Chief Fiscal Officer for Coconino Community College District. The VP reports directly to the College President. The VP manages the Administrative Services functional area, which includes the Accounting & Budget, Facilities, Financial Aid and Veteran Services, Purchasing departments, Auxiliary services, Information Technologies, and related functions.

• The VP for Academic Affairs: This position requires the doctoral degree in educational leadership or related field, and five years progressively responsible administrative experience in an educational management position and previous teaching experience; or any equivalent combination of education and experience sufficient to successfully perform the essential duties of the job or as approved by the Human Resources department. The VP for Academic Affairs Serves as the Chief Academic Officer of the Coconino Community College District and reports directly to the College President. The VP Manages the Academic Affairs functional area, which includes the Instructional Division of Arts and Sciences, the Instructional Division of Career and Technical Education, Registration and Enrollment Services, Community and Corporate learning, and related functions throughout the district.

CCC job descriptions also require a candidate to have certain knowledge and skills to help ensure that the candidate not only has proper minimum qualifications, but also proper abilities and skills to perform the tasks needed to do his or her job. This section also speaks to the high standards to which the College holds its employees.

The President and administrative team are extremely qualified personnel and are committed to the College’s Mission, Vision, Core Values, and the purposes of CCC. They have the authority to make decisions and to lead the College.

1d.4 Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

In 2007, Coconino Community College adopted the shared governance model presented by the President and supported by the District Governing Board. This model advocates the inclusion of faculty in decision making (RRD 4-31 Procedure 5-01). Expectations for faculty participation in the governance of the College are included in the full-time faculty job description (RRD 4-44 example of Full-Time Faculty Job Description). With the support of the President and the District Governing Board, faculty are afforded the opportunity to develop new degree/certificate programs and modify existing programs.
Faculty develop curricula to accommodate the following needs:

- To address local workforce needs
- To reflect needed changes to content or teaching and assessment methods in transfer-track and credit-bearing career/technical education curricula (RRD 4-45 Procedure 301-01)

Newly developed degree/certificate proposals entail the writing of a business plan that documents career path opportunities and provides a cost analysis indicating whether the new program can succeed without creating new costs for the College. Economically unviable programs cannot be developed at CCC without first soliciting the assistance of underwriting partners (business/industry/government) in the District or through grant acquisition.

Additionally, the College Council—the principle Policies & Procedures decision-making group for the College—has endorsed, as standing committees, the following bodies to oversee curriculum and academic processes to assure coherence and integrity:

- Academic Standards “evaluates, revises, and recommends academic policies and procedures for the College in accordance with the College’s Mission and Strategic Goals” (RRD 4-46 Procedure 303-01). As an outcome, the group ensures academic policies and procedures are appropriate, accurate, and clear, and support learning college principles (RRD 3-29 Committee List and Charters, page 17). Subsequently, ASC creates and updates processes associated with admissions, registration, academic practices (attendance, grading, syllabi content, final exams, academic integrity, etc.), and student support services.

- Curriculum Committee is charged with the review and evaluation of “the standards, integrity, clarity, and purpose of proposed curriculum, as well as certificates and programs” (RRD 3-29 Committee List and Charters, page 24). This committee ensures that all curriculum proposals conform to the Mission of the College, are educationally sound, and meet all applicable standards in accordance with College policies and procedures.

- Faculty Committee “serves as a venue for [full- and part-time] faculty to discuss and make recommendations on issues relating to, but not limited to, faculty, instruction, students, curriculum, and shared governance” (RRD 3-29 Committee List and Charters, page 27). Its goals are threefold:
  - To ensure learning remains at the forefront of the College Mission
  - To ensure that faculty perspectives, related to the Committee Purpose, are considered in the College decision-making process
  - To be an active participant in the College decision-making process

All three bodies are considered “recommending committees,” meaning that their recommendations are first vetted to effected constituent groups.
at the College and then proceed to College Council (which has faculty representatives as members) for endorsement and action. As a collection, these committees guarantee that faculty share in the governance of the College. All three committees include members from CCC campuses other than the main Lone Tree campus who participate through live distance means. And, all three committees also use the CCC electronic faculty distribution lists to solicit feedback to their proposed recommendations prior to forwarding them to College Council. Further, faculty participate on other College standing committees.

With regard to assessment of student learning outcomes, Policy 302 identifies the faculty as the primary developers of the design and implementation of a comprehensive assessment program ([RRD 4-47 Policy 302-00](#)). Responsibilities for assessment—and for curriculum development as a whole—are included in the job descriptions of faculty ([RRD 4-44 Full-time faculty job description](#) and [RRD 4-48 Part-time faculty job description](#)). The academic deans of Arts & Sciences and of Career & Technical Education annually work with their department chairs to set forth assessment projects for diverse, curricular areas. Department chairs assure the engagement of full- and part-time faculty in the collection and analyses of outcomes data. These data are reported annually to the Office of Institutional Research and Assessment, which summarizes and disseminates findings. As a result, it is routine to make changes to curricula based on assessment data. Details of the CCC assessment processes are discussed in Chapter Six of this self-study.

The faculty response to a recent survey ([RRD 3-27 Self-study faculty and staff survey results](#)) confirm that 96% of respondents indicated that they understood “the importance of assessment of student learning and academic programs at CCC,” and 87% indicated that they were “involved with the assessment of student learning activities that support the academic programs.”

### 1d.5 Effective communication facilitates CCC’s governance processes and activities.

When employees were asked in the spring of 2010 if they “have the information necessary to answer questions from Coconino County residents about the College and what it does,” 68% of staff agreed that they did (21% were uncertain) and 69% of faculty also agreed (with 13% uncertain) ([RRD 3-21 Employee survey 2010](#)). These data may reflect the considerable effort made throughout the organization to share information among employees, and committees strive to be transparent in sharing their work. Agendas and minutes are shared directly and electronically among each committee’s members and are then posted on the following sites:

- Minutes of meetings of the Academic Standards Committee ([RRD 4-49](#))
- Minutes of the Curriculum Committee ([RRD 4-50](#))
- Minutes of the Faculty Committee ([RRD 4-55](#))
Minutes from the Staff Forum are expected to be housed soon on the intranet.

In addition, the “CCC Employees” distribution list is engaged to share the following routine communications concerning various governance and activities matters:

- Review of proposed Policy/Procedural changes and request for input
  (occurs prior to action taken by College Council)
- President’s monthly report of institutional activities to the District Governing Board
- Press releases
- Various CCC publications
- Notice of events occurring at CCC locations (open houses, cultural performances, civic meetings, fund-raising activities)
- Community service opportunities that invite employee participation
- Stories on employees related to scholarship and/or volunteerism
- Stories on newly developed or enhanced partnerships with outside entities (government, business/industry, educational institutions)
- *CocoNotions* (College newsletter)

The CCC website contains practical information, announcements, and faculty profiles. This website is managed by the Director of Public Relations and Marketing and is updated routinely. Students may apply for admission online and may register online using as resources both the online “College Catalog” and the current “Schedule of Classes.” Also, Strategic Plan updates submitted to the District Governing Board by organizational unit every other month are accessible to readers ([RRD 5-4 Strategic Plan Implementation web pages](#)).

All of these avenues of information sharing present an opportunity for employees to keep abreast of the activities of the College and its plans for the future.

However, assuring excellent communication within a multi-campus environment presents its challenges. The District is large and rural; in fact, Coconino is the second largest county in the nation. In order to bring the College into outlying communities, the President has adopted a few noteworthy strategies. First, she visits the communities of Williams, Grand Canyon, and Page once a month on a predictable schedule to conduct College business within each community. Second, she has established a President’s Advisory Council within each of these communities that convenes once each semester. These “PACs” bring together community leaders and CCC employees to discuss ideas and strategies designed to meet particular local educational needs. Third, the President and the VPs each conduct “Brown Bag” lunches once a semester over ITV equipment. At these informal gatherings, any and all employees—be they on site or at a distance—may bring lunch, ask questions, give suggestions, and learn of recent activities and plans from these College leaders.
As recounted earlier in this chapter, Coconino Community College is only twenty years old. In its very beginnings—and in order to open its doors to students—it adopted its policies and procedures manual from Yavapai College, Prescott, so that it might conduct business. John Glenn, CCC’s first president, was known for saying to employees that they would “have to build the plane while flying it.” During this time, one of the first efforts to give faculty a formal voice in decision making was by convening a group known as the College Instructional Team (CIT). However, by CCC’s tenth year, this group had given way to the creation of the Faculty Committee, a body that continues to evolve its purposes. Approximately four years ago, the non-faculty employees were given a venue for input known as the Staff Forum. In 2008, this body became codified via a standing committee charter proposed with building “a Staff community at CCC that is an incubator of ideas to improve work and life, facilitate ongoing communication, monitor and deliver work products, and assist in the governance of the College” (RRD 3-29 Committee Lists and Charters, page 32). Part of the evolution of CCC’s organizational culture can be best understood by its young age, and the other part is explained by the different leadership styles and philosophies of its presidents.

In September 2007, President Bornstein came to the CEO position. She came with experience in leading organizations that were formed around a shared governance model. Her predecessor, who was more accustomed and comfortable with participatory governance models, created a team of administrators known as the President’s Advisory Council (PAC). This group was designed to offer advice and counsel to him and was clearly not intended to be a decision-making body; he reserved decisions for himself. By 2007, CCC as an organization was ready to move into shared governance, and Dr. Bornstein was prepared to facilitate this move. (Particular details of the process of transformation are recounted earlier in this chapter.)

In contrast to the PAC of her predecessor, President Bornstein enabled the creation of College Council (CC), a representative group of employees charged with the provision of “college-wide leadership to CCC and to approve policy and procedural recommendations which have processed through appropriate committees, groups, and administrators.” Its level of authority extends to “anything that concerns the entire/majority of the College” (RRD 3-29 Committee Lists and Charters, page 20). The structure and purposes of CC reflect employee preferences born of considerable discussion and recommendation from those who had worked under the participatory approach and aspired to more involvement in institutional decision making. CCC’s standing committees forward recommendations to CC for action.

Considerable progress has been made in the last three years with helping employees discover both the power and the limitations of shared governance models. However, inculcating a new way of thinking about individual roles
and responsibilities as organizational members is indeed “a process.” In fall 2010, CCC distributed self-study surveys to faculty and staff (RRD 3-27 Self-study faculty and staff survey results). The response rate for staff (N=76) was about 46%. The response rate for faculty (N=78) was about 31%. The charts below detail employee responses to statements concerning shared governance and institutional encouragement for innovation and change.

The considerable percentage of “uncertain” responses may be an indication of this period of transition from “participatory” to “shared” governance that the College has been experiencing in the last three years. Garnering a complete understanding among employees of what it means to “share” in decision making is an ongoing learning process. For some, shared governance ought to mean one person, one vote. However, the District Governing Board
procedure ([RRD 4-51 Policy 20-00](#)) notes that College constituents recognize that the College administration, and in some cases the District Governing Board, is ultimately responsible for approving or acting on certain decisions. Employees do have many opportunities to influence decisions through committee recommendations; still, not all will agree with the final outcomes of the decision process.

Do employees perceive that their contributions are important? Yes, according to responses collected from the Self-study employee surveys.

Progress has been made, but the achievement of a common understanding of what is meant by shared governance is still a work in progress.

**ETHICS**

We believe that to be effective we must demonstrate integrity. Therefore, we uphold the highest ethical standards in all of our activities resulting in a responsible and fair environment for our students, employees and community, and a responsive and open decision-making process.
Coconino Community College evaluates its structure and processes on a regular basis. Changes are designed to improve and strengthen the College while maintaining a strong commitment to its Mission. The College has restructured and realigned a number of positions in the past ten years and revamped formal processes. These changes were intended to allow the College to better support the Mission, Vision, and Values and to address cuts in state aid. The College has consistently demonstrated its willingness to alter the structure and processes to address new issues and opportunities.

**STRATEGIC PLAN**

On September 26, 2007, CCC President Leah L. Bornstein called a planning retreat to launch a process of developing the College’s three-year Strategic Plan. This retreat was the first step in involving the College and the community in the development of this important planning process. Activities included visioning retreats, open houses, forums, special events, speaking engagements, and printed communications utilizing the latest technology to keep others informed about CCC’s Strategic Plan accomplishments and challenges ([RRD 3-26 Strategic Plan](#)). Ongoing internal communication channels included *CocoNotions* (employee newsletter distributed via e-mail), e-mail updates, and Employee Development Day updates. External channels included the President’s letters to elected officials and business/community leaders and the State-of-the-College addresses and Annual Reports. The communication plan was designed to be district-wide.

The College has worked consistently on its Strategic Planning process and products since the NCA/HLC team’s last visit. The result is a well thought-out process that has had a great deal of employee involvement in both its design and publication. The Strategic Plan flows from the College’s Mission, Vision, and purposes, and this basic document helps to establish the College’s priorities and goals. Objective statements are seen under the goal statements and reflect the operational/departmental level plans for achieving these goals. CCC’s planning processes are directly linked to institutional assessment and budget activities. This is accomplished by incorporating assessment data into planning activities and creating budgets that allow for appropriate changes to be made. The College has linked planning, assessment, and budgeting together. The institution’s planning process and planning document focus on measurable goals and objectives to provide evidence of completion.

The institution’s strategic planning process and document name the position responsible for each tactic, which is measurable, and is assigned to a department. The expected dates for completion (or institutionalization) of goals and objectives are also set forth in the Plan.
The Strategic Plan progress of each division was assessed monthly when the Plan was first developed. However, it was found that many tactics took several months to complete and reports began to repeat information. Reporting dates were changed to every two months to reflect updates. The reports can be reviewed at Strategic Planning status reports (RRD 5-4 Strategic Plan implementation web pages). These reports are submitted by the divisions listed below to illustrate which parts of the Strategic Plan have been accomplished:

- Office of the President
- CCC Foundation
- Division of Academic Affairs
- Division of Business and Administrative Services
- Information Technology Department
- Division of Student Services

The Vice Presidents supply a detailed Strategic Plan update to the District Governing Board (DGB) every other month. The President also provides monthly reports and an annual report to the DGB.

- For FY 2008-2009, CCC completed 88% of the Strategic Plan tactics.
- For FY 2009-2010, CCC completed 96% of the Year Two Strategic Plan tactics.
- For FY 2010-2011, CCC completed 93% of the Year Three Strategic Plan tactics.

SURVEYS

Results from CCC Surveys are used for various evaluation and assessment purposes. The surveys often supply information needed to complete a tactic in the Strategic Plan and to create input opportunities from a wide area of the College and community. During the past years, CCC has conducted various surveys. The surveys are completed district-wide internally as well as externally. Examples of surveys completed are Student, Employee, Community, College Council, and Graduating Students surveys (RRD 4-52 College surveys web pages and RRD 8-7 Coconino County Community Surveys web pages).

Survey feedback is used in assessment as a core indicator for education and instruction effectiveness and employee and community satisfaction. The surveys themselves become the foundation for other analyses and research briefs.

The following is a list of surveys conducted by the College over the years:

- Community Surveys have been completed for Grand Canyon/Tusayan/Williams in 2010 and will be completed in northern communities of Cameron, Fredonia, the Gap, Kaibeto, Tonelea, and Tuba City in 2011.
- College Council Evaluation survey was completed in May 2009.
• Graduating student surveys were completed in 2007-2008, 2008-2009, 2009-2010, and 2010-2011.

One section of the Strategic Plan 2008-2011 addresses the College’s direction in fulfilling a Core Value of Community. The goal of this section of the Plan will be completed by June 30, 2011; CCC will build greater awareness of its services throughout the District and collaborate with community partners to promote the health and economic vitality of the county. A series of community surveys is one tactic being used to fulfill the community section of the CCC Strategic Plan. Over the next three years, and rotating thereafter, groups of communities will be surveyed to measure and understand the diverse learning needs currently present in Coconino County.

When a survey is complete, every question and written comment is presented to the College Council for evaluation. The Council determines an action plan, if needed, to correct inefficiency or to evaluate a positive response. The effectiveness of the action plan can be measured when the survey is next repeated.

In the Student Survey a statement was made: “CCC provides support for my social interactions with other students.” The 2008 survey reported 70% agreed with this response. In 2009, 76% agreed with the response, supporting institutional improvement on the Core Value of Community.

However, some results show that additional improvement is still needed. In the Employee Survey the statement was made: “Upper management (President, Vice Presidents and Deans) understand the concerns of employees” shows that in the 2008 survey this category was at 41% agreement, and in the 2010 survey this category dropped to 32% agreement. Improvement of employee opinion along this dimension continues to be an objective.

ASSessment

Assessment of student learning is an ongoing process at CCC. All department chairs are responsible for gathering assessment information from each instructor in their area. This information is then sent to the Office of Institutional Research and Assessment. The IRA Office correlates the information as needed to create an end-of-the-year report. The division deans are responsible for overseeing the entire process. The results are then analyzed to determine what was completed, what was learned, and what changes may need to be scheduled. The IRA director discusses assessment techniques, measurement data, and findings with department chairs to ensure that best practices in assessment of student learning are in place within each department.

Assessment results can be analyzed in many ways depending on the curriculum or the information needed. In the Fire Science and Emergency Medical Technician programs, for example, students are required to take nationally standardized tests. As part of the Assessment process for those classes, the
test scores from CCC students are compared to national test scores. The results are analyzed, and if necessary, a program review is undertaken and corrections made to the curriculum as needed.

Curriculum is not the only area that goes through an assessment process. Students are asked to complete an instructor evaluation each semester providing information to assess the instructor. CCC maintains an extensive website on assessment of student learning ([RRD 4-53](#) Assessment of Student Learning web page). The particulars of assessment are addressed in depth later in this report.

**NEW CONSTRUCTION**

CCC has constructed or remodeled several facilities over the past ten years to better serve the College community. Through the evaluation of its structures and processes, the College determined a need to meet its future growth by constructing the following:

- In January 2002, CCC opened its doors to a new 128,000 square-foot Lone Tree Campus and District Offices in Flagstaff.

- In February 2002, CCC opened a 4,348 square foot facility in Williams with one distance learning classroom, computer lab space, general classroom space, and offices.

- In June 2002, CCC completed a 5,086 square foot expansion to the existing Page Campus. The new expansion included office space, one conference room, two distance learning rooms, storage rooms, and one computer lab.

- From 2003 to 2005, the Flagstaff 4th Street Campus and Technology Center was completely remodeled through a three-phase process totaling just over one million dollars. This extensive remodel allowed CCC to offer nursing classes, Cisco network training, Emergency Medical Technician training, fire science training, construction trade training, and green building and energy training.

- The College also has established three extension sites located in Tuba City, Grand Canyon, and Fredonia. The Tuba City site has entered into a partnership with Diné College of the Navajo Nation. All three sites offer opportunities to serve Coconino County citizens in remote areas at designated facilities through partnerships.

- Other recent remodel projects include Lone Tree Building 6 multi-purpose rooms, Building 1 Student Center, Hybrid Science Lab, Chemistry Lab, Advancement Offices, and telephone structure.
Construction and remodeling has allowed CCC the opportunity to form partnerships demonstrating CCC’s commitment to its Vision and Mission and to continually look for ways to better serve its students.

College-wide focus groups, task forces, or committees are regularly used to gain input from College employees on major projects and/or system changes. Each new campus site has been designed and the operational plans developed in this manner. For example, College-wide focus group meetings were held in fall 1998 to gain input on the development of the Lone Tree Campus and District Offices. Multiple discussion sessions were scheduled as part of the development process.

APPLICATION PROCESS

The College converted the application process for vacant positions from a paper process to an online process in January 2010. This software allows Human Resources to track the affirmative action status of all applicants. Overall, the new process has resulted in an increased number of applicants for vacant positions and reduced the amount of staff time spent processing those applications. Since its inception, 1109 applications have been submitted electronically for job postings. Human Resources staff are pleased with the conversion to the online system.

WORK ORDER SYSTEM

CCC has also installed a computer-based work order system called “Track It” that gives anyone with a computer the ability to enter a work request to Facilities, Telecommunications, and Information Technology. This system allows the requestor to track their work request from entry to completion. It also allows the receiving department to serve the customer’s needs faster and more efficiently. This Track It system helps CCC employees maintain a safer and more effective learning environment for all.

BUDGET EFFECTS

Over the past ten years CCC has had several increases in tuition to help offset expenses. While setting the 2007-2008 budget, the CCC District Governing Board voted to increase tuition 15.4% per semester. There was also a significant increase approved by the Board in 2008-2009 of 16.6% per semester hour. The increases were necessary due to declining state appropriations. As state aid shrinks, more of the cost has been shifted to the student (RRD 5-3 Budget Document).

A balanced budget for 2009 was achieved through a mixture of cost reductions through improved efficiencies and tuition increases. Expense reductions were achieved by looking at cost-saving efficiencies in each department district-wide, leaving some vacant positions open, and decreasing the number of class sections. The decrease in class sections actually resulted in larger class sizes overall. This process also allowed for better utilization of the facilities.
As part of the realignment in 2009, the President authorized a college-wide review of all departments to determine possible restructuring. There were several factors that contributed to this decision. State funding over the last several years has been steadily decreasing, and utility costs have been increasing. The restructuring process focused on increasing efficiencies within each department. The results of this work did have consequences that required discontinuation of several positions throughout the College. One position eliminated was the Vice President of Student Affairs. There were several factors that contributed to this decision. First, eliminating this position helped achieve a state required balanced budget. Second, this facilitated a restructuring of the Student Services area. The VPs’ responsibilities were divided among Financial Aid, Registration, and Student Services. These departments were separated and the reorganization allowed information to be shared throughout Student Services through the Enrollment Management and Student Services Committee. This committee consists of the Director of Financial Aid, Director of Registration and Enrollment Services, and the Director of Student Services. This newly developed leadership team allowed for diversity from the business services, Academic Affairs and Student Services areas and continues a direct line of report to the President through the Director of Student Services position. The concept also allows for shared governance to work more efficiently with information being introduced into decision making from these three areas.

SUSTAINABLE FINANCIAL PLAN

The Sustainable Financial Plan was developed in May 2008 to prepare for significant state funding cuts that were expected because of the state and national recessions. The Sustainable Financial Plan was developed with three levels of action that could be implemented depending on the severity of the financial situation.

The first step in developing the Sustainable Financial Plan was to collect broad input from college employees and from community members. The ideas and suggestions were then organized by accounting category and sorted by level of severity into three tiers: efficiencies, critical, and crisis. The College received its first round of state budget cuts of $555,000 effective July 1, 2008. The first level of the Plan “efficiencies” was immediately implemented to provide direction in looking for ways to reduce costs through partnerships, increased student retention, salary savings, grants, and other methods. In January 2009, the State cut its funding by an additional 8%, or approximately $250,000. Because of the rescission of State funds, the College president announced, “The College is moving from Tier I of the Sustainable Financial Plan to Tier II.” Tier II, considered “critical,” takes a more direct method for reducing costs or increasing revenues. Examples of Tier II include increasing faculty load, zero-based budgeting, increasing parking fees, and implementing a semi-monthly payroll process. The College received more budget cuts of $315,000 in FY’10 and is expecting to lose an additional $834,000 in FY’12. Staff continue to work Tiers I & II of the Plan. Tier III of the Plan has not been implemented to date. However, it includes initiatives
such as re-evaluating extension site usage, reducing the work force, or implementing enrollment caps.

The Sustainable Financial Plan allows the College to be proactive in responding to the uncertainties that are part of today’s economy. The structure of the Sustainable Financial Plan gives the College latitude to adjust its tactics as needed to best serve the students and to provide direction and support for employees (RRD 3-36 Sustainable Financial Plan).

**POLICY AND PROCEDURES**

In 2008, the College began a complete review of all its policies and procedures. Some of the existing policies and procedures were out-of-date, too long, and inconsistent across procedures. The new policies and procedures template would be divided into three parts: the policy statement, the procedure, and the operational guidelines. If a policy statement was changed, the DGB had to approve the change. If a procedure was changed, the approval would come from the College Council, and the VPs would have approval on the operational guidelines. As an outcome, the process created clearer policy statements, shorter and more precise procedures that complemented each other, and operational guidelines that clarify additional information as needed. Over the last three years, almost every policy and procedure has been reviewed and updated. In addition, the DGB has created its own section of policies and procedures that has been incorporated into College Policy and Procedure Manual (RRD 4-54 Policies and Procedures web page).

**INSTITUTIONAL RESEARCH AND ASSESSMENT**

The Office of Institutional Research and Assessment was established in 1995 and has been actively involved in collecting and analyzing data related to student success, institutional effectiveness, instructional productivity, student learning, and other performance indicators. The IRA Office is not only responsible for gathering data but also analyzing the outcomes. An example of this process is the Facilities Usage Report. The report showed that science rooms and labs were near capacity and additional space was needed to fulfill the needs of students. After the information was analyzed, the result was that the construction of an additional science lab was needed. The responsibilities of the IRA Office include Federal and State reporting, survey administration, and monitoring demographic and economic trends in Coconino County, in Arizona, and in the U.S. relevant to educational and training needs.
Core Component 1e. The organization upholds and protects its integrity.

INTRODUCTION TO CORE COMPONENT

Coconino Community College strives to enrich the lives of the community by providing lifelong, quality education. By adhering to laws, regulations, and College policies that are built upon its Mission, Vision, and Core Values, the College maintains the integrity of the learning experience.

1e.1 CCC’s activities are congruent with its Mission.

Coconino Community College’s activities, including planning, budgeting, and academic programs, are driven by the College Mission, Vision, purposes, and Core Values documents. The Strategic Plan is aligned with these documents (RRD 3-26 Strategic Plan).

The College Vision of leading the community in lifelong learning is evidenced by the large number of high school programs, academic degree and certificate programs, and the Community and Corporate Learning (CCL) division activities. CCL offers a variety of career development courses ranging from Customer Service, Spanish for Managers, and Advanced Excel. The corporate arm of CCL offers a Leadership Academy as well as customized contract training for community businesses. Non-credit programs, job training, and fee-based testing services (GED, HESI, etc.) are also offered through CCL.

Academic degree programs provide learners the skills and knowledge required to enter the workforce and the curriculum necessary to transfer to universities. A variety of course delivery modes are utilized including ITV distance learning and online learning. The College is responsive to the community needs for training and education while using caution to provide degrees and certificates that will not only lead to jobs, but will also be
sustainable. Coconino Community College was recognized by The Coconino County Sustainable Building Program (CCSBP) for its work in sustainable development at the 2010 Sustainable Building Awards Ceremony (RRD 4-56 CCC Awarded for Associate of Applied Science in Sustainable Green Building Degree, Press release, 11/29/2010).

High school students are served through Tech Prep, Dual Enrollment, and the partnership with CAVIAT (Coconino Association for Vocations, Industry and Technology) to offer high school “Central Programs.” The high schools served are rural, and many are isolated, including four schools on the Navajo reservation. More than 40% of all the high school students are Native American, and more than 60% are economically disadvantaged.

1e.2 The District Governing Board exercises its responsibility to the public to ensure the College operates legally, responsibly, and with fiscal honesty.

The College is governed by a publicly elected District Governing Board (DGB), which operates in accordance with Arizona Statutes. The DGB:

- Monitors the fiscal health of the College including budget approval, setting tuition rates and overseeing capital expenditures
- Employs, evaluates, and supports the College President as the institutional leader
- Sets and monitors College policy
- Promotes the College in the community and with government officials (RRD 4-42 Policy 22-00)

Members of the DGB are subject to the requirements established by Arizona Legislation for addressing conflicts of interest, including the provisions of Article 8 of Chapter 3 of Title 38 of the Arizona Revised Statutes (RRD 4-57 A.R.S. Title 38). Those requirements include, but are not limited to, refraining from voting on or participating in any manner in any contract, rule, or procedure in which the member (or his or her relative) has a substantial interest; refraining from disclosing or using confidential information for personal gain; and refraining from receiving any compensation (other than compensation provided for by law) for services rendered in any matter before the Board. Members sign a conflict of interest disclosure statement annually in compliance with A.R.S. §38-503(B), which provides that any officer who has a substantial interest in a decision of the District “shall make known such interest in the official records” of the District and refrain from participating in any manner in the decision (RRD 4-58 Policy 23-00)

The Coconino Community College District is organized under Chapter 12 of Title 15 of the Arizona Revised Statutes as a public institution to provide educational services to the residents of Coconino County, Arizona (RRD 4-59 A.R.S. Title 15). Because the College’s five members of the DGB are elected by the voters within the District, it is autonomous from the administration and other related entities to assure the integrity of the College and to allow
the Board to make decisions in the best interests of CCC. Members of the Board serve without pay.

The District Governing Board meets regularly throughout the year, usually a minimum of ten times. Additional work sessions and the Board Retreat are also scheduled. The meeting schedule, agendas, and minutes are published on the College website. An opportunity for public comment is included in the regular sessions of the monthly DGB meetings. The College’s attorney is present during DGB meetings to provide legal advice. Legal counsel reviews important contracts/agreements and other legal questions for the College ([RRD 4-60](#) District Governing Board meeting schedule).

1e.3 Coconino Community College understands and abides by local, state, and federal laws and regulations applicable to the College.

Coconino Community College has the legal authority to grant degrees and operate as an institution of higher education on the Flagstaff (Lone Tree and Fourth Street) and Page Campuses, as well as offer courses in Williams, Fredonia, Tuba City, and the Grand Canyon. It is accredited as an institution of higher education through the Higher Learning Commission, a body of the North Central Association of Colleges and Schools ([RRD 4-61](#) HLC Statement of Affiliation).

The College recognizes and complies with local, State, and Federal laws. Independent audits provide external accountability. The College upholds and protects its integrity by following applicable laws, including but not limited to:

- Title XI of Civil Rights Act of 1964
- Occupational Safety and Health Administration (OSHA)
- Family and Medical Leave Act (FMLA)
- Americans with Disabilities Act (ADA)
- Family Educational Rights and Privacy Act (FERPA)
- Jeanne Clery Act
- The Federal Campus Sex Crimes Prevention Act
- Drug Free Workplace Act of 1988 (*Public Law 100690*)
- Dual Enrollment Report (A.R.S. 15-1821.01)
- Academic Performance of High School Graduates (A.R.S. 15-1822)
- Under 18 Report (A.R.S. 15-1821)
- Workforce Development Expenditure Report (A.R.S. 15-1472 (H))
- Workforce Development Plan (A.R.S. 15-1472 (G))
- 45th Day FTSE (A.R.S. 15-1466.02)
- Annual Report on Transfer Articulation (A.R.S. 15-1824)
- Proposition 300/Illegal Immigration Reporting (A.R.S. 15-1803 (C), 15-1825 (B))

Independent audits are conducted annually to evaluate internal control and compliance with federal requirements. The auditing firm determined that the College staff “exhibited a high level of competency and professionalism” during
their 2009 financial and single audit (RRD 5-10 Financial Reports web pages). Additionally, CCC has earned the Certificate of Achievement for Excellence in Financial Reporting each year since 2001. This award is given to institutions whose Comprehensive Annual Financial Reports (CAFRs) achieve the highest standards in government accounting and financial reporting (RRD A-9 Business Office web page).

Coconino Community College complies with the requirements of the Americans with Disabilities Act to provide reasonable accommodations for the disabled. This compliance is evidenced by the large number of handicapped parking spaces on each campus, lowered registration counters, ADA-compliant bathrooms, largely barrier-free facilities, and handicapped-accessible doors. A wheelchair ramp was installed for spring 2010 graduation to allow students in wheelchairs to receive diplomas on stage with classmates.

The College is committed to maintaining a safe and professional environment conducive to educational pursuits throughout its District. In compliance with the Cleary Act, information regarding campus security is published annually on the College website in the Campus Security Report. Crime statistics are also presented annually at the District Governing Board meetings. In compliance with the Federal Campus Sex Crimes Prevention Act, information regarding registered sex offenders and campus crime statistics is available to the public on the Campus Security web page (RRD A-16 Campus Security web page).

The College Human Resources Department (HR) complies with Federal, State, and local laws in hiring and recruitment practices, observing the requirements of ADA, EEOC, and Affirmative Action. Policies governing the hiring, dismissal, classification, and compensation of employees are outlined in CCC Operating Policies 102 (RRD 4-83), 444 (RRD 4-84), and 450 (RRD 4-85). A member of HR is required on all hiring committees to ensure that laws and policies are observed. Sexual harassment and FERPA training are required for all employees.

As required by federal regulations, the College provides specific consumer information about the school and its financial aid programs to enrolled and prospective students. Each semester (three times per year) the CCC Schedule of Classes is mailed to most Coconino County residents and is made available at all CCC campuses and other designated locations in Coconino County. On the back of the Schedule of Classes, students are given a brief listing of consumer information and a link to expanded information on the CCC College Compliance web page (RRD A-17 College Compliance and Consumer Information web page). Individuals may request a free, printed copy of the CCC College Compliances and Consumer Information from the Office of Student Financial Aid at the Lone Tree Campus.

The College abides by the guidelines set forth by the Records Management Division of the Arizona State Library Archives and Public Records for the
retention and storage of records. CCC Policy 160 addresses the records retention requirement (RRD 4-62 Policy 160).

1e.4 The College has consistently developed and implemented clear and fair policies, procedures, and practices regarding the rights and responsibilities of each of its constituencies.

The College regularly evaluates policies and procedures to ensure they are clear, fair, and consistent with actual practice. Policy and procedure changes are distributed to College faculty and staff for comment prior to implementation. College policies and procedures are posted on the Internet and are available to the public. The College strictly adheres to its published policies and procedures.

The College student complaints policy and procedure (CCC Policy 303-06) are included in the College’s official web-based catalog (RRD 4-12 CCC College Catalog 2010-11, page 36) and the Student Handbook (RRD 4-63 Student Handbook, pages 21-28). Students desiring a printed copy of the Student Handbook can request one through Student Services.

A formal appeals procedure before a Personnel Board is available for employee complaints arising out of disputes regarding job loss, demotion, or salary reduction. This is provided in CCC Policy 450-03 (RRD 4-64 Policy 450-03). A policy to outline procedures for other types of grievances against employees has been drafted and is currently under attorney review. As noted previously, all policies and procedures are available on the College website.

CCC Policy 121 provides guidance to ensure the physical safety of students, employees, and visitors (RRD 4-65 Policy 121-00). The full-time campus security staff has established a process by which information related to criminal activity and other emergencies is reported. Timely warnings about an incident that poses an immediate threat to the safety of persons present on a campus are issued immediately. Weather and snow closure information is posted on the College website and via recorded messages on the campus phone system and via text messages to students and employees. Procedures for issuing keys and access cards protect unwanted access to facilities. In order to promote and contribute to the safety and welfare of the College community, timely and appropriate notification of the presence of any registered sex offender who may be on (or live within a one-mile radius) of any CCC campus is posted on the security web page along with campus crime statistics. In response to concerns voiced by College staff, solar-powered pedestrian warning lights have been installed at the crosswalks on the Lone Tree Campus.

The College maintains the security of data on an information technology infrastructure. The College uses SCT Banner, a SunGard integrated database system, to allow it to perform its administrative functions. SCT produces a well-tested product and has been providing services to the higher education
market for over three decades. Employee’s Banner network access is limited to only those Banner modules required to perform job functions and must be approved by the supervisor using the Banner Security Form (RRD 4-66 Banner Security form) and Network Access Forms (RRD 4-67 Network Security form). Physical access to servers and other secure areas is controlled utilizing Proximity Cards, which are issued only to authorized users. Student and public computers are denied access to the student databases and to similarly secured network areas. In 2010, the College instituted the use of COMET IDs for login to Web4 and similar resources. The COMET IDs are less identifiable than the previous practice of logging in with first initial and last name.

The 12 full-time and one part-time professional Information Technology (IT) staff (RRD 5-7 CCC Oranizational Charts) receive FERPA training and abide by FERPA to protect student records. Student assistants in the IT department have READ-ONLY, limited access to the areas of Banner that are required to perform their job function. Each student assistant signs a statement of understanding of FERPA, and an assurance not to retrieve student information unnecessarily without the appropriate consent (RRD 4-68 FERPA Statement). All College employees are required to undergo FERPA training and to sign a statement of understanding of this law.

Virtual Private Network (VPN) encryption is utilized to provide data confidentiality. In 2008 IT Services developed a five-year Technology Tactical Plan. This plan sets direction for all technology at Coconino Community College through 2013 and addresses such issues as security and disaster recovery (RRD 5-2 Technology Tactical Plan).

1e.5 Through its policies, procedures, and practices, CCC ensures the integrity of its degrees and certificates.

Coconino Community College ensures the integrity of its degree and certificate programs by clearly and accurately representing itself to the public and to current and prospective students. Precise, accurate, and current information is provided in the official Online Catalog, the Schedule of Classes, and other College publications concerning degrees, course offerings, student fees, financial aid, and refund policies.

College Policy 303 governs matters of Academic Standards with 303-13 establishing procedures for student graduation (RRD 4-69 Policy 303-13). A staff of trained academic advisors assists students with the development of degree plans to ensure that graduation requirements are properly met by all prospective graduates. The Academic Affairs Division developed a three-year rotation of courses to support advisors and students in planning for degree completion. A three-semester course rotation plan is published in the Schedule of Classes (RRD 4-70 Fall 2011 Schedule of Classes, pages 12 and 13). As the primary participants in the development, assessment, and revision of curriculum, all faculty members are responsible for delivering and maintaining high curriculum standards, integrity, and quality.
The Curriculum Committee meets twice each month during the academic year to provide quality courses, programs, and learning outcomes consistent with the Vision and Mission of the College to help students succeed in school, work, home, and community. Changes to existing programs, including proposals to sunset programs, are carefully monitored to ensure that student degree completion will not be compromised by the proposed changes. When the elimination of a program is approved, a query for students currently in that program is implemented, and plans to assist those students in degree completion are developed. All program additions submitted to the Curriculum Committee must include a business plan to ensure that the program is financially sustainable and that jobs will be available in the workforce to graduates. The Curriculum Coordinator posts program changes on an internal curriculum blog and updates the College calendar on the public webpage.

Educational issues are discussed further in depth in Chapters Six and Seven.

1e.6 The College has developed policies and processes to ensure the integrity of its co-curricular and auxiliary activities.

The College maintains policies and procedures that ensure its constituents are treated fairly. The co-curricular and auxiliary services departments are expected to adhere to these policies and operate within the constructs of the College’s scope of operations.

BOOKSTORE

The bookstore operation was originally bid in May 1998. Nebraska Books received the award and managed the bookstore for a four-year period. In the fall of 2002, the College entered into an Inter-Governmental Agreement (IGA) with Northern Arizona University (NAU) to manage the bookstore operation. In the fall of 2006, NAU outsourced its bookstore operation to Follett.

RESPECT

We recognize that learning cannot occur without respect. We are committed to the acceptance of diverse cultures, differing ideas and beliefs and the uniqueness of each individual since these are the foundations of respect.
Included in NAU’s bid was an option for the College to sign a separate agreement with the successful contractor utilizing the same terms and conditions. In August of 2006, the College entered into a 5-year agreement with Follett and increased its commission from 5% to 9% with a contingency of 11% after one million dollars in sales were achieved. Although the bookstore is privately owned and operated, Follett and CCC have effectively created communication avenues to ensure that student services remain at the highest degree of student satisfaction.

CCC has created a culture focused on quality of programs and services offered. Follett Bookstore continues this ideology by conducting annual “mystery shops” through a partnership with AboutFace, the leading mystery shopping organization. These undercover shoppers access the bookstore on average 20 minutes per visit, as many as four times a year. The CCC bookstore consistently receives positive ratings of between 90 to 100 percent. This process is an effective means of monitoring progress in improving customer satisfaction levels.

Follett supports each of the external campuses through online textbook purchasing. Students can purchase textbooks through the online portal and receive those texts through Fed Ex ground at no additional cost to the student anywhere in Coconino County.

Bookstore complaints are handled internally through the Follett management team. The CCC Director of Purchasing and Auxiliary Services annually reviews the operating procedures and customer satisfaction surveys ensuring Follett is maintaining sufficient customer satisfaction levels. The director acts as a liaison between the bookstore and the College in all matters pertaining to the bookstore.

Follett bookstore prepares an annual report that is submitted to the College for review. CCC reviews this document comparing the total sales against current enrollment. Through this document, the Director of Purchasing and Auxiliary Services ensures that Follett is meeting the expectations set within the contractual agreement. Follett consistently meets and exceeds the College’s expectations for textbook offerings and student satisfaction (RRD 4-71 CCC Bookstore website).

**FOOD SERVICE**

The food service contract with ¡Ay Caray! was cancelled on May 6, 2010. The College entered into a “competitive sealed proposals” selection process to choose a qualified supplier to lease the food service operation at the Lone Tree campus. As a result of this process, four responses were received and evaluated. The outcome of the request-for-proposal process was a recommendation from the selection committee to proceed with offering a lease to East Coast Deli for a one-year term beginning August 16, 2010, with the option to renew for four additional one-year terms.
Food service complaints are handled internally by the East Coast Deli management team. The CCC Director of Purchasing and Auxiliary Services acts as a liaison between the College and East Coast Deli to ensure the safe and secure operation of the Deli with ongoing evaluations and inspections. The College may cancel the Deli’s lease for several performance reasons as established in the original Request for Proposals.

STUDENT LIFE

Student Life at CCC is developing. Currently, the College has three active student membership organizations: Phi Theta Kappa International Honor Society, the Video Gaming Club, and The Associated Student Body.

- CCC’s Beta Gamma Chi Chapter of Phi Theta Kappa was officially chartered April 26, 1996, and has 10 to 20 active members each semester.
- The Video Gaming Club was established in fall of 2008 and has 18 active members.
- The Associated Student Body (ASB) was founded in fall 2010, and officials are elected for a one-year term. Currently, the organization has elected officials that include a president, a vice president, a treasurer, and a marketing/public relations officer.

To become a recognized organization, the entity must prepare a charter and a constitution to be reviewed by the CCC Student Life/Passages Coordinator and the Director of Student Support Services. Each organization must also include a community service component that focuses on student leadership. Once approved, the organization is given a $300 start-up cost stipend. Organizations may apply for additional funding by completing a “Request for Student Life Funding” form through the Student Life/Passages Coordinator (RRD 4-72 Student Life web page).

RENTAL OF FACILITIES

Policies and procedures are established to ensure that constituents may utilize space at any of the College campuses. The College operates this policy on a “first come, first served” basis, ensuring that all constituents have equal access to resources. The Vice President of Business and Administrative Services may decline a request to use College facilities if it is determined that the proposed use poses a threat to the health and safety of students, staff, or others, or if the official reasonably believes that the proposed use is likely to materially and substantially interfere or compete with the normal operations of the College. Before using College facilities, non-College parties must submit certificates of insurance to the College covering that use. Arizona law requires that insurance coverage be provided that assumes all liability for equipment. The commercial, general liability insurance shall have minimum limits of $1,000,000 per occurrence, and the occupant must provide the District with a certificate evidencing such coverage is in effect. The College reserves the right to cancel any reservation if deemed to be in its best interest to do so. The College is not responsible for financial loss to a potential user.
if such a cancellation is communicated prior to five calendar days before the scheduled facility use date (RRD 8-27 CCC Facility Use form).

**PURCHASING**

The Mission of the Purchasing and Auxiliary Services Department is to meet or exceed the requirements and expectations for acquiring goods and services in a timely, informative, and value-driven manner that supports the District’s Mission of “quality education.” Procurement for the College requires the understanding of procedures to be followed during the process and the cooperation of all individuals and departments within the District. Procurement objectives are met within the framework of the Arizona Procurement Code, Uniform Systems of Accounting, and the District Governing Board.

The College President has delegated the responsibility for procurement negotiations and administration of procurement procedures to the Director for Purchasing and Auxiliary Services. Only the Director for Purchasing and Auxiliary Services and those persons designated by the President are authorized to commit the District’s funds in the purchase of goods and services. Contracts must be processed through the purchasing department and generally cannot exceed five years. Only presidential delegates have the authority to sign contracts for the College. Policies and procedures defining the purchasing process have been adopted by the College’s DGB and are outlined in College Policy 202-00 (RRD 4-73 Policy 202-00) and College Procedures 202-01 (RRD 4-74), 202-02 (RRD 4-75), and 202-03 (RRD 4-76).

1e.7 CCC deals fairly with its external constituents.

The bidding process ensures integrity of College funds by promoting open and fair competition. Once a contract is awarded, it is honored through the College’s code of ethics and strict legal guidelines. The Director of Purchasing and Auxiliary Services is tasked to ensure these contracts fall within legal and ethical standards. The Requests for Bid (RFB) and Requests for Proposal (RFP) remain sealed until the end of the “open period.” During this time, no College employee may look at the proposals. This ensures that vendors supply the best proposal individually without having insider information that would cause them to modify it.

Purchase order invoices are tracked by the Accounts Payable Specialist and are paid within 30 days of receipt. Direct Pay invoices are routed to the Accounts Payable Specialist from the individual department that conducted the purchase. Typically, this occurs within 30 days of receipt of invoice. However, this process falls outside the scope of the Accounts Payable Specialist until the department submits the invoice. It is incumbent upon the purchasing department to submit documentation in a timely manner. Purchases on Procurement Cards are reconciled at the end of every billing cycle, and the balance is paid in full within 30 days of purchase. All invoices require proper signature authority from the department conducting the purchase.
It is the policy of the Purchasing Department, as well as other related personnel of the District, to decline personal gifts or gratuities in connection with the purchasing function. District staff may not accept personal gifts or gratuities from any current or potential supplier of goods or services to the District in accordance to the Anti-Kickback Act of 1986 (RRD 4-77 Procedure 430-01).

The College implements appropriate activities in keeping with the intents and purposes of grant projects and adheres to 34 CFR 76 (EDGAR) or 07 CFR where appropriate. The current version of the Uniform System of Financial Records for fiscal control and fund accounting procedures are used for all grants. Appropriate documentation for audit and monitoring purposes are maintained according to the records maintenance requirement of the grant. Grants are individually managed by appropriate departments; the grants accountant provides an additional level of approval and monitoring. An advisory committee provides oversight for the Perkins Title I Basic Grant, and the Tech Prep Leadership Team monitors the Perkins Title II Tech Prep Grant. A newly-formed Grants Committee will oversee all other grants. The College Grants Program and Operations Committee Charter was approved by College Council February 2011 (RRD 3-29 Committee List and Charter, page 21). The Grants Policy 206-00 has been revised and is currently under attorney review (RRD 4-78 Policy 206-00).

1e.8 The College presents itself accurately and honestly to the public.

The College Mission, Vision, and Core Values provide a structure for all programs and activities. Coconino Community College is committed to presenting itself accurately and honestly to its students, the public, and to College faculty and staff through its marketing, electronic and print communications, academic programs, services, and policies.

The Marketing, Public Relations, and Publications Department is responsible for generating publicity and disseminating news and information to the College community, the media, and the residents of Coconino County. Additional responsibilities include promoting campus events, noting the achievements of faculty, staff, students, and Board members, and other items of general interest. All marketing materials produced by this department go through a thorough and diligent review to ensure that materials accurately and honestly represent the College to the public. Departments with vested interest in documents must review and approve content in advance. This process helps to ensure that the College accurately advertises its programs and services. The Marketing Task Force helps to ensure that all communications are accurate and encompass the broad spectrum of services provided by the College. The committee is currently working on a Graphics Identity System that will standardize logos that are used across departments while giving each group the freedom to incorporate its uniqueness. Currently, no structured policy is in place for the review of materials produced by individual departments. It is recommended that such a policy be developed and implemented.
The College provides students with timely, accurate information. A new CCC website, specifically designed for easier student access to information, was launched in 2010. Each webpage has an assigned editor responsible for monitoring and updating pages to ensure all information is current and correct. The website indicates to students what services are available and how to access them though there are still navigation problems that need correction. Coconino Community College maintains contact information for student support services on its website for its main campus, off-campus locations, branch campuses, and online delivery. Contact information is also provided for students if a service is not readily available. During campus closures for inclement weather, additional information is posted on the website and updated as needed.

Information about the College, its policies, services, and activities is readily available to the public on the web and through a variety of marketing materials. The College Catalog, with full descriptions of programs and admission requirements, is accessible from the Quicklinks menu on the homepage. The webpage and printed Schedule of Classes provide students with clear and accurate disclosures of all costs including tuition, fees, books, and information regarding its refund policy and timeline (RRD 4-70 Fall 2011 Schedule of Classes). The web page provides information to applicants regarding policies on acceptance of transfer credit (RRD 4-79 Transfers and Credit by Exam web page), and requirements for admission to the College (RRD 4-80 Admissions Information web page), as well the requirements for admission to the Nursing (limited access) program (RRD 4-81 Associate In Applied Science Nursing Degree Admission Information web page), and to programs for high school students (RRD 4-82 High School Programs web page).

1e.9 The College documents timely response to complaints and grievances, particularly those of students.

The College recognizes the rights of students and employees to submit complaints and grievances and to expect timely resolution of those complaints. Procedures for filing complaints are outlined in College Policy and Procedures 450-03 (RRD 4-64) and 504-00 (RRD 4-86) and are available at the College Compliances and Consumer Information web page (RRD A-17).

While the College endeavors to maintain desirable working conditions, it also recognizes that misunderstandings and disagreements may occur. Usually, such disagreements are resolved through informal discussions with successive levels of supervision. In 2010, only one grievance was brought to Human Resources, and it was resolved within three weeks.

Students who have complaints related to academic issues are encouraged to first seek resolution directly with the instructor. If the issue is not resolved, the student is next advised to confer with the appropriate department chair, followed by the academic dean supervising the area.
Formal complaints by students are addressed through College policies as outlined in the College’s official web-based catalog (RRD 4-12 CCC College Catalog 2010-11, page 36) and the Student Handbook (RRD 4-63 Student Handbook, pages 21-28). The Student Handbook is updated annually and is posted on the Student Support Webpage. (Students desiring a printed copy of the Student Handbook may request one through Student Support Services, as mentioned previously in this chapter.)

The College maintains a record of formal complaints. All pertinent documentation becomes a permanent part of student files and is subject to rules and regulations of the Family Educational Rights and Privacy Act. Although the complaint guidelines are posted, it must be noted that the process for filing complaints is not easily understandable to the student. It is recommended that step-by-step directions be developed that provide students with the relevant information for filing complaints.

A report of student complaints is presented annually to the District Governing Board. Only formal, written complaints, signed by a student and submitted to a college official are reported. For the year 2009-10, no formal complaints were filed.

Fourteen complaints were received for the year 2008-09.

**COMPLAINTS RECEIVED 2008-2009**

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<th>1. TOTAL NUMBER OF UNDUPLICATED COMPLAINTS RECEIVED BY:</th>
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</tr>
<tr>
<td>President</td>
<td>6</td>
</tr>
<tr>
<td>Vice President of Academic Affairs</td>
<td>2</td>
</tr>
<tr>
<td>Executive Dean for Page Campus</td>
<td>0</td>
</tr>
<tr>
<td>Vice President of Business and Administrative Services</td>
<td>0</td>
</tr>
<tr>
<td>Vice President for Student Affairs</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Complaints:</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. COMPLAINT CATEGORIES (ONE COMPLAINT MAY RELATE TO MORE THAN ONE CATEGORY):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Add/Drop class</td>
<td>1</td>
</tr>
<tr>
<td>Class Scheduling</td>
<td>1</td>
</tr>
<tr>
<td>Customer Service</td>
<td>8</td>
</tr>
<tr>
<td>Grade appeal</td>
<td>2</td>
</tr>
<tr>
<td>Instructional</td>
<td>5</td>
</tr>
</tbody>
</table>
For the year 2007-08, fourteen separate complaints were filed; eleven of the fourteen came from two members of the same family.

1. **TOTAL NUMBER OF UNDUPLICATED COMPLAINTS RECEIVED BY:**

<table>
<thead>
<tr>
<th>Complainant</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Governing Board</td>
<td>1</td>
</tr>
<tr>
<td>President</td>
<td>4</td>
</tr>
<tr>
<td>Vice President of Academic Affairs</td>
<td>4</td>
</tr>
<tr>
<td>Executive Dean for Page Campus</td>
<td>0</td>
</tr>
<tr>
<td>Vice President of Business and Administrative Services</td>
<td>2</td>
</tr>
<tr>
<td>Vice President for Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Complaints:</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

2. **COMPLAINT CATEGORIES (ONE COMPLAINT MAY RELATE TO MORE THAN ONE CATEGORY):**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic policies and procedures</td>
<td>4</td>
</tr>
<tr>
<td>Books</td>
<td>1</td>
</tr>
<tr>
<td>Customer Service</td>
<td>6</td>
</tr>
<tr>
<td>Financial assistance</td>
<td>1</td>
</tr>
<tr>
<td>Grade appeal</td>
<td>2</td>
</tr>
<tr>
<td>Instructional</td>
<td>3</td>
</tr>
<tr>
<td>Record request</td>
<td>1</td>
</tr>
<tr>
<td>Refund appeal</td>
<td>1</td>
</tr>
<tr>
<td>Transcript request</td>
<td>1</td>
</tr>
<tr>
<td>Tuition increase</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total categorical complaints:</strong></td>
<td>21</td>
</tr>
</tbody>
</table>

Unofficial complaints were also made through the Office of Student Affairs. Most of the complaints, official and unofficial, were customer service complaints. As a result of this, many college employees participated in the Noel Levitz Customer Service Online Training to improve customer service and strengthen teamwork on all campuses.
Through the process of researching, analyzing, and evaluating Criterion One—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—it is clear that Coconino Community College showcases many strengths:

STRENGTHS

• The District Governing Board acts with integrity in its decision making on behalf of the College. Board decisions are reflective of the Mission documents.
• The Strategic Planning Process effectively undergirds decision making.
• There is a clear understanding and support of the Mission, Vision, and Core Values among members of the College community. These statements drive decision making and are readily available to remind and inform College constituencies.
• The adoption of a business model approach to program development assures that program development will be efficient and sustainable.
• The College has created important partnerships with educational institutions, businesses, and governments assuring access, retention, and completion of student objectives.
• The College embraces diversity of ideas and values differences. Diversity in the student body, in the services offered to students, and in the curriculum has been shown to create a positive change in student perception of the College.
• College leadership is well qualified and experienced to lead in difficult economic times.
• Faculty members are devoted to student success and routinely assess student learning to improve program outcomes.
• The College has excellent facilities and student and employee support services.
• Policies and procedures are relevant, consistently applied, and accessible.
• As an educational organization, the College is well advertised and effectively marketed through a variety of venues.
• The College exercises financial responsibility as evidenced in its stellar accounting audits and in its development of a Sustainable Financial Plan that has received national attention for its successes.

OPPORTUNITIES

• In successive employee satisfaction surveys, the number of employees feeling valued by CCC declined over a two-year period.
• Some employees believe that CCC does not live up to its Mission, Vision, and Core Values.
• Significant improvements have been made to the College website, but navigation needs improvement.
• The concept of shared governance has yet to develop a broad-based, commonly-shared understanding among all employees.
• Per the most recent employee satisfaction surveys, some employees hold upper management in low esteem.
• Processes for assisting students in pursuing complaints need to be better articulated and more web-accessible.
• Due to their great distances away from Flagstaff, the provision of services to some of these communities is challenging. For instance, the Havasupai community in the Grand Canyon is only accessible by helicopter, foot, or horseback.
• Policy and procedures need to be developed to particularly address the marketing of the College through its assorted publications.
• The size of Coconino County makes it difficult to meet the needs of the District within the limits of available resources.

RECOMMENDATIONS

• These identified opportunities above will be forwarded to the Strategic Planning team; the next iteration of the strategic plan will address these concerns in tactical planning.
• Improve customer service orientation.
• Explore relationships between employee satisfaction and the organization’s inability to provide salary adjustments in the last three years.
• Refine web-based resources.

SUSTAINABILITY

We commit to innovative thinking to guide our decisions toward sustainable practices in our living and working environments. In this earnest endeavor, we strive to demonstrate adaptive leadership, eco-friendly stewardship and quality education in a mindful and economically feasible manner.

CORE VALUES

at Coconino Community College
5

CRITERION TWO:
PREPARING FOR THE FUTURE
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.

INTRODUCTION

CCC has created a number of plans to address current and future challenges, both in financial and societal terms. These plans have been developed to be both stable enough to adhere to the College’s Mission and Vision and flexible enough to adapt to changing trends.

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

INTRODUCTION TO CORE COMPONENT

The CCC Strategic Plan (RRD 3-26) guides decisions made by the College. The current Strategic Plan was completed in 2008 and is due to be updated in fall 2011. Faculty, staff, students, and outside community members were involved in its writing. The Strategic Plan has three levels: goals, sub-goals, and tactics. Each tactic includes an assessment measurement, a responsible party, a list of resources necessary, a target date, a status report, and a feedback loop. A copy of the Strategic Plan is available on the College website and is updated regularly by the President. The following division or departmental plans are based on the goals in the Strategic Plan:

- Emergency Preparedness Plan (RRD 5-1)
- Technology Tactical Plan (RRD 5-2)
- Arts and Science Divisional Plan (RRD 5-8)
- Sustainable Financial Plan (RRD 3-36)
- Capital Maintenance Schedules (RRD 5-18)
- Budget Document (RRD 5-3)
- Marketing Plan (RRD 3-8)
- Environmental Sustainability Plan (RRD 5-19)

The goals in the plan clearly show how the College leadership is planning for a future that is rapidly changing and hard to predict. Much of the focus is on meeting the financial needs of the College in this difficult economic climate and meeting the changing technological needs of the College and its students. Coconino County has a large Native American population, so CCC has a rich, cultural diversity that must be considered in every part of the planning process.
2a.1 CCC’s planning documents reflect a sound understanding of the College’s current capacity.

MISSION, VISION, AND CORE VALUES

Mission, Vision, Core Values, and the Strategic Plan are central in CCC’s planning process. CCC has a number of planning documents that help explain the College’s current capacity given internal and external changes.

STRATEGIC PLAN

The current Strategic Plan covers 2008 through 2011. In 2008-2009, 87 discreet tactical areas/initiatives were identified in the Strategic Plan. The Strategic Plan was developed by CCC’s President and President’s Advisory Council (a group later replaced by College Council), based upon input from internal and external stakeholders. Faculty and staff identified tactics for goals and sub-goals. In addition, key findings in the 2008 environmental scan (RRD 3-9 CCC Environmental Scanning web page) provided crucial external information for the Strategic Plan and can be accessed on the College’s website. CCC is currently in the third year of the Strategic Plan. The Strategic Plan ensures CCC’s sustainability through the current recession and has helped the College prepare for the future. The tactics are specific to each year and a status update of the Strategic Plan is documented annually. The table below shows the completion of the tactics for each year of the Strategic Plan.

<table>
<thead>
<tr>
<th>CORE VALUE</th>
<th>GOALS</th>
<th>COMPLETION RATE - FY END</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YEAR 1</td>
</tr>
<tr>
<td>1. Growth &amp; Ethics</td>
<td>By 6/30/11, CCC will develop and establish sustainable funding options and optimize the utilization of existing resources.</td>
<td>91%</td>
</tr>
<tr>
<td>2. Quality</td>
<td>By 6/30/11, CCC will improve the use of technology to enhance learning.</td>
<td>95%</td>
</tr>
<tr>
<td>3. Community</td>
<td>By 6/30/11, CCC will build greater awareness of its services throughout the District and collaborate with community partners to promote the health and economic vitality of the County.</td>
<td>92%</td>
</tr>
<tr>
<td>4. Learning</td>
<td>By 6/30/11, CCC will engage in innovative strategies to enable achievement of individual learning goals.</td>
<td>100%</td>
</tr>
<tr>
<td>5. People &amp; Respect</td>
<td>By 6/30/11, CCC will foster a high quality workplace which values its employees and promotes a learner centered environment.</td>
<td>69%</td>
</tr>
</tbody>
</table>

6. Sustainability is a core value that is in all Strategic Goals.
For example, Goal One has four sub-goals and multiple tactics/initiatives. In the first sub-goal, Improving Internal Efficiencies, CCC developed a Sustainable Financial Plan and implemented Tiers I and II:

- Increased average class size to 17
- Increased automation
- Reorganized various departments
- Adopted a “budget to actual” model
- Formed new partnerships with various agencies resulting in cost sharing and efficiencies
- Used a “zero-based” budget development process for FY 2011 resulting in a 2.3% reduction in projected budget

As shown in the table above, major strides have been taken in each goal to accomplish the initiatives (RRD 5-4 2008-2011 Strategic Plan Implementation Progress web pages).

**SUSTAINABLE FINANCIAL PLAN**

In spring 2008, CCC developed a Sustainable Financial Plan (RRD 3-36) consisting of three levels. College staff are currently operating under Level II of the Plan. The levels are:

- **Level I – Efficiencies.** Level I includes such measures as instituting a hiring “chill,” implementing an out-of-state travel freeze, increasing class size, reducing dues and subscription costs, reducing paper costs, and reducing utility costs.
- **Level II – Critical.** In addition to the measures identified in Level I, Level II includes reorganizing divisions/departments, eliminating some positions, closing the Williams facility for the summer session, and instituting a four, ten-hour day summer work schedule at all other locations.
- **Level III – Crisis.** Level III is most serious and includes a reduction in work force and potential closing of facilities.

The Plan is designed to assist CCC in sustaining financial viability in the face of drastic cuts in State funding brought on in part by one of the nation’s most severe and lasting recessions.

**INFORMATION TECHNOLOGY SERVICES TACTICAL PLAN**

The Technology Tactical Plan (RRD 5-2) is a collection of projects which have been identified to support the Strategic Plan and identifies technology-specific goals. The projects have included support of the College’s Mission by focusing on opportunities aligned to documented goals.

Ninety-eight percent of this initiative was accomplished at the end of Fiscal Year 2010 (RRD 5-5 IT Services Fiscal Year 2010 Report). Completions included implementing a department change management tool and technology training plan, instituting an identity management system by creating a
single ID for all users, setting up a college portal, increasing Web-4 services, providing the ability to “image” desktops and computer labs from a central location, and installing an enterprise institutional reporting tool.

**MARKETING PLAN**

The 2009 Marketing Plan was developed by the Marketing and Public Relations Department and a Marketing Task Force to align with the Mission documents. The plan also aligns with the Strategic Plan and the Sustainable Financial Plan while the College responds to declines in State funding (Refer to 2.a.3) (RRD 3-8 CCC Marketing Plan).

A 2008 environmental scan provided key data for this plan in terms of targeting audiences geographically. Demographic information helped to target specific markets to make advertising expenditures as efficient as possible (RRD 3-9 CCC Environmental Scanning web page, see 2008 Environmental Scan Presentation).

**FACILITIES PLAN**

The Facilities Department has a deferred maintenance schedule through FY 2020. The State of Arizona is no longer providing capital maintenance funds. This schedule, along with the Strategic Plan and Sustainable Financial Plan, provides direction and tactics to prioritize urgent maintenance of buildings and equipment. For example, a portion of the parking lot at the Fourth Street Campus was repaved in FY 10, and the remaining portion was completed in FY 11. The Facilities Department has developed a greater oversight on long-term preventative maintenance of equipment.

Another Facility Department tactic is to reduce utility costs by providing heat and air conditioning only when rooms are used based upon class schedules. In addition, the College closed all Campuses on Fridays during the summer beginning 2009. The table below compares fiscal year utility cost and shows percent changes from the previous fiscal year. From 2008 to 2010, there was a $60,539.40 reduction in annual utility cost.

<table>
<thead>
<tr>
<th>CCC FISCAL YEAR UTILITY USAGE COMPARISON</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Electricity</td>
</tr>
<tr>
<td>Gas</td>
</tr>
<tr>
<td>Water/Refuse</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Difference from prior year</td>
</tr>
<tr>
<td>Percent change from prior year</td>
</tr>
</tbody>
</table>
2a.2 CCC’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization and is supportive of innovation and change.

CCC’s documents demonstrate an awareness of the changes in the world around it to prepare for the future. For example, College staff consistently assesses local financial and societal trends by collecting and monitoring data such as enrollment trends for several semesters and population trends in different regions of Coconino County. The Sustainable Financial Plan (RRD 3-36), a three-level plan established with all employees’ input, directs the College’s efforts in responding to economic challenges. The College conducts an environmental scan (RRD 3-9 CCC Environmental Scanning web page) every few years. The last scan was completed in 2008, and the next one is planned for 2012. Academic departments regularly attend Articulation Task Force and other State-wide meetings to discuss changes and challenges in their fields. The ITS Department consistently researches emerging trends through professional organizations and collaborates with other higher education institutions across the U.S.

The College strives to remain in the mainstream by looking at business, industry, and community needs and making sure that students are well prepared to meet these needs. In addition, the academic departments are making many changes in an effort to balance the needs of students with the financial needs of the College. Some of these changes include:

• Moving classes online to reduce overhead costs
• Increasing the number of science classes offered in response to current and future community needs
• Increasing class sizes and reducing the number of sections offered to reduce dependence on part-time faculty
• Hiring three, full-time developmental education faculty, one in English and two in Math
• Retiring programs with low enrollment
• Working directly with the community to identify what new courses and degrees are needed
• Implementing program reviews as part of on-going assessment activities
• Implementing a three-year rotation of classes to help students schedule courses and plan for the completion of their degrees

The Information Technology Services (ITS) Department faces the daunting task of staying ahead of ever changing technology. It has five main goals as stated in the Technology Tactical Plan (RRD 5-2):

• Strengthening the infrastructure to support future technology
• Maximizing technology and facilities for learning
• Improving access to and delivery of distance learning
• Enabling “anytime, anywhere” use of College technology services
• Strengthening technological operations to sustain a geographically-dispersed, multi-campus environment
The Technology Tactical Plan (RRD 5-2) lists related sub-goals and the progress made on them. A few examples of recent accomplishments include faculty and staff’s ability to remotely access CCC resources, the ability to stream live/recorded audio or video from the College website, and the ability for students to access CCC resources from home. Recently, the College updated the Microsoft Exchange server and voicemail system so that voicemails are sent as an attachment and are available from the web or from supported email clients. The College also improved server uptime by virtualizing many servers with failover (redundancy), so that there is not a single point of failure for these servers.

Many other departments are making changes in an effort to meet the changing needs of the students and the employees of the College. The Marketing Department is using a Facebook page and pod-casting in its recruiting efforts. The College has implemented student e-mail and a text alert system (CCC Alert) to keep students informed. The Human Resources Department implemented a cafeteria plan for employee benefits. The Facilities Department’s deferred maintenance projects are planned through the year 2020 to ensure that adequate funds will be set aside when needed. Offices at the Lone Tree Campus were rearranged in 2010 so that all of Student Services including Advising, Disability Resources, Testing, Student Life/Passages Program, Career Services, CCC2NAU, Recruitment, and the Learning Enhancement Center are in the same area to better serve students.

2a.3 The College’s planning processes include effective environmental scanning.

The College prepares to meet the future through district-wide strategic planning and continues to work to align all district-wide planning processes. CCC positions itself for the future and becomes a more comprehensive community college by expanding its academic, occupational, and workforce development programs. Consistent assessment and evaluation are integral components of the College’s planning process.

The College operates under a three-year strategic planning cycle termed “Model for Strategic Planning to Promote Institutional Effectiveness.” Guidelines established with this process must:

- Link assessment, planning, and budgeting
- Aim toward on-going improvement
- Be inclusive

The Strategic Plan is reviewed annually—evaluating goals, objectives, outcomes, and areas of needed improvement. Implementation strategies for identified goals and objectives are part of the annual review and planning process and continue to evolve in order to achieve expected learning outcomes.
The process includes internal and external environmental scanning and assessment of both student learning and institutional effectiveness related to the College Mission documents. Data sources include environmental scans (student, faculty/staff, and community surveys), program reviews, annual reports, and assessment of student academic achievement.

Internal involvement in the planning process consists of information gathered from student/employee surveys and ongoing evaluative processes such as annual assessment reports, program reviews, College committees, administrative planning retreats, and employee group meetings.

A Web Course Satisfaction Survey of online students has garnered information on how the institution can better deliver online courses to constituents. The survey conducted over the last five years provides the institution with input on the quality of the technology infrastructure and suggests how to increase effectiveness of the computing and learning environments (RRD 5-6 2006-2010 Web Course Satisfaction Survey results). The Teaching and Learning Center developed a rubric for evaluating online courses. As of spring 2011, approximately 75% of the online instructors had reviewed and updated their courses according to the rubric.

External involvement includes input from Coconino County employers, community surveys, and the Arizona Higher Education studies that provide insight into the effectiveness of the College in meeting its goals. Workforce development meetings play a significant role in providing feedback on curriculum and employment outlook. Employers have a vested interest in the College’s programs and services. Community surveys provide input necessary to keep programs and services focused on meeting the needs expressed by the residents of Coconino County. The surveys are conducted on a rotating three-year cycle throughout different geographical regions of the county. Higher education studies keep the College abreast of workforce, demographic, and budgetary trends as CCC prepares for its strategic planning cycles (RRD 8-5 Environmental Scanning Resources).

The 2009 Marketing Plan was developed by the Marketing and Public Relations Department and a Marketing Task Force to align with the Mission documents. The Plan also aligns with the Strategic Plan and the Sustainable Financial Plan while the College responds to declines in State funding. The situation analysis focused on the institution’s Strengths, Weaknesses, Opportunities, and Threats (SWOT). The information was gathered from three different meetings with faculty, staff, and students. The core of the campaign was to identify vivid descriptors that capitalized on all the strengths. The descriptors defined were as follows:

- Learning-centered sustainability
- Financial sustainability
- Low cost
- Technology based
- Workforce development
The vivid descriptors are “points of pride” or “brand attributes.” The goal was to compress the brand attributes into key words or phrases. This produced the “Start Smart” campaign that appeals to first-year students and to people updating and refining their skills or wanting to make a major career change. Marketing goals have been set with a variety of media tools—such as newspaper ads, bus advertisements, flyers, and radio spots—to promote CCC’s programs and services. This plan created an integrated marketing approach that involved all departments of the College. CCC believes this plan supports its Mission and Core Values with a focus on learning, sustainability, and quality education (RRD 3-8 CCC Marketing Plan).

2a.4 CCC’s planning documents show careful attention to the College’s function in a multi-cultural society. The College also incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

From its inception, CCC has been surrounded by history and culture from the county’s unique location and the communities that inform the origin of the College as well as its Mission.

CCC began as a “college without walls” concept to serve one of the largest counties in the United States. Coconino County is diverse and historically significant – home to five Native American tribal reservations, Grand Canyon National Park, a large section of the Colorado Plateau, and more. Since its opening in 1991, the College has had a significant impact on the county:

- The Small Business Development Center was one of the earliest components of CCC. Hundreds of local businesses and entrepreneurs have benefitted from this educational service and have changed the shape of the local business community.
- Partnerships in the community that were formed to share physical space and resources have been important for CCC, and thus preserve and sustain buildings in the community.
- The Fourth Street campus, CCC’s first physical location, shares space with the East Flagstaff Public Library and creates natural intersections between the two institutions.
- The Page campus also shares a physical location with the Page Public Library.

Coconino County boasts a wealth of scientists and artists, including many from Lowell Observatory, the United States Geological Survey (USGS), and the Museum of Northern Arizona. Many of these scientists and artists contribute to the community through service at CCC either through teaching; donation of time, effort, and materials; or through support of the College’s
Foundation. CCC maintains a permanent collection of artwork by local artists, students, and faculty. This art is displayed district wide for all to enjoy. Recent developments in the sciences include a telescope for the Lone Tree campus donated by the U.S. Naval Observatory, Flagstaff, as well as a rare collection of planetary globes donated by USGS in conjunction with Lowell Observatory and NASA. A faculty member created the display case.

The Lone Tree campus in Flagstaff opened in 2002. It is the largest campus, the district headquarters for the College, and serves as an icon for the College in the region. The building, designed by Jones Studios, Inc./Rhodes & Associates, Inc., and built on land provided by Northern Arizona University, is a testament to the natural environment and creative presence of the community. A forest laced with hiking trails surrounds the building and the campus connects to the Flagstaff biking/hiking urban trail system. The College as a space is a reminder of the nature so present in Coconino County. The rustic, modern building has exposed beams and large windows. Sculptures created by students and staff adorn the courtyard and serve to remind the community of the creative energies all around the College. The College values the arts in studio spaces devoted to dance, music, visual arts, and ceramics. It also maintains a garden space and provides an ongoing sustainability focus for students, staff, and faculty.

CCC has a unique connection to nearby Northern Arizona University through several Inter Governmental Agreements (IGA) that connect the two institutions in services and resources.

- The CCC/NAU Coordinating Council examines issues regarding utilization of resources and works to foster a cooperative and collaborative working relationship between the two organizations.
- CCC provides office space at both Flagstaff campuses to NAU’s TRiO program for educational opportunities centers.
- The CCC2NAU program helps CCC students transfer seamlessly to NAU.
- The partnership between the library services at both institutions was formalized by an IGA in 2010.
- Many faculty teach at both institutions or take courses at NAU.

CCC maintains a College Archive of important documents and memorabilia to mark its history. The College Archives include presidential papers, important events, faculty publications, curriculum and academic program changes, documentation of building constructions, election information, College publications, accreditation materials, media advertising, news articles, photographs, videos and interviews, District Governing Board meeting
minutes, and other college-wide meeting minutes. Most of these materials are preserved in print form in archival, standard boxes and folders, and are managed by an archives schedule that describes the collection. One hope for the future of the College is to digitize some portion of the archives, especially photographs and commencement information that would be of interest to alumni and community members.

2a.5 The College clearly identifies authority for decision making about organizational goals.

One of the goals of shared governance is to give members of the College the power to make decisions at the lowest level possible. CCC has detailed Organizational Charts (RRD 5-7 CCC Organizational Charts) posted on the website under the President’s Office. These charts clearly identify the “chain of command” in each area of the College. The Strategic Plan (RRD 3-26) also clearly identifies the responsible party for each goal and tactic in the Plan. The document CCC College Council Decision Making Steps (RRD 5-20) outlines the decision making process used by the College Council.

SUMMARY

Based upon planned assessment processes, the College has gathered information that prepares it for current and future challenges. Evidence indicates that CCC has implemented plans to address these challenges.

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

INTRODUCTION TO CORE COMPONENT

The primary resource base of Coconino Community College includes revenues such as tuition and fees, property taxes, and State appropriations. CCC manages the use of these funds to maintain and strengthen the quality of its educational programs, not only for today but also for the future. The strategic use of these funds is evident in financial planning, facilities and maintenance, technology, and human resources. The District Governing Board provides oversight of the College’s financial and business operations.

2b.1 The college’s resources are adequate for achievement of the educational quality it claims to provide.
REVENUES

The following table presents a summary of revenues for the fiscal year 2009-10.

![Table: 2010 Audited Financial Statements]

The following table presents a summary of revenues for the fiscal year 2001-02.

![Table: 2002 Audited Financial Statements]

The College has three major revenue sources: property taxes, State appropriations, and tuition and fees. In fiscal year 2010, these revenues made up 95% of total general fund revenues. The table below demonstrates the change in percentage of funding since fiscal year 2002 to fiscal year 2010.

<table>
<thead>
<tr>
<th>GENERAL FUND REVENUE PER FTSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVENUE SOURCE</td>
</tr>
<tr>
<td>Property Taxes</td>
</tr>
<tr>
<td>State Appropriations</td>
</tr>
<tr>
<td>Tuition &amp; Fees (net)</td>
</tr>
</tbody>
</table>
The following chart depicts the major revenue sources and their changes in relation to each other over time.

Over the years, dramatic decreases in State Appropriations have required the College to increase tuition and fees to compensate for these decreased revenues. While tuition and mandatory fees per credit hour was $34 per credit hour in FY2001-02, it was $75 per credit hour in FY2009-10. FY2010-11 tuition and mandatory fees is $85 per credit hour, and an increase is expected for FY2011-12. While below the national average, CCC tuition and fees are now the highest in the State compared to other community college districts.

The following chart depicts FY2011 tuition and fees as compared to the other Arizona community college districts.

Annual Tuition (30 credits)
CCC currently has the lowest property tax rate in the State of Arizona. When the College was founded in 1991, the expected demand was underestimated. Because of this, the property tax levy was set too low. An increase in property taxes is limited to 2% growth per year plus new property added to the tax rolls. CCC levies the maximum allowed by law.

The following chart depicts FY2011 property tax rates as compared to the other Arizona community college districts.

![Property Tax Rates Chart]

In order to compensate for the low property tax rate, the College attempted a property tax override in 2006, but it was defeated by voters. The College had only eleven months to gather and share data with its constituents, insufficient time to build a proper support base. The College is currently working with legislators to correct the low property tax levy set in 1991. House Bill 2144, *Community College Correction: Levy Amount*, sponsored by the House of Representatives’ Higher Education, Innovation and Reform Committee, has been introduced to address long-term financial sustainability for the institution that has become key to educating Coconino County citizens and providing workforce development programs to support the local economy.

**FINANCIAL PERFORMANCE**

Four core financial ratios can be used to measure the College’s financial performance. These ratios are the Primary Reserve Ratio, the Viability Ratio, the Return on Net Assets Ratio, and the Net Operating Revenues Ratio. Together, these ratios provide a total, Composite Financial Index for the College.

- The *Primary Reserve Ratio* is an indicator that resources are sufficient and flexible enough to support the Mission of the College. The ratio threshold value is .40x.
• The *Viability Ratio* is an indicator that resources, including debt, are managed strategically to advance the Mission of the College. The ratio threshold value is 1.25x.

• The *Return on Net Assets Ratio* is an indicator that asset performance and management supports the strategic direction of the College. The threshold value is 4%.

• The *Net Operating Revenues Ratio* is an indicator that the College is operating with available resources. The threshold value is 2% but is best assessed as a trend line.

• The *Composite Financial Index* (CFI) combines each of the four core ratios into a single score. Combining the ratios (using a weighting plan) allows a weakness or strength in a specific ratio to be offset by another ratio result, thereby allowing a more holistic approach to understanding the total financial health of the College. *Strategic Financial Analysis for Higher Education* recommends an analysis of at least five years of data to provide enough measurement points to effectively understand the financial direction of the institution.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve Ratio</td>
<td>0.257</td>
<td>0.280</td>
<td>0.267</td>
<td>0.314</td>
<td>0.409</td>
</tr>
<tr>
<td>Viability Ratio</td>
<td>0.226</td>
<td>0.271</td>
<td>0.288</td>
<td>0.377</td>
<td>0.544</td>
</tr>
<tr>
<td>Return on Net Assets Ratio</td>
<td>2.1%</td>
<td>7.2%</td>
<td>2.7%</td>
<td>6.9%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Net Operating Revenues Ratio</td>
<td>0.1%</td>
<td>4.1%</td>
<td>0.0%</td>
<td>5.6%</td>
<td>9.9%</td>
</tr>
<tr>
<td>Composite Financial Index</td>
<td>1.1</td>
<td>2.3</td>
<td>1.2</td>
<td>2.6</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Interpretation of results:

• The *Primary Reserve Ratio* was below the .40x threshold, but has steadily increased over the past four years. This is consistent with the College’s goal of achieving an operating reserve of 180 days.

• The *Viability Ratio* is well below the threshold of 1.25x. Since the Viability Ratio is an indicator of the College’s ability to satisfy debt obligations at its balance sheet date, it is not expected that this ratio would meet the threshold. Secondary property tax revenues are assessed and collected on an annual basis. The revenues used to satisfy bonded debt will be collected over the remaining life of the debt.

• The *Return on Net Assets Ratio* has exceeded the 4% threshold in three of the past five years. The ratio is a measure of whether the College’s returns are keeping pace with the increases in overall institutional size,
and volatility is expected. The dramatic increase in the ratio from 2008-09 to 2009-10 is attributable to a 48% decrease for interest expense on debt due to bond refunding.

- The Net Operating Revenues Ratio has well exceeded the 2% threshold in three of the past five years. The decrease for interest expense on debt, as mentioned above, contributed to the dramatic increase of this ratio from 2008-09 to 2009-10.

- With the exception of 2007-08, the Composite Financial Index has increased over the past four years. This is an indicator of increasing financial health.

The following graphic financial profile (GFP) is based on ratios for 2009-10.
Interpretation of graph:

The GFP maps each ratio’s value on a diamond to show the “shape” of an institution’s health. This GFP offers further assistance in identifying whether a weakness that may exist in one ratio is offset by a strength in another ratio. The values placed along the individual ratio axes are weighted evenly. The scale imitates the scale used for CFI strength factors, with three being the inner box and 10 being the outer box. For purposes of this GFP, the center point is zero. Any values below zero would default to the center of the graph. Under normal circumstances, an institution would want at least the entire inside box to be shaded when its ratios are plotted. As demonstrated by the GFP above, the viability ratio is low, but the primary reserve ratio provides some compensation for that. As previously noted, the viability ratio (the ability to pay debts at the balance sheet date) for CCC is expected to be low due to the timing of secondary property tax revenue collection to pay bonded debt.

In order to maintain services and infrastructure while maintaining a healthy balance sheet, CCC has implemented a three-tier Sustainable Financial Plan (RRD 3-36). The College is currently working Tier II of that Plan. The guiding principles of the Plan include, but are not limited to:

- Having a culture that cares about sustainability and cost containment
- Holding the student academic experience harmless unless absolutely necessary
- Being a good steward of public funds
- Funding and maintaining physical assets
- Maintaining or improving returns of financial assets
- Maintaining conservative debt levels
- Maintaining or improving fund balances
- Delivering services in a cost-effective manner
- Strengthening procedures to maintain fiscal sustainability
- Using the Strategic Plan to drive budget decisions
- Controlling program costs
- Providing a competitive compensation package
- Acquiring a competitive property tax rate
- Maintaining sustainability plans to implement during economic downturns

The Plan is continually updated throughout the year by the Vice Presidents for their respective divisions. Annually, budget managers and other key personnel gather together to discuss the Plan and make any adjustments deemed necessary. The District Governing Board is updated on the Plan at least annually, and more often if the need arises.

The College has received numerous requests from outside organizations regarding the Sustainable Financial Plan. The Plan has been presented at national conferences, such as the American Association of Community Colleges (AACC), the Association of Community College Trustees (ACCT), and the Association of Community College Business Officers (ACCBO).
DEBT CAPACITY

The College issued $25 million of general obligation bonds in 1999 for capital developments throughout Coconino County. The College levies a secondary property tax to fund the debt retirement. During fiscal year 2009, to take advantage of lower interest rates, the College refunded $17.1 million of these bonds. The bond refunding will save the taxpayers of Coconino County approximately $1.1 million over the next ten years.

The debt limit for the College is equal to 15% of the secondary assessed value of real and personal property. For fiscal year 2009-10, the legal debt margin equaled $306,477,651. Any new debt issued would require voter-approval, and be retired by a secondary tax levy. The College does not foresee any additional bonded debt in the near future.

BOND RATING

Standard & Poor’s (S&P) current rating for CCC’s general obligation bonds is AA-. The rating was raised in May 2008, from A+, due to the following rationale:

- Growing economic base that is slowly diversifying but remains centered on government and tourism
- Diverse tax base anchored by utility companies
- Sound financial operations and strong reserve levels
- Low debt burden

The College’s financial condition is summarized in further detail in a document from S&P Public Finance – Coconino County Community College District, Arizona published May 29, 2008 (RRD 5-15 Neel and Corson, Standard and Poor’s rating report, 2008).

REPORTING

Arizona Revised Statutes (A.R.S.) §41-1279.07 requires community college districts of Arizona to prepare an annual budgeted expenditure limitation report and annual financial statements prepared in accordance with generally accepted accounting principles (GAAP). The Auditor General or a certified public accountant or public accountant performing the annual audit shall attest to the expenditure limitation report and financial statements. The Annual Budgeted Expenditure Limitation Report (ABELR) and the Comprehensive Annual Financial Report (CAFR) are prepared to fulfill these requirements (RRD 5-9 Adopted Budgets web pages).

The College is required to prepare an all funds, balanced budget each fiscal year on report forms prescribed by the Auditor General for public inspection. The Adopted Budget is prepared by College staff, with direction from the District Governing Board, and has the capacity to compare prior years as well as forecast future years. Budgetary compliance is demonstrated with
the issuance of the ABELR. The purpose of the expenditure limitation is to control expenditures and limit increases in spending adjustments for inflation, deflation, population growth of counties, cities, and towns, and student population growth of community college districts. The ABELR has been audited and received unqualified or clean opinions since the inception of the College (RRD 5-9 Adopted Budgets web pages).

The CAFR includes an Introductory Section, a Financial Section, and a Statistical Section. The Financial Section is subject to the annual audit and includes:

- The Independent Auditor’s Report
- Management’s Discussion and Analysis
- The Basic Financial Statements:
  - Statement of Net Assets—Primary Government
  - Statement of Financial Position—Component Unit
  - Statement of Revenues, Expenses, and Changes in Net Assets—Primary Government
  - Statement of Activities—Component Unit
  - Statement of Cash Flows—Primary Government
  - Notes to the Financial Statements
- Required Supplementary Information

The basic financial statements have been audited and received unqualified opinions since the inception of the College. In addition, the CAFR is submitted to the Certificate of Achievement for Excellence in Financial Reporting program sponsored by the Governmental Finance Officers Association of the United States and Canada. In order to be awarded a Certificate of Achievement, a government must publish an easily readable and efficiently organized comprehensive annual financial report. This report must satisfy both generally accepted accounting principles and applicable legal requirements. The Certificate of Achievement is valid for a period of one year only. The College has achieved this prestigious award for fifteen consecutive years.

The College issues a Single Audit Reporting Package as required by U.S. Office of Management and Budget (OMB) Circular A-133, which contains compliance standards for all Federal awards. Over the past ten fiscal years, the College has received only three Federal Award Findings and two Financial Statement Findings. A Corrective Action Plan was developed for each of these findings, and the status of each is fully completed (RRD 5-10 Financial Reports web pages).

The Expenditure Limitation Report, the Comprehensive Annual Financial Statement, and the Single Audit Reporting Package are available on the College website for each of the past ten fiscal years.
FACILITIES

CCC has constructed or remodeled several facilities over the past ten years to better serve the College community. A description of the facilities can be found in Chapter 4, Criterion One.

The Facilities Department maintains a deferred maintenance schedule for all campuses. Deferred maintenance was previously funded by State appropriation. However, in fiscal year 2009, the State cut this funding. Funding for deferred maintenance projects are now funded through transfers from the general fund (RRD 5-18 Capital Maintenance Schedules).

Annual inspections are conducted to maintain the structure and safety of each campus. Inspections include:

- Fire riser and sprinkler
- Smoke detectors
- Fire extinguishers
- Facility automation
- Chillers
- Boiler

TECHNOLOGY

In 2008, the ITS Department developed a five-year Technology Tactical Plan. The Plan aligns directly to the College’s Strategic Plan and was created to move technology forward in a strategic manner in order to improve services to the College community, create efficiencies, and support the academic needs of faculty and students (RRD 5-2 Technology Tactical Plan).

The Technology Tactical Plan includes the following completed projects:

- Completed a technology acceptable use policy and procedure
- Relocated the Helpdesk to better serve users
- Completed a library partnership with the Northern Arizona University Cline Library
- Added a new battery backup system to the Data Center
- Installed an enterprise identity management system
- Acquired and deployed a system and network monitoring tool
- Completed a new voicemail system integrated into Exchange
- Completed a new College website
- Acquired and deployed new ITV equipment to remote campus locations
- Submitted and awarded a USDA grant to support improved video delivery of instruction
- Completed a college alert system called CCC Alert

In spring 2011, the ITS Department will be upgrading the College’s Enterprise Resource Planning (ERP) system, SunGard Banner, to version 8. This upgrade is necessary to maintain support and to stay current with the prod-
uct line. The newer release will also provide enhancements, new features, and a more stable platform. The server hardware for this environment will also be refreshed in summer 2011.

The ITS Department deployed an identity management system in 2011 utilizing Microsoft products. This system provides integration into Banner and Active Directory (data storage), and is configured to use automated provisioning processes. While this system is in place, a variety of initiatives will be completed in summer 2011 to enhance the system and further increase the services to the College.

A re-organization of the ITS Department in October 2010 has provided a more streamlined and focused department. The department is now split into two core teams, 1) User Support Services and 2) Technical Services. The User Support Services team is responsible for providing academic and administrative desktop support, helpdesk services, multi-media support, and end-user training. The Technical Services team is responsible for providing all of the back-end IT services and support. This includes network, server, telecom, wireless, storage, Banner, Oracle, SharePoint, and email support. Each team has a director providing day-to-day management. Each director reports to the Chief Technology Officer.

HUMAN RESOURCES

As the College positions itself for the future and addresses the financial concerns and challenges confronting it, a Sustainable Financial Plan has been developed. As part of that plan the College has implemented several major reorganizations and has realigned positions over the last two years, revised policies and procedures as they relate to leaves, modified how benefits are managed to better address employee needs, and expanded training opportunities for faculty and staff.

Realignments and FTE Reductions in FY 09-10

- Six FTE reductions which included the following staff positions that went from 1.0 FTE to .75 FTE or less:
  - Human Resources Director—1.0 to .50 FTE
  - Cashier—1.0 to .75 FTE
  - 4th Street Front Desk—.65 to .50 FTE
  - Williams/GC Coordinator—1.0 to .75 FTE
  - Personal Enrichment Specialist—1.0 to .75 FTE
  - VPSA Administrative Assistant—1.0 to .875 FTE

- Six functional realignments included:
  - Moving telecommunications from Facilities to IT
  - Moving facilities scheduling from Business and Administrative Services to Facilities
  - Moving Teaching & Learning Center (TLC) from Academic Affairs to Human Resources to align with district-wide responsibilities
Moving the Grand Canyon/Williams Coordinator from Student Affairs to Academic Affairs/Corporate and Community Learning
Moving cashiering process from Business and Administrative Services to Registration to streamline services

Major Reorganizations

Student Affairs

The resignation of the Vice President for Student Affairs provided an opportunity for the College to re-think and re-structure the services provided to students through Student Affairs. The President led the process which included the directors in Student Affairs. Once the recommendations were developed they were vetted to all the employees in Student Affairs for comments. The following table shows the old structure and the new structure as of July 1, 2010.

<table>
<thead>
<tr>
<th>OLD STRUCTURE – STUDENT AFFAIRS</th>
<th>NEW STRUCTURE EFFECTIVE JULY 1, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Student Affairs</td>
<td>Position eliminated</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Moved to Business &amp; Administrative Services</td>
</tr>
<tr>
<td>Library Services</td>
<td>Services partnered with NAU and moved to Academic Affairs/Arts and Sciences</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Moved to Academic Affairs/Arts and Sciences</td>
</tr>
<tr>
<td>Testing Coordinator</td>
<td>Moved to Student Support Services and Advising was added to this function</td>
</tr>
<tr>
<td>Testing Examiner</td>
<td>Moved to Academic Affairs/Community and Corporate Learning</td>
</tr>
<tr>
<td>Learning Enhancement Center</td>
<td>Moved to Academic Affairs/Arts and Sciences (currently Student Services)</td>
</tr>
<tr>
<td>Registration &amp; Admissions and Records</td>
<td>Moved to Academic Affairs</td>
</tr>
<tr>
<td>Director of Admissions and Student On-Line Services</td>
<td>Position eliminated</td>
</tr>
<tr>
<td>“Student Support Services”—Title Changed</td>
<td>“Student Services”—New Title</td>
</tr>
<tr>
<td>Student Services</td>
<td>Moved to the President’s Office</td>
</tr>
</tbody>
</table>

(RRD 5-7 CCC Organizational Charts)

This resulted in the elimination of seven positions providing a savings of approximately $378,789.
**Human Resources**

In an effort to better align roles and responsibilities and maximize cross training of all Human Resource functions, as well as to address the College’s financial challenges, the Human Resources Department was reorganized, resulting in the elimination of .75 FTE. The following table shows the old structure and the new structure as of July 1, 2010.

<table>
<thead>
<tr>
<th>OLD STRUCTURE—HUMAN RESOURCES</th>
<th>NEW STRUCTURE EFFECTIVE JULY 1, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources Director (1.0 FTE)</td>
<td>Human Resources Director (.50 FTE)</td>
</tr>
<tr>
<td>Human Resources Generalist, Sr.(1.0 FTE)</td>
<td>Human Resources Coordinator (1.0 FTE)—Performs some HR Director responsibilities, i.e. represents HR Director at meetings.</td>
</tr>
<tr>
<td>Department IT Analyst (1.0 FTE)</td>
<td>Position eliminated</td>
</tr>
<tr>
<td>Office Assistant II (.50 FTE)</td>
<td>Human Resources Specialist I (.75FTE)—Major duties from HR Specialist II were absorbed by this position</td>
</tr>
<tr>
<td>Human Resources Specialist II (1.0 FTE)</td>
<td>Human Resources Analyst (1.0 FTE)—Duties from Department IT Analyst were combined with some of the duties from old position</td>
</tr>
</tbody>
</table>

This resulted in a savings of approximately $75,000. The savings were used to purchase “Argos,” a report writing software for the entire College which has been a need of the College’s for some time.

**Community and Corporate Learning**

Community and Corporate Learning has seen a dramatic increase in requests for training. This has resulted in the need for additional corporate course offerings. Quality curriculum development and the tailoring of courses to the needs of individual businesses has become a critical element. The resignation of the Education Specialist, Senior, provided the department the ability to meet these needs through reorganization. This resulted in the elimination of a .25 FTE. The following table shows the old structure and the new structure.
This new structure has enabled the expansion of non-credit offerings to correlate with demographic opportunities, and more importantly, offers the ability to generate additional revenue.

Information Technology Services

The ITS Department reorganized and eliminated the manager position when one of the directors resigned. This change enabled the ITS Department to hire additional technology staff to support current technologies and improve the administrative system (Banner). The following table shows the old structure and the new structure.

<table>
<thead>
<tr>
<th>OLD STRUCTURE—IT</th>
<th>NEW STRUCTURE EFFECTIVE SEPTEMBER 7, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Services Director</td>
<td>Position eliminated</td>
</tr>
<tr>
<td>User Services Manager</td>
<td>Reclassified to User Services Director</td>
</tr>
<tr>
<td>Online/Media Services Director</td>
<td>Retitled to Technical Services Director</td>
</tr>
<tr>
<td>Systems Administrator</td>
<td>Reports to Technical Services Director</td>
</tr>
<tr>
<td>Systems Specialist</td>
<td>Reports to Technical Services Director</td>
</tr>
<tr>
<td>Multimedia Technician</td>
<td>Reports to User Services Director</td>
</tr>
<tr>
<td></td>
<td>Created two new positions—Systems Administrator and Programmer</td>
</tr>
</tbody>
</table>

(RRD 5-7 CCC Organizational Charts)

Marketing and Public Relations

The resignation of the Marketing Coordinator in 2011 allowed the Marketing and Public Relations Department to change that position into a public relations position and to create a much needed part-time office assistant position. The new structure provides assistance in creating a larger volume of timely news stories to develop a clear branding for the College.
OLD STRUCTURE—MARKETING & PUBLIC RELATIONS

NEW STRUCTURE EFFECTIVE DECEMBER 12, 2010

<table>
<thead>
<tr>
<th>Classification</th>
<th>FY08-09</th>
<th>FY10-11</th>
<th>PERCENTAGE DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Staff</td>
<td>93.2</td>
<td>77.9</td>
<td>-16%</td>
</tr>
<tr>
<td>Administrative</td>
<td>25.0</td>
<td>20.0</td>
<td>-20%</td>
</tr>
</tbody>
</table>

(RRD 5-7 CCC Organizational Charts)

With all these reorganizational changes, the number of FTE for staff declined by 17% between FY08-09 and FY10-11

**Faculty**

The College has consistently had a low ratio of full-time to part-time faculty. Since the last HLC visit, the College has increased the number of full-time faculty by 46% (28 to 41). Currently, the College’s ratio is 33% full-time to 67% part-time. However, during this time frame and due to the current economy, the national trend has shifted toward greater reliance on part-time faculty at community colleges. Consequently, the ratio of full-time to part-time faculty at CCC is now slightly better than the national ratio of 31% full-time to 69% part-time (RRD 3-11 Digest of Educational Statistics, 2009).

Human Resources and Academic Affairs worked collaboratively and reviewed and updated faculty personnel files to comply with HLC credentialing requirements. A two-phase system was implemented to ensure that the College has the appropriate and completed documents for current faculty and new hires.

**Phase I**

- Conducted an audit of all faculty personnel files to ensure required credentialing documents were on file
- Created a checklist to ensure the following forms were on file: employment application, supplemental credentials form, official transcripts, licenses, letters from employers confirming expertise in a field, and completion of community college education course, EDU 250 or equivalent
- Identified missing data and credentialing documents, and contacted faculty to assist in locating required personnel file information

In addition, Academic Affairs revised the credentialing process for compliance with other College policy updates.
Phase II

This phase consisted of developing a process to ensure that newly-hired faculty submit their credentials and documents in a timely manner and that these documents are filed in faculty personnel files.

- Listed credentialing requirements on the “Intent to Hire” form and “Letter of Intent”
- Linked the “Supplemental Credentials” form to neogov.com
- Created a “Process to Hire Part-time Faculty” form to address credentialing requirements
- Required all faculty members who teach at CCC after an absence of five years to resubmit all credentialing documents
- Included faculty evaluations and “Letters of Intent” in personnel files located in Human Resources, along with pay addenda
- Incorporated NeoGov to integrate with Human Resources file maintenance and prospective employee credentialing requirements with the job posting, applicant selections, and hiring processes
- Required department chair signatures in faculty personnel files confirming the review of transcripts, licenses, or certificates
- Developed a process to address credentialing deficiencies

During Fiscal Year 10-11, Academic Affairs is reviewing all programs, course work, and functions to determine how to meet the financial challenges of the College and better align instruction to meet the needs of the community.

Employee Benefits

As part of the College’s Sustainable Financial Plan, Human Resources researched alternative ways to address the District Governing Board’s goal to “keep employees whole” as the College maneuvers through these difficult financial times. In other words, the Board did not want employees to take home less pay because of increases in medical premiums or contributions to the Arizona State Retirement System (ASRS). The following are some of those changes.

Paid Time Off (PTO)

Vacation time and sick leave were combined into one leave bank called Paid Time Off or PTO. Based on this change, eligible staff no longer have to designate leave as vacation or sick leave. In addition, the three personal leave days were exchanged for three paid holidays taken during spring break. Prior to this change, staff only received two days of holiday pay during spring break and were required to take the remainder of the week off as vacation or unpaid leave. The number of days to be paid out when an employee leaves the College remained at a maximum of one year accrual. Also, at the end of the fiscal year, any unused PTO in excess of two times the annual accrual rate
is moved to the Compassionate Leave Bank. Many of these changes were suggestions that came from staff during the vetting process.

This process did not affect faculty as they do not earn vacation but do earn sick leave. The process to use sick leave remained the same except for the payout of sick leave when a faculty member leaves the College. The conditions and the maximum amount of payout for PTO and sick leave were changed so that it no longer creates an unreasonable liability to the College. In addition, one personal day was added to sick leave.

**Cafeteria Plan**

The College is part of a consortium of local public agencies called Northern Arizona Public Employer Benefit Trust (NAPEBT). Members of this consortium are Flagstaff Unified School District, City of Flagstaff, Coconino County, Flagstaff Housing Authority, Coconino County Accommodation School District, Northern Arizona Intergovernmental Public Transportation Authority (NAIPTA), and CCC. NAPEBT was formed in 1993 to provide a comprehensive and cost-effective benefits package by combining resources and leveraging the buying power of a group of public employers. Purchasing benefits through NAPEBT has increased the ability to sustain a better long-term benefits package than any of these public employers could provide independently.

Effective July 1, 2010, the College adopted a Cafeteria Plan for administering medical benefits for employees. The Cafeteria Plan allows employees and their families to manage their benefits in a proactive and cost-effective manner.

Each employee is allocated a specific dollar amount to spend on benefits. Any allotment not applied can be received as taxable income. Any elections over and above the allotment are treated as payroll deductions. The only benefits that the College automatically provides are life insurance, vision, and health insurance coverage for employees. All other benefits such as dental, dependent health coverage, flexible spending, and deferred compensation are voluntary.

Given that health insurance costs continue to rise, the change to a cafeteria plan was favorably accepted by employees as it provided employees greater latitude in selecting benefits to fit their personal needs.

**Automated Employee Benefits**

As part of the Cafeteria Plan implementation, Human Resources launched an online health benefits sign-up system. Employees were able to view, enroll, and make selections online. The Cafeteria Plan was well received by employees and was a resounding success based upon many positive comments received from employees during the enrollment meetings.
Tuition Educational Assistance

As part of the Sustainable Financial Plan, the tuition waiver and tuition reimbursement procedures for employees taking CCC classes were modified to reduce costs. The total credit hours waived for full-time employees were reduced from eighteen to fifteen per semester and must be shared between the employee and dependents. For part-time employees, the number of credit hours increased from six to seven credit hours and has to be shared with dependents. Part-time faculty receive tuition waivers for classes based on the number of credit hours they are teaching that semester.

In addition, full-time faculty and staff are eligible for tuition reimbursement for course work outside the College. A class must be job-related and must be taken from an accredited institution of higher education. The amount of tuition reimbursed was reduced from $125 to $111 per credit hour, not to exceed $1,000 per year.

Before these changes were implemented, they were vetted among employees who contributed to the final version of this procedure.

New Performance Evaluation Program for Full-Time Staff

In Fiscal Year 2008-2009, the College adopted a new performance evaluation system for full-time staff to align divisions, departments, and individuals to the College’s Strategic Plan, goals, Mission, and Core Values. The main objective of this new system is to clearly define how an employee will be rated so that there are no surprises during the evaluation meeting.

The new system is a collaborative process requiring the establishment of SMART Goals (Specific, Measurable, Attainable, Realistic, Time bound). Goals are established in advance and state how the goals will be measured with pre-defined weighting of the evaluation components. This new process allows for review and modification of the job description and for discussion regarding expectations of specific competencies and support of the Mission Statements at the individual, division, department, and College levels.

As a result of this process, the College hopes to tie the ratings of the evaluations to compensation. The last three years have been devoted to normalizing the data in case the College is able to link compensation to performance in Fiscal Year 2012-13.

Recruitment

With the staff reduction in Human Resources, Human Resources was required to automate as many functions as possible. Therefore, in January 2010, Human Resources moved from a paper-based applicant tracking system to an online applicant tracking system with the purchase of software called NeoGov.
The entire hiring process is now automated to include submission of applications, position requisition approval, automatic minimum qualifications screening, and EEO reporting. This has streamlined the recruitment and hiring process, reduced the use of paper, allowed for better reporting of the number of applications received, and tracked ethnic, gender, and age breakdowns.

**Diversity**

During the 2002 HLC visit, diversity was a concern that was raised by the visiting HLC team. This issue is addressed in Chapter 3 “Response to Concerns.” Although it will always be a challenge for the College to have an employee base that represents the cultural groups it serves, the College is committed to enhancing diversity through implementing its Core Values, strategic planning, and action plans.

The College faces challenges in recruiting and hiring a diverse staff.

- Northern Arizona, specifically Flagstaff, experiences a high cost of living.
- Many professional Native Americans and Hispanics tend to seek employment in communities where they were reared, i.e. Native Americans will go back to the reservation as a way of giving back. Hispanics will tend to locate in the metro Phoenix-Tucson area where their families are located and where they can garner a more competitive salary.
- The local university, Northern Arizona University, is a direct competitor for applicants and is able to offer higher wages.

The College continues to strive for diversity through a number of strategies:

- By training selection committees on legal issues regarding the hiring process
- By adding a member from Human Resources to all selection committees
- By identifying diversity-targeted advertising for vacant positions
- By developing strong working relationships with tribes throughout the area in an effort to recruit Native Americans
- By capitalizing on the relationship with Northern Arizona University, CCC continues to identify Native American students who may return to work for the College
- By training faculty on diversity (This training is currently part of the required Community College Course, EDU 250, which includes two extensive modules on diversity.)
- By devoting two four-hour sessions to diversity during the CCC Leadership Academy for all College supervisors
- By offering training twice yearly as part of Employee Development Day (EDD) (Sessions include generational diversity, universal design, veteran students, and teaching to diverse learners.)
- By designing and implementing CCC’s new Community Advocacy Respect Excellence (CARE) program, the College is providing comprehensive service skills and diversity training to improve both internal
and external service interactions. This program will be provided to all employees to ensure a consistent foundational philosophy regarding CCC service interactions and diversity.

**Salary**

Due to the economic times, the College has not made any salary adjustments over the last two years, with minor exceptions for reclassifications of those positions in reorganized departments, causing salary compression for both faculty and staff. The Compensation Committee recently reviewed compensation issues for all full-time faculty and staff and part-time faculty with the understanding that any recommendations would have to be financially sustainable, equitable and fair, and value employees. Based on those criteria, the Compensation Committee developed the following plan, which was supported by the District Governing Board:

- Change the salary structure for full-time staff so that it has a varied spread between the minimum and maximum of the range based on level of the position. In essence, the pay schedule will look like a V, aligning the pay schedule with the market and providing for growth ([RRD 5-11 Fiscal Year 2011-12 Salary Schedules](#)).

- “Keep employees whole,” a goal of the District Governing Board, so that employees do not take home less money due to increases in health insurance premiums and contribution rates of the Arizona State Retirement System.

- Address salary compression by providing a 4% adjustment to staff who have worked in the same position for at least three years as of June 30, 2011, and 2% to staff who have worked in their current position for two years as of June 30, 2011. Provide full-time faculty a two-step adjustment for three years of service, a one-step adjustment for two years of service (a step is equal to 2%), and 3.1% adjustment for part-time faculty. These adjustments release compression by approximately two-thirds, and faculty are only one step behind staff.

- Address the market by providing a 1% market adjustment to all full-time and part-time faculty and full-time staff, allowing for a more competitive salary and improving recruitment and retention.

**Training and Development**

The Teaching and Learning Center (TLC) moved from Academic Affairs to Human Resources in Fiscal Year 08-09 to expand the scope of training and development by incorporating training for staff. Originally, the TLC focused on faculty, but now training and development sessions are provided for all staff and faculty. The TLC plans and conducts professional development events, provides one-on-one tutoring, and offers a lab space to enhance faculty and staff skills with in-person support.
In spring 2009 with the economy declining, the TLC worked within the Human Resources Department to implement a series of Resiliency Workshops to address severe budgetary constraints imposed by changes in our State funding allotment. These resiliency workshops included budgeting skills, benefits, and “working with adversity.”

In addition, the Teaching and Learning Center worked with the Human Resources Department and Community and Corporate Learning in developing and adopting an internal Leadership Academy (RRD 5-12 Leadership Academy intranet site).

In fall 2010, the Teaching and Learning Center and the Accreditation Steering Committee offered numerous accreditation self-study sessions called Discover CCC to assist all members of the College with the self-study process. Session offerings included Criterion Brown Bag Lunches on each of the five self-study criteria, Self-Study Challenge discussions on identified areas for improvement from the last accreditation visit, a Discover CCC Lecture Series hosting guests from institutions who had recently completed their self-study process, and First Fridays with Student Submissions on CCC Core Values for the OnCourse student publication.

During the spring 2011 semester, Discover CCC sessions continued to emphasize feedback sessions on the self-study process with CCC constituency groups. At an informal Discover CCC open house, participants documented how their roles at CCC link to the Mission, Vision, and Core Values. College employees will participate in a Discover CCC Geocache during Employee Development Day in spring 2011 and will actively contribute to a timeline of significant events during CCC’s last twenty years. The College’s Public Relations Department has currently proposed the Discover CCC timeline as an ongoing project of the Teaching and Learning Center, and this timeline would then be permanently displayed and updated in CCC’s Lone Tree Commons. (RRD 5-13 Fall 2010 Discover CCC schedule and RRD 5-14 Spring 2011 EDD schedule).

The College currently partners with Northern Arizona University Professional Development to expand professional development choices and to develop contexts for applied learning and community connection within higher education. CCC invites many NAU presenters to provide professional development at CCC during the semi-annual Employee Development Days. In fact, in May 2009, College employees attended and presented at NAU’s Employee Development Day.

Also in 2009, employees’ professional development records (from CCC workshops) were automated in Banner to document Teaching and Learning Center certifications obtained by employees. This automation provides a permanent record of employees’ professional development from CCC workshops and the types of skills contributing to lifelong learning and their increased effectiveness at CCC.
Policies & Procedures

As part of the College’s Strategic Plan, all departments are required to update their policies and procedures. Once the policies and procedures are updated and vetted, they are approved by College Council and placed on the intranet and CCC website for internal and external viewing.

2b.2 The College’s resource development and allocation document CCC’s commitment to supporting and strengthening the quality of the education it provides.

The CCC Foundation helps to supplement the College’s financial resource base through a number of methods:

- Providing scholarships to students who cannot afford tuition
- Raising funds to renovate the College’s chemistry lab and to make the $134,000 telescope operational
- Coordinating several fundraising events, such as the Fine Arts Palette to Palate event, the Page Campus Golf Tournament, and Life’s A Ball (These events help support student scholarships and academic program needs.)
- Raising funds to support 35 academic program accounts across the College
- Obtaining grants through public and private sources to support many College academic and program needs

2b.3 CCC’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).

The following table presents a summary of expenditures for the fiscal year 2009-10.

![Expenditures by Program: 2010 Audited Financial Statements](image)
INSTRUCTION AND STUDENT SUPPORT

The following are examples of College support for instructional and student services related activities for fiscal year 2009-10.

1. Instruction and Student Services salary and benefit expenses accounted for 60.7% of total salary and benefit expenses of the College.

<table>
<thead>
<tr>
<th>FY2010 INSTRUCTION AND STUDENT SERVICES EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALARIES AND BENEFITS</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Amount</td>
</tr>
<tr>
<td>Instruction</td>
</tr>
<tr>
<td>Student Services</td>
</tr>
<tr>
<td>Subtotal Instruction &amp; SS</td>
</tr>
<tr>
<td>Total operating expenses</td>
</tr>
</tbody>
</table>

2. Based on cost allocation principles, of the $1,392,033 operating expense for Operation and Maintenance of Plant, $654,351 (47.0%) is allocated to Instruction and $164,684 (11.8%) to Student Services.

3. Major renovations at the Lone Tree campus included:

- Building six—this renovation completely remodeled the space vacated by the YMCA childcare facility into two lecture classrooms. The remodel project also included a major upgrade to the science labs, providing modern, well-equipped labs for students. Total cost of the project was $392,344.
- Building one—this remodel project for Student Services was made in conjunction with the Student Service reorganization and NAU/CCC Library merger. Student Services Support staff, including advising and disability resources, are now located in one area. The project also included a student lounge. Total cost of the project was $126,353.

4. Operating and capital expenditures for information technology totaled nearly $2.1 million in FY2009-10 for institutional support, academic support, and distance learning. Expenditures include:

- Salaries and benefits for ITS staff—$642,956
- Information technology administration and support from CampusWorks, Inc. (outsourced)—$554,494
- Capital expenditures:
  - Universal Power Supply (UPS) system—$16,485
  - Four unified server configurators—$34,344
• Three SanDisk storage devices—$70,699
• PowerVault server array—$16,978
• Overland storage snap server—$11,515
• Distance learning equipment—$99,506
• Maintenance agreements for Oracle, SunGard, SCT Banner, and Blackboard software systems—$184,412
• Computer replacement—$83,502
• Software technology updates:
  ◦ Computer and language labs upgraded to Windows 7
  ◦ AutoCAD updated to 2010 on all academic computers
  ◦ Lanschool (instructional monitoring software) installed in Lone Tree room 111

2b.4 The College has a history of achieving its planning goals, and its planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.

The College’s Strategic Plan (RRD 3-26 CCC Strategic Plan) is the foundation for operations. The Plan consists of five specific goals. Under each goal, sub-goals have been identified. Several tactics have been developed to accomplish the sub-goals and measurements established to monitor progress. Each tactic is assigned a responsible party, resources needed to accomplish the tactic are identified, and a target date is set. The Plan also includes the status of each tactic and a feedback loop. The Plan also includes the status of each tactic and a feedback loop. During the course of the year, all employees work toward completing assigned tasks within their area, and each tactic is reported to the appropriate Vice President for update of the Plan. The Plan is reviewed annually and adjustments are made as needed, and the completion status of the Plan is regularly reported to the District Governing Board (DGB). Completion rates of the Plan for fiscal years 2008-09 and 2009-10 were 88% and 96%, respectively. The Plan for fiscal year 2010-11 is 96% complete.

The Strategic Plan is the guiding force in the budget development process. Budget requests must be tied to a specific goal/sub-goal to be considered. Staff develop assumptions to guide the budget process. Several budget models are developed to incorporate different levels of tuition increases. Since the budget cuts from the State are often not determined until late in the budget development process, the models also include different levels of State funding based on known probabilities. For unanticipated needs, a contingency fund is built into the annual budget. Assumptions and budget scenarios are presented to the DGB beginning in November for the following fiscal year budget. Based on the information provided, the DGB gives feedback and direction to staff and approves the Adopted Budget in June.
SUMMARY

The College has been proactive in maintaining and strengthening its resource base. The Sustainable Financial Plan was created to address current challenges and to prepare the College for the future.

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

INTRODUCTION TO CORE COMPONENT

CCC has an integrated and comprehensive system of self-evaluation for every level of the institution. The Strategic Plan drives the self-assessment process, The Office of Institutional Research and Assessment (IRA) sets the parameters for informational analysis, and the College Council serves as an information body for discussion, analysis, and delegation of responsibility or re-alignment (as necessary). Depending on sensitivity and prioritization of information, the President determines the order of information presentation to DGB, Vice-Presidents, College Council, and Public Relations. The results of the surveys from student assessments, committee self-evaluations, and community input are posted on the intranet and Internet sites. Further, employees provide feedback at various committee and departmental meetings. Feedback from employees suggests that the Administration, DGB, and their supervisors are listening to employee suggestions and concerns.

2c.1 The College has evaluation processes in place which provide evidence that its performance meets its stated expectations for institutional effectiveness.

CCC employs a variety of evaluation processes to assess its performance of its institutional effectiveness.

EVALUATION OF STUDENT LEARNING OUTCOMES

In the evaluation process of student learning outcomes, instructors use both formative and summative assessments to measure student performance. The formative assessments allow for reinforcement of material and clarification of concepts before examinations. Additional information addressing this core component can be found in Chapter Six.

Pre- and post-testing, capstone projects, and student surveys are also used as summative assessments to evaluate student learning and to determine if performance meets expectations. Several examples of assessing learning outcomes are described below. In the Business Department, the Testing on Understanding College Economics is used to help with assessing students. The Nursing Department utilizes the HESI examination each semester and monitors student success in passing the NCLEX-RN examination. In 2009,
83% of CCC students taking the professional licensure or certification in nursing, emergency medical technician, and firefighting passed on their first attempt, as compared to 80% Statewide. In 2010, CCC improved to a 90% pass rate compared to the 80% Statewide pass rate.

FACULTY AND STAFF EVALUATIONS

A formal evaluation system is in place for faculty and staff members. Employees must develop annual goals to be reviewed by their supervisors at the start of the year. Midway through the year, those goals are examined again and adjustments are made. At the end of the year, the supervisor and employee discuss how the goals were or were not achieved. After listening to the employee for input, the supervisor makes recommendations for improvement for the next year. Faculty members’ evaluations also include a peer review, classroom observation, and student evaluations as part of the faculty evaluation process.

Previously, faculty and staff had the opportunity to evaluate their supervisors through a survey. When the process was discontinued, it interrupted the exchange of information that may have been beneficial to supervisors. Resuming employee surveys of supervisors may facilitate better communication.

SELF-ASSESSMENTS

More examples of institutional effectiveness can be found throughout the College as follows:

- The District Governing Board conducts a Self-Assessment based on surveys distributed to the entire Board. By comparing data from the current survey with the previous survey, the Board determines which areas of the College and their leadership have improved, remained the same, or need further attention.
- Employee and student satisfaction surveys are also instrumental in assessing institutional effectiveness.
- The College Council is continually assessing the College’s programs and services through surveys.
- The Career & Technical Education division works with business advisory groups from the community for additional input to revise, drop, or add programs.
- Budgets are compared to actual results to assess how the institution is performing financially.
- Standing committees are now providing annual reports for College Council to review.

As described in the previous paragraphs, many evaluation processes are in place to provide evidence that CCC’s performance meets its stated expectations for institutional effectiveness.
2c.2 CCC maintains effective systems for collecting, analyzing, and using organizational information.

CCC uses the SunGard Higher Education Administrative system, Banner, as its primary information system for managing Student Services, Financial Aid, Finance, and Human Resources. To make internal decisions, data entered into the Banner system is compared and analyzed with data from external national and State databases such as the National Student Clearinghouse, the Arizona State System for Information on Student Transfer (ASSIST), and the Arizona Department of Economic Security (DES). For example, the Human Resource department collects and uses data from national, regional, and Statewide institutions on compensation of staff and faculty to set salary schedules and benefits packages.

Federal and State agencies require CCC to provide information for compliance purposes and public consumption. For example, the State of Arizona requires CCC to report:

- Information on the progress of the community college district
- Courses of study included in the curriculum
- Number of professors and other instructional staff employed
- Number of students registered and attending classes
- Number of full-time equivalent students enrolled during the year
- Total number of students not residing in the district
- Amounts of receipts and expenditures
- General description of tuition and fees charged for credit and noncredit courses
- Other information the Governor or the Joint Legislative Budget Committee may require

Reports are prepared from the data collected to help with academic program reviews. These reviews determine whether to continue, eliminate, or add a certificate, degree, course sequence, or particular course. Information gathered is also used in preparation of grant writing, for example the Perkins Grant for CTE programs, and recently the TRiO grant. Through the Office of Institutional Research and Assessment, CCC collects, analyzes, and utilizes data for program assessment and College accreditation. The College provides information on its website to inform the public about tuition and fees compared to national averages, the College’s economic impact in the community, and much more. CCC maintains effective systems for collecting, analyzing, and utilizing information that benefits the College’s decision making, its compliance requirements with outside agencies, and its sharing of its Mission, goals, and accomplishments to the community.
2c.3 Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement.

The Strategic Plan demonstrates the integrity of data utilization, analysis, and feedback loops through various modes. One avenue for College-wide communication is the College Council, which consists of administration and representatives from each branch of the College. College Council meeting agendas and minutes are e-mailed to all employees and stored on the College website. Fundamentally, the Strategic Plan holds departments accountable for task completion and for information communication.

The District Governing Board’s annual self-assessment is also distributed to appropriate administrative officers and posted on the intranet.

President's Office

The President writes and shares via e-mail a monthly update on activities occurring throughout the College, thus keeping the College community informed of ongoing events and high-priority efforts. Once a month, the President hosts an open Brown-Bag Lunch in which employees can share their concerns. These informal Brown-Bag Lunches are intended to improve employee morale and increase cohesion within the College. Additionally, the President travels to each campus monthly for a work/visit day. The President also delivers a semi-annual “State of the College” presentation and covers numerous issues relevant to employees and the public. Recently, the State budget crisis has been a primary focus, as are ways for the College to respond per the Sustainable Financial Plan. In addition, other topics have included the satellite campus, the CCC2NAU program, and community relationships.

Advancement Office

The Advancement Office reports to the President and the Foundation Board, and shares information through the Alliance for Arizona Nonprofits, American Association of Grant Professionals, Association for Fundraising Professionals, and other affiliations. Granting agencies and foundations target their efforts on a short, mid-range, and long-term basis. The Advancement Office ties those objectives to the CCC Strategic Plan and attempts to meet the needs of the College through a variety of venues.

Business and Administrative Services

Financial reports are distributed to State legislators, the State Auditor General’s Office, the State Department of Education, the Governor’s Office, and to Standard & Poor’s for bond rating. Internally, financial reports go to the DGB and President and, from 2001 forward, are also posted on the College website located under the Business Office (RRD 5-10 Financial Reports web pages).
Human Resources

Analysis of employee surveys are now conducted by IRA to avoid potential conflict of interest. This information is then forwarded to the College Council and President. Recent employee surveys revealed that:

- Employees were not satisfied with salary and benefits, inspiring the College to adopt a cafeteria plan.
- Employees were very satisfied with our ethnic diversity.
- Employees were concerned about the “paid time off” (PTO) policy. Thus, changes have been made based upon employee input.

All proposed and actual changes to the Policy and Procedure Manual are posted on intranet and Internet. All employees have the opportunity to provide input on proposed changes as described earlier in this document.

In addition, HR has conducted informative presentations to employees: cafeteria plan, deferred compensation, training sessions, retirement, and managing personal finances. Individuals wanting to become supervisors are offered a six-week, in-house Leadership Academy, and all new employees are required to take a half-day orientation on College procedures. HR has developed worksheets and checklists for employees and supervisors to make certain all information is properly conveyed and recorded.

Upcoming presentations include the topics of a revised salary plan, saving for retirement, and health care benefits.

Marketing & Public Relations

Based on SWOT (see section 2a.3) and demographic analyses from IRA data, the Marketing Committee is currently constructing a “Media Plan” (a section to be included in the Marketing Plan). The effort is to more effectively target advertising to those most likely to attend and/or support CCC.

Using student profiles and zip-code analysis, the director intends to match potential students with the media they are most likely to use.

Currently, the Class Schedule is mailed to most Northern Arizona households. It is a very effective tool for informing the public about the College by providing information about course offerings and life-long learning opportunities.

Student Services

Student Services conducts several surveys that are analyzed by IRA for areas that need improvement. The analysis is forwarded to directors who discuss it with staff for improvement and the analysis is sent to College Council and posted on intranet. Overall, Student Services Advising has a 88% satisfaction rating (RRD 5-16 2009-10 Student Satisfaction Ratings).
Analysis results indicate some students did not know what CCC services were available to them. This led to a revision of outreach tactics. Thus, Career Services now visits more classrooms and more classes visit the LEC/Student Services Center as a group activity.

In addition, Student Forums are held six times per year to capture feedback from students and to keep students informed on College issues and process changes. The forums have also served as a source of inspiration for new ideas and innovation. A few examples of new ideas include the new Student Center at the Lone Tree Campus, a “Service Fair” which hosted local agencies with volunteer opportunities, and an Associated Student Body organization. The student government has been active surveying student interests, providing support to students as they form other student organizations, and is represented on the College Council.

**Information Technology Services**

ITS encourages employees and students to complete surveys and submit feedback in a variety of ways. An automated reference system, “Track-it,” sends reminders to “IT Help Desk” requestors to complete surveys. At the end of the semester, physical and digital reminders are sent to students to complete online surveys. Through monthly status reports, IT lets their customers review the feedback gained and what or how processes were changed to better meet the needs of the customer.

The ITS survey results are analyzed by the College’s IR Office and the Chief Technology Officer. Results are then disbursed to their respective ITS areas for review and required actions. ITS hosts open forums every academic term to allow employees and students the ability to provide feedback on technology services.

**Academic Affairs**

Academic Affairs assessments and feedback loops are largely covered in Chapter Six. However, it should be noted that in the assessment of faculty learning, professional development, and attainment of common goals, each instructor prepares goals and objectives at either the end of the spring semester or the beginning of the fall semester. These goals and objectives are forwarded to the respective department chair who meets with the individual faculty member to discuss how individual goals align with College goals and objectives. Annual faculty performance reviews include:

- Student evaluations
- Self evaluation
- In-class observation
- Peer review
- Supervisor evaluation
Near the end of the academic year, each faculty member meets with the department chair to discuss how the faculty member can best improve.

Additionally, the Faculty Committee meets bi-weekly to discuss issues pertinent to faculty. The Department Chairs meet bi-weekly to assure consistency in educational procedures and administrative practices. Division meetings are held on an as-needed basis to discuss educational trends, College priorities, and to share feedback from committees. While meetings are scheduled formally, information is often shared through informal channels.

| 2c.4 | The institution conducts regular reviews of academic and administrative subunits which contribute to improvement of the organization. |

CCC conducts on-going assessments within all aspects of the institution at various levels and communicates those assessments through formal and informal channels. Some of the review processes include: graduating and continuing student surveys on all aspects of the College, employee opinion surveys, employee self-review, and supervisor reviews that are then used to determine goals and objectives for the department and the individual. In every case, the goal setting and prioritization of action must be conducted in coordination with the Strategic Plan.

**District Governing Board**

The DGB holds an annual retreat during which they also conduct their own SWOT self-survey, from a vetted, educational survey company. The results of the survey are reported back to the Board, the President, and the entire College community per the intranet. By comparing past and current surveys, Board members can determine if they are moving in a consistent, prioritized direction that will benefit the College. If not, they can make changes that will benefit the College.

**President’s Office**

The College Council serves as a conduit for College communication. Employees are encouraged to communicate with their College Council representatives or to personally attend College Council and voice their opinions. Informal comments from around the College and results of employee surveys tend to support that the College Council is functioning well and is more inclusive than the previous “President’s Advisory Committee.” Some individuals have commented on the number of surveys they are asked to complete. Comments in various meetings support that employees feel they are being heard. Recent concern has been focused on the positions eliminated, necessitated by the financial recession currently affecting the College, State, and Nation. However, anecdotal evidence from employees suggests that College administrators and other employees are doing their best to obtain valid information, make careful decisions, and persist through a challenging financial situation.
Advancement Office

Personnel reviews and goal planning are all tied to the Strategic Plan. The Director of the Advancement Office presents numerous annual reports to the District Governing Board, Foundation Board, College Council, and satellite campuses, and also meets regularly with the President and other administrators.

Business and Administrative Services

Business and Administrative Services conducts annual employee performance evaluations, followed by a discussion of which annual goals have been achieved, are in process, or need more attention. A follow-up discussion between employees and supervisors addresses objective prioritization, changes that can be made to improve employee and institutional effectiveness, and professional development or programming changes that best enable achieving those goals set for the following financial year. Included in the evaluation are the results of customer service surveys from internal (student & employees) and external (community) customers, as well as the Open Forums held throughout the College.

Human Resources

As mentioned previously, employee satisfaction surveys are completed periodically by employees. The high overall satisfaction rate indicates that in general, full- and part-time employees feel as if the College is on track and is attaining the Mission, goals, and objectives of the College.

Marketing & Public Relations

Recent voluntary resignations have provided the Marketing and Public Relations Director the opportunity to reevaluate and reorganize the Department. The Director is currently reconfiguring job responsibilities to create a Public Relations (PR) specialist position responsible for writing PR releases, managing social networking, shooting & editing video, and conducting internal and external PR events. The Director will oversee media management, practice more community outreach, coordinate PR releases, and oversee the department. Meanwhile, the reorganization enabled the hiring of a 20 hour/week administrative assistant to handle clerical and other duties.

Student Services

Student Services developed a new, immediate response student satisfaction survey. The department is continually working to improve assessment processes and dedicated its October 2010 retreat to reach that objective. Student Services is now using a self-assessment form designed by IR that will provide better consistency of recording data and evaluation throughout the College.
Information Technology Services

ITS researches other institutions to determine “best practices” and most efficient technologies available for meeting the needs of the College. Further, ITS conducts a bi-annual evaluation of current and emerging needs of the College in order to determine the most appropriate use of technology. The research results are compared to the Strategic Plan to determine which technology best aligns with the College’s needs.

Academic Affairs

Degree and certificate program assessments and reviews are conducted on a rotational schedule. Department chairs conduct annual data collection and assessments, and then compile their reports as necessary. Program reviews are conducted by the department chair and the dean. Faculty are responsible for being current with “best practices” in the field. Curricular and procedural changes are made as appropriate to the degree objectives and institutional certification standards. After implementation of the changes, the Department Chair is responsible for collecting and assessing the data regarding the effectiveness of the changes made. In addition, specific courses are targeted for assessment. Each degree and/or certificate program has its own program and course evaluation process. Details on these assessments are catalogued in Chapter Six.

Each semester, students complete instructor and course reviews. Information from these reviews is compiled by IRA. Student input is forwarded to faculty and their department chairs. Larger trend patterns are documented by IRA including course completion rates, overall student satisfaction and whether students felt the instructor met course objectives.

2c.5 The College provides adequate support for evaluation and assessment processes.

Based upon the Employee Survey and departmental responses to the HLC Criterion Questions (RRD 2-3 Departmental Self-Study Guide), the College provides support for evaluation and assessment under current budget constraints. There are budget meetings to strategize how best to spend the dwindling dollars so as to get the best information to make solid decisions. When money is not available, the College adapts by attempting to find which department can best meet a prescribed need; for example, Human Resources shifted the Employee Survey to IRA. While several departments felt they did have adequate support, the ITS Department felt they did not have the necessary funding to take CCC into the future with adequate equipment or infrastructure.

SUMMARY

CCC has created comprehensive self-evaluation and assessment processes that provide reliable evidence of institutional effectiveness. A series of evalu-
ation tools, used at various levels and in various departments, allows the College to maintain lines of communication among its employee and student groups, and to respond to those communications as needed for continual improvement.

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

**INTRODUCTION TO CORE COMPONENT**

Over the past 10 years, CCC has worked to align strategic planning, budget planning and technology planning with the College’s Mission. CCC created the Sustainable Financial Plan in order to address budget issues during recent economic challenges. CCC updates this Plan on a continual basis. It has become a blueprint for the College’s sustainable initiatives.

2d.1 Planning processes center on the Mission documents that define Mission, Vision, Core Values, goals, and strategic priorities for the College.

Various institutional planning processes, centered on the Mission and Vision of the College, have evolved over the years. These processes are broadly divided into:

- Strategic planning
- Budget planning (both capital and operational)
- Sustainable financial planning
- Technology tactical planning
- Grants planning

2d.2 Long-range strategic planning processes are evident in its operations and allow for reprioritization of goals when necessary because of changing environments. CCC’s planning process is linked to the budgeting processes.

**STRATEGIC PLANNING**

The Strategic Plan provides direction for the College to determine which resources will be needed to achieve its goals. The Plan is updated annually by representatives from the College to review tactics for accomplishments and to establish new goals. An annual review allows the College the opportunity to make necessary changes to operations in order to respond to the changing needs of our students and communities, especially when workforce training opportunities arise. The current Strategic Plan drives the budget process as it provides the goals and direction for the coming year (RRD 3-26 CCC Strategic Plan).
BUDGET PLANNING

CCC has been working over the last few years to develop a planning culture to drive decisions. The budgeting process begins each year with an event called the “Budget Kick-Off.” At the Budget Kick-Off in October 2010, the theme of “good planning versus bad planning” was presented to all budget managers. Examples of each plan were provided and discussed.

The following delineates the CCC Budget Development Process:

- Funding requests require purpose statements on how additional funding will accomplish the Strategic Plan objectives.
- In order to maintain efficient operations, CCC uses a modified, zero-based budgeting process. An annual line item review is conducted in conjunction with budget managers.
- Baseline budgets are prepared for each existing department and for potential new programs (e.g. grants). Budget meetings are held at the departmental level for a line item review of each program and department.
- The Budget Planning Committee provides guidance in developing the annual budget, articulating the broad parameters within which the budget will be developed. These parameters ensure that the goals and objectives from the assessment-driven Strategic Plan are translated into clearly defined plans and priorities to which resources will be allocated.
- A series of District Governing Board work sessions are held to update the DGB on the process and to seek direction from the DGB on what to include in the budget.

SUSTAINABLE FINANCIAL PLANNING

The three-tiered Sustainable Financial Plan was developed to establish sustainable funding options and to optimize the use of funding resources. In an attempt to project/forecast revenues and in light of decreased funding from the State, the College implemented a modified, zero-based budget process that will allow CCC to continue to operate under the current declining fiscal conditions (RRD 3-36 Sustainable Financial Plan).

There has been steady enrollment growth since the College’s inception in 1992. As is evident in the chart below, since 2001 enrollment has grown 42% while State funding resources have declined 41%. In 1998, State Aid funding as a percent of General Fund revenues was 41%. As of fiscal year 2010, State Aid is projected to be 19% of General Fund revenues. State Aid is expected to drop to 12% in fiscal year 2012.
Enrollment (FTSE) vs. State Aid Dollars

Note: 1 FTSE = 30 Credit hours, per academic year.

TECHNOLOGY TACTICAL PLANNING

Technology Tactical Plan is a collection of projects which have been identified to support the Strategic Plan and identifies technology specific goals. (Refer to 2.a.2.) The projects included support of the College’s Mission by focusing on opportunities aligned to documented goals. In order to satisfy the goals outlined for the next five years, Information Technology Services performed an analysis of its current state in comparison to best practices and current trends in post-secondary colleges within North America. After a detailed analysis, it was determined that several additions or improvements to current technologies are recommended. The identified projects are grouped by section and include the supported strategic goal and priority (RRD 5-2 Technology Tactical Plan).

GRANT PLANNING

Planning is ongoing throughout the year in order to seize appropriate and relevant grant opportunities. Although the College has continued to expand the number of grants both applied for and received, the challenge will be to prioritize the potentially smaller number of available grants and diminishing resources due to State and Federal economic issues. The College was awarded the TRiO grant in FY11 in the amount of $1.2 million over five years.

In an effort to increase revenues, CCC hired a full-time Grants Writer in 2010 to seek additional funding. As a result of her efforts, the College was awarded a U.S. Department of Agriculture grant for $305,833 in 2011 to enhance and expand distance learning activities.
Throughout Chapter Five, evidence has been provided that the College uses the expertise of multiple levels and cross-sections of the College in its planning processes. CCC’s planning documents help the College meet the challenge of integrating student learning and technology.

External partnerships have been established to ensure educational quality. For example, CCC established a partnership with NAU to provide enhanced library services for students. The library partnership was completed in 2010. The College has also entered into an IGA with NAU creating the CCC2NAU program, helping CCC students with a seamless transition to NAU (*RRD 5-17 CCC2NAU Agreement*).

Instructional programs are being reviewed at this time to ensure that they are aligned with the Strategic Plan as well as the Three-Year Course Scheduling Plan.

**SUMMARY**

CCC has created a Strategic Plan, a Sustainable Financial Plan, and various department-focused plans to address the College’s Vision and Mission statements. These plans work together to make sure all elements of the College’s Mission are addressed and fulfilled.

**Criterion Two: Preparing for the Future**

**Strengths, Opportunities for Improvement, and Recommendations**

**STRENGTHS**

- The CCC Strategic Plan is a solid, well-vetted, community-involved plan that provides guidance and flexibility in these uncertain financial times. It is designed to adapt to changing financial and societal trends that may occur in the service area.
- Departments report progress on the Strategic Plan to the DGB bi-monthly.
- The Sustainable Financial Plan was created to address the changing financial resource base. The College will see considerable changes in outside financial aid; this Plan addresses changes that have occurred internally to maintain what is in place and to anticipate changes that may occur externally.
- The College maintains sound financial management and reporting standards.
- The College receives clean audits with no major findings.
- The College has earned a Bond rating of AA-.
• CCC employs a comprehensive system of self-evaluation which addresses all departments and programs within the College.
• The Strategic Plan, the Sustainable Financial Plan, and the Adopted Budget are accessible through the CCC web page.
• The planning and budgeting processes allow the College to respond to new opportunities and challenges, yet maintain strategic priorities.

OPPORTUNITIES

• The College is challenged by a low primary property tax rate and a reduction in State funding.
• New Federal and State mandates requiring performance measure reporting are expected within the next two years, as well as additional compliance standards.
• The College has lost positions due to financial concerns, resulting in higher workloads.
• It continues to be a challenge to recruit and retain employees of ethnic and cultural diversity, since we are located within a small, isolated community that potentially loses highly-skilled employees to large metropolitan communities or hometowns.
• Salary adjustments have been limited due to financial constraints.

RECOMMENDATIONS AND OPPORTUNITIES FOR IMPROVEMENT

• Research new revenue sources to increase and diversify CCC’s financial base, including grants, private and public partnerships, and legislation (to allow the College to seek voter approval to reset its primary property tax rate).
• Develop a process to address new Federal and State performance measures and new compliance requirements.
• Continue to reach out to students and employees of various ethnicities and backgrounds. Create programs and a culture that embraces diversity.
• Research and establish a plan for the recruitment and retention of a financially-sustainable cadre of highly- and multi-skilled employees.
• Evaluate programs and services, both academic and non-academic, from a financially-sustainable standpoint.
• Evaluate core/essential functions to determine the College’s priorities and goals, and develop long-range plans for addressing and achieving them.
• Utilize technology and best practices, including training, to their fullest extent to address the College’s goals and improve workload efficiencies.
• Reinstate employee evaluation of supervisors.
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.

INTRODUCTION

Coconino Community College’s commitment to student learning is clearly evident in its Mission Statement: *As a learning-centered college, we enrich lives by embracing diversity and transforming the future through quality education.* Other Mission documents, the Strategic Plan and measures of institutional effectiveness expound upon and document the College’s dedication to fostering learning through continuous improvement.

Chapter Six details the College’s efforts to advance the goal of obtaining student achievement. This chapter describes the process for establishing learning outcomes at the course and program levels and adopting assessment measures to monitor the fulfillment of each learning outcome. Documentation is provided on the numerous improvements made based upon assessment results.

This chapter also illuminates the College’s support of maintaining and expanding effective teaching. The pages that follow will show how this goal is accomplished by faculty dedicated to innovative pedagogy and teaching practices. Evidence is provided to support this goal through creation of learning environments that rely on state-of-the-art instructional technologies, as well as attention to the intellectual and personal development of students through attentive advising and tutoring services. Lastly, this chapter will review the mechanisms that strengthen the achievement of this goal through providing rewards for teaching excellence and devoting resources to instruction and student support.

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

INTRODUCTION TO CORE COMPONENT

CCC develops outcomes for educational offerings, including courses and degree/certificate programs, and for general education. CCC curriculum provides its learners with measurable outcomes so that they can match their interests to what will be taught. CCC learners know beforehand the skills and sets of knowledge they obtain at the end of their educational experience.

The CCC Office of Institutional Research and Assessment also posts course completion rates so that prospective and current learners can better determine the probability of their success at gaining the prescribed course learning outcomes (RRD 6-1 Course completion rates report).
3a.1 CCC has clearly defined its learning goals for undergraduate courses by identifying expected student outcomes.

Expected student outcomes for CCC’s undergraduate courses appear on course outlines and syllabi. The course approval process overseen by the Curriculum Committee includes the establishment of course outcomes. Course outlines considered by the Curriculum Committee identify assessment practices to be undertaken by the instructor.

The Curriculum and Articulation Coordinator and members of the Curriculum Committee review proposed course outcomes for coherency to course content and performance expectations. These reviews also take into consideration whether the proposed outcomes can be measured by accepted assessment practices.

3a.2 CCC’s assessment of student learning provides evidence at the course, program, and institutional levels.

Assessment of student learning is present at the course, program, and institutional levels. These assessment efforts follow the “9 Principles of Good Practice for Assessing Student Learning” (RRD 6-2 Astin, Banta, Cross, et al. 2003) and are guided by Facilitating Assessment of Student Learning: Insights from HLC Team Members (RRD 6-3 Fager, Alder-Kassner, and Verschelden, 2009). Assessment activities at each of these levels build upon and complement one another. The result of these efforts is a college-wide culture of evidence that defines this learning enterprise.

COURSE-LEVEL ASSESSMENT

Four mechanisms are in place to secure assessment at the course level. The first mechanism is a requirement by the Curriculum Committee that new or revised course submissions have defined learning outcomes. The Curriculum and Articulation Coordinator and Curriculum Committee members review the proposed assessment techniques and measures to ensure that these efforts tie directly to the learning outcomes appropriate to the course content and follow good practice. The second mechanism is a detailed General Education Student Outcomes Checklist (RRD 7-44 General Education Student Outcomes Checklist) whereby curriculum submissions are matched to the College’s general education outcomes and assessment of those outcomes is established using a rubric (RRD 4-27 General Education Outcomes). The primary aim of the two above mechanisms is to provide instructors on-going and summative feedback to foster greater student achievement. Information about Classroom Assessment Techniques (CATs) (RRD 6-4 CAT’s web page), Mid-Course Evaluations (RRD 6-5 Mid-Course Evaluation web page), rubrics construction (RRD 6-6 rubrics construction web page), assessment training through the Teaching and Learning Center (RRD 7-23 TLC web page), and other assessment resources (RRD 6-7 Assessment Resources web page) are
available to instructors developing course level assessment techniques and measures. The third mechanism is the housing of assessments and resources in a professional development module developed by the Teaching and Learning Center. The fourth mechanism is an assessment template where academic departments report course-level assessment activities and describe the role of course-level assessment in conducting program-level assessment. Currently, active assessments transpire in most of CCC’s course inventory. The aforementioned mechanisms are expanding the number of courses being assessed by faculty on an on-going basis.

Faculty gain broad exposure to conducting “best practices” course level assessment of student learning and learn about the continuous improvement benefits of these activities. The CCC intranet contains a faculty training module on conducting assessment of student learning at the course level. These materials are part of EDU 250 “Intermediate Community College Teaching,” which contains three modules (EDU 247-EDU 249). Instructors must minimally complete one of the modules for faculty certification. The assessment module is described below:

Assessing Learning: Examines the various ways in which colleges, schools, departments, and disciplines are going through the process of assessing their overall success. Since assessment is becoming increasingly linked to the process of accreditation and the overall political climate that sets the funding for educational institutions, it has become a powerful and important topic to address for all college instructors (3 hours course credit). (RRD 3-17 EDU 250 Learning Packet)

PROGRAM-LEVEL ASSESSMENT

Program assessment is ingrained in the academic processes at CCC. At times, the entire academic division involves itself in exercises, such as mapping courses to program outcomes. Program assessment also occurs within each academic department on an on-going basis.

The most recent course-to-program outcome mapping occurred in 2007. In this exercise, faculty reviewed program outcomes for each degree and certificate outcomes. Each outcome was mapped back to courses that introduce, reinforce, or emphasize learning, leading to the acquisition of individual outcomes. Faculty scrutinized the sequence of introducing content for an outcome, its subsequent follow-up, and expansion of learning leading to fulfillment of that outcome. This mapping exercise led to the revision of outcomes and courses as the coherency of each program was evaluated and strengthened. CCC’s Core Indicators of Institutional Effectiveness specify that such curriculum-wide mapping efforts will be completed on a five-year cycle (RRD 3-35 Core Indicators). It is anticipated that this exercise will be repeated by the academic departments in 2012.
Additionally, academic departments submit annual assessment reports to the College’s central administration ([RRD 6-8 Assessment Reporting Template Process web page]). A standard reporting template is used to update and revise outcomes and assessment information. A 32-page set of instructions accompany the template ([RRD 6-9 Assessment Reporting Template Process instructions]). The instructions provide examples of best practices in assessment and define related terms, such as the difference between formative and summative assessment, and explain the purpose of the template and how to complete the form ([RRD 6-9 Assessment Reporting Template Process instructions]). As a general rule, each stated learning outcome must have an assessment technique providing measurement of outcome achievement. Each degree or certificate program must have at least one direct measurement of learning associated with it.

The use of a standard template has increased consistency among departments in reporting assessment results. Areas for increased emphasis are designated in the template and announced beforehand so that academic departments may increase attention to these matters. Course-level assessment, dissemination of assessment results to students and other constituents, and the need to examine assessment results over time have been emphasized in the template.

Pre-printed on the template are the previous reported learning outcomes for each degree or certificate program. Academic department chairs completing the template can update or revise outcomes on the template. This aspect of the template allows CCC to maintain up-to-date learning outcomes that are made available on the College’s website ([RRD 7-59 Learning Outcomes web pages]). Learning outcomes are also shown in the College Catalog ([RRD A-2] under respective degree and certificate description ([RRD 6-10 College Catalog Degrees and Certificates web version]).

On an on-going basis, curricular changes and program improvements are based on the assessment results. Evidence of these changes are present in a series of Quality Enhancement reports that document between 30 and 50 curriculum modifications made each year due to assessment of student learning ([RRD 7-52 Quality Enhancement Reports web pages]). CCC academic members monitor Core Indicators for Institutional Effectiveness for coherency to stated outcomes.

**LICENSURE/CERTIFICATION EXAM RESULTS**

Three primary CCC programs use licensure and certification-exam pass rates as direct measurement of learning outcomes success. The table below shows the most recent pass-rate results for these programs, as well as the pass rates for all test takers nationally or statewide.
*100% of CCC nursing graduates passed the NCLEX by the second attempt.


**GENERAL EDUCATION**

**Background**

A standing General Education Committee has general oversight of assessment used to measure learning levels in General Education outcomes. Prior to the formulation of this committee, a number of accomplishments were made in establishing General Education outcomes and adopting assessment techniques to measure the fulfillment of those outcomes. Faculty conducted a broad-based examination of the relationship of course outcomes to General Education outcomes, and this examination included mapping general education outcomes to specific courses where each outcome is achieved. Additionally, the exercise demonstrated how each outcome was introduced, reinforced, and emphasized. The mapping exercise further allowed faculty to examine the instructional content in relation to learning achievement in each identified General Education outcome.

In 2008, faculty formulated specific outcomes for CCC’s general education program. The following year, faculty built upon that effort by mapping approved general education outcomes to courses in these programs. The course mapping exercise is significant in ensuring that students enrolling in general education courses are provided with broad-based up-to-date skills and knowledge that define college educated individuals. The mapping exercise also checked that students are introduced to these skills and knowledge sets in 100+ level courses and that this learning is expanded upon in 200+ level courses (RRD 6-14 General Education checklists intranet page).
General Education Assessment Techniques

General Education assessment is further conducted in collaboration of faculty with support from the members of the Office of Institutional Research and Assessment (IRA) (RRD 7-74 IRA web page). Assessment of General Education stems from the General Education Outcomes (RRD 4-27 General Education Outcomes). The following assessment techniques are being used for this purpose:

- IDEA Course Evaluations
- English Research Skills Rubric
- ETS Proficiency Profile exam
- Minnesota Language Proficiency Assessment (MLPA)
- Graduating Student Survey
- CCC student evaluations of instructors and courses
- Library and Information Services data collection
- Liberal Studies Critical Thinking Rubric
- MAT 142 and MAT 151 common final questions and grading rubric
- Assessments in BIO 100, BIO 105, and BIO 181
- ANT 102 Skills and Beliefs Survey
- PSY 101 Skills and Beliefs Survey
- SOC 101 Skills and Beliefs Survey

General Education Assessment Results

To date, the majority of baseline measurements have been updated at least once (RRD 7-53 General Education Assessment Techniques and Baseline Measurements with First Year Updates). This update revealed learning improvements in 13 assessment measures. Another nine measures have a decline in learning levels, and no trend was apparent on four measures. Only baseline data was available for 16 measures.

A set of sub-outcomes refines each General Education outcome into specific skills and knowledge sets to be gained. Improved General Education sub-outcomes include: “Using appropriate technology for communication and information gathering” and “Formulating vital questions and problems in a clear and precise manner.” One sub-outcome “Analyze the complexity of humanity and its significance for the individual and for society” did see a decline on two assessment measures. This sub-outcome is a matter for further curricular investigation by a standing General Education Committee.

The tables below show CCC’s General Education outcomes and sub-outcomes. Also detailed are place (BIO 100 course) or type of technique (English Research Skills Rubric) used to assess each sub-outcome, the direction of the measurement of student learning in each outcome over time, and the type of learning measurement being used.
Comparison of Baseline to First Year Updates for General Education Assessment Techniques

1. Communication Skills—Conveying of ideas using one or more methods of expression (written, oral, signed)

   a. Plan, construct, and present logical, coherent, well-supported arguments with consideration of target audience

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Baseline data only</td>
<td>Direct</td>
</tr>
<tr>
<td>IDEA Course Evaluation—critical evaluation</td>
<td>No trend</td>
<td>Indirect</td>
</tr>
<tr>
<td>English Research Skills Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Source Material</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
<tr>
<td>Works Cited</td>
<td>Slight decline</td>
<td>Direct</td>
</tr>
<tr>
<td>Introduces Quotes and Paraphrases</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
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</table>

   b. Communicate clearly and effectively, orally and in writing, at a college-level

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<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
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</tr>
<tr>
<td>BIO 181</td>
<td>Baseline data only</td>
<td>Direct</td>
</tr>
<tr>
<td>ETS Proficiency Profile—Writing</td>
<td>Slight decline</td>
<td>Direct</td>
</tr>
<tr>
<td>Graduating Student Survey—Writing &amp; oral</td>
<td>Slight decline</td>
<td>Indirect</td>
</tr>
<tr>
<td>IDEA Course Evaluation—Expression</td>
<td>Slight improvement</td>
<td>Indirect</td>
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</table>

   c. Demonstrate listening and comprehension skills for effective communications

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<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
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<tbody>
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<td>BIO 100</td>
<td>Baseline data only</td>
<td>Direct</td>
</tr>
<tr>
<td>CCC course evaluations—Inclusive learning</td>
<td>Slight decline</td>
<td>Indirect</td>
</tr>
<tr>
<td>Graduating Student Survey—New concepts</td>
<td>Slight decline</td>
<td>Indirect</td>
</tr>
<tr>
<td>ETS Proficiency Profile—Reading</td>
<td>No trend</td>
<td>Direct</td>
</tr>
<tr>
<td>Graduating Student Survey—Oral expression</td>
<td>Baseline data only</td>
<td>Indirect</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Baseline data only</td>
<td>Both</td>
</tr>
</tbody>
</table>
d. Use appropriate technology for communication and information gathering

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Baseline data only</td>
<td>Direct</td>
</tr>
<tr>
<td>IDEA Course Evaluations—Use resources</td>
<td>Slight improvement</td>
<td>Indirect</td>
</tr>
<tr>
<td>Graduating Student Survey—Info skill gain</td>
<td>Slight improvement</td>
<td>Indirect</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Baseline data only</td>
<td>Both</td>
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</tbody>
</table>

2. **Thinking Skills**—Using a variety of inquiry methods, resources, and reasoning skills that support and promote lifelong learning

a. Formulate vital questions and problems in a clear and precise manner

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
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<th>TYPE</th>
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</thead>
<tbody>
<tr>
<td>BIO 100</td>
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<td>Direct</td>
</tr>
<tr>
<td>Critical Thinking Rubric</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Baseline data only</td>
<td>Direct</td>
</tr>
<tr>
<td>Graduating Student Survey—Scientific methods</td>
<td>Improvement</td>
<td>Indirect</td>
</tr>
</tbody>
</table>

b. Gather and interpret information within a theoretical framework

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Baseline data only</td>
<td>Direct</td>
</tr>
<tr>
<td>Critical Thinking Rubric</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Slight decline</td>
<td>Direct</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Decline</td>
<td>Direct</td>
</tr>
<tr>
<td>BIO 105</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
<tr>
<td>Graduating Student Survey—Scientific Reasoning</td>
<td>No trend</td>
<td>Indirect</td>
</tr>
</tbody>
</table>
c. Develop well-reasoned conclusions and solutions to problems

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
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</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Baseline data only</td>
<td>Direct</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Decline</td>
<td>Direct</td>
</tr>
<tr>
<td>Critical Thinking Rubric</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
<tr>
<td>ETS Proficiency Profile—Critical Thinking</td>
<td>No trend</td>
<td>Direct</td>
</tr>
<tr>
<td>ETS Proficiency Profile—Mathematics</td>
<td>Slight decline</td>
<td>Direct</td>
</tr>
<tr>
<td>Graduating Student Survey—Problem Solving</td>
<td>No trend</td>
<td>Direct</td>
</tr>
<tr>
<td>ANT 102</td>
<td>Baseline data only</td>
<td>Both</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Baseline data only</td>
<td>Both</td>
</tr>
</tbody>
</table>

d. Recognize and assess the assumptions, implications, and consequences of different theoretical frameworks

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Rubric</td>
<td>Improvement</td>
<td>Direct</td>
</tr>
<tr>
<td>IDEA Course Evaluations—Learn theories</td>
<td>Decline</td>
<td>Indirect</td>
</tr>
<tr>
<td>ANT 102</td>
<td>Baseline data only</td>
<td>Both</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Baseline data only</td>
<td>Both</td>
</tr>
</tbody>
</table>

3. **Diversity and Global Awareness**—An understanding and appreciation of diverse cultures, values, beliefs, and historical perspectives

a. Analyze the complexity of humanity and its significance for the individual and for society

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPLA scores—Spanish</td>
<td>Decline</td>
<td>Direct</td>
</tr>
<tr>
<td>Graduating Student Survey—Human Differences</td>
<td>No trend</td>
<td>Indirect</td>
</tr>
<tr>
<td>Graduating Student Survey—Relate to others</td>
<td>Decline</td>
<td>Indirect</td>
</tr>
<tr>
<td>Graduating Student Survey—Other countries</td>
<td>No trend</td>
<td>Indirect</td>
</tr>
</tbody>
</table>
b. Describe the interaction between individuals, their culture, and the physical environment

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
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</thead>
<tbody>
<tr>
<td>BIO 105 field trip results</td>
<td>Decline</td>
<td>Direct</td>
</tr>
</tbody>
</table>

c. Evaluate the continuity of events/issues over time

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Student Survey—Historical Events</td>
<td>Improvement</td>
<td>Indirect</td>
</tr>
<tr>
<td>ANT 102</td>
<td>Baseline data only</td>
<td>Both</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Baseline data only</td>
<td>Both</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Baseline data only</td>
<td>Both</td>
</tr>
</tbody>
</table>

4. Ethical and Civil Values—A better understanding of oneself and others to clarify individual and societal responsibilities, needs, and values

a. Recognize the consequences and significance of one’s actions

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Course Evaluations—Personal values</td>
<td>No trend</td>
<td>Indirect</td>
</tr>
<tr>
<td>Graduating Student Survey—Ethical decisions</td>
<td>No trend</td>
<td>Indirect</td>
</tr>
</tbody>
</table>

b. Understand the values of one’s society and the implications of those values

<table>
<thead>
<tr>
<th>TECHNIQUE/COURSE OF ASSESSMENT</th>
<th>TREND</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating Student Survey—Social issues</td>
<td>Decline</td>
<td>Indirect</td>
</tr>
<tr>
<td>IDEA Course Evaluations—Critical evaluation</td>
<td>No trend</td>
<td>Indirect</td>
</tr>
</tbody>
</table>
Assessment Success Highlights

**DEVELOPMENTAL READING REBOUNDS**

Ruth Foster, CCC reading instructor, designed and implemented a revamping of the developmental reading course series after perusing the low success rates of students placing at the bottom of the reading scale. Improvements made in the developmental sequence included:

- Linking reading courses to college-level courses where mutual learning tasks can be reinforced
- Supplementing in-class instruction with grant-funded, reading-improvement software
- Foster writing her own textbook for RDG 099 that incorporates reading assignments from a variety of CCC freshman classes

Assessment results of the curricular changes in developmental reading have been mixed. One clear result has been a dramatic reduction in the proportion of students who withdraw from these courses.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>SP07</th>
<th>FA07</th>
<th>SP08</th>
<th>FA08</th>
<th>SP09</th>
<th>FA09</th>
<th>SP10</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 089</td>
<td>Basic Reading Skills</td>
<td>24.0%</td>
<td>26.5%</td>
<td>42.3%</td>
<td>2.9%</td>
<td>30.0%</td>
<td>7.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>RDG 099</td>
<td>Advanced Reading Improvement</td>
<td>24.6%</td>
<td>15.3%</td>
<td>21.9%</td>
<td>10.5%</td>
<td>11.8%</td>
<td>16.0%</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

**DEVELOPMENTAL MATHEMATICS RESTRUCTURED**

Faculty in the Mathematics Department restructured the developmental math course sequence in 2009. These modifications were in response to assessment results as well as statewide changes. In spring 2009, course content was modified by introducing MAT 082 (Arithmetic Review) and MAT 086 (Pre-Algebra), both of which replaced MAT 055 (Arithmetic Review). The content in courses MAT 087 (Beginning Algebra with Review) and MAT 121 (Intermediate Algebra) was split to remove duplication of topics and to add additional topics that have been determined at a statewide level as important to cover. These courses were replaced by MAT 091 (Beginning Algebra) and MAT 121 (Intermediate Algebra).
A new supplemental instruction and study skills development course MAT 010 (Math Help 911) was piloted. Benchmarks for student success were established in the piloted course for future offerings. The student evaluations of courses have been positive toward the developmental course-sequence modifications.

Learners themselves in developmental math courses are reporting dramatic gains in course quality, teaching effectiveness, and obtaining learning objectives after the curricular revisions were implemented. Student evaluations of the instructor, the course, and 16 learning outcomes/objects all increased by at least a whole point on a five-point scale after these changes were made.

<table>
<thead>
<tr>
<th>STUDENT COURSE EVALUATION RESULTS</th>
<th>MAT 082</th>
<th>MAT 091</th>
<th>MAT 121</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td>Instructor and Course Evaluation</td>
<td>1.96</td>
<td>3.61</td>
<td>2.12</td>
</tr>
<tr>
<td>Learning Objectives/Course Objectives Met</td>
<td>2.17</td>
<td>3.75</td>
<td>2.21</td>
</tr>
</tbody>
</table>

Note: In spring 09, MAT 055 was split into MAT 082 and MAT 086. For semesters prior to spring 09 the data from MAT 055 is represented as if it were from a MAT 082 course. Pre-curricular change period examined is fall 2007 though fall 2008. Post-curricular change period examined is spring 2009 through spring 2010.

**FIRE FIGHTERS SURPASS COUNTERPARTS**

John Cardani, former chair of Public Safety, Law, and Allied Health (PSLAH), questioned why fighter science students had performed so well on the State’s practical exam, yet experienced difficulty in passing the written exam. He shared recent test results and other assessment findings with faculty teaching fire science. These instructors placed students who needed assistance into CCC’s Developmental English course sequence and English 100 “Fundamental of Composition” in particular.

<table>
<thead>
<tr>
<th>FIRE FIGHTER I AND II WRITTEN EXAM PASS RATES ON FIRST ATTEMPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>2007</td>
</tr>
</tbody>
</table>

**DEVELOPMENTAL ENGLISH INTERVENTION**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CCC PASS RATE</th>
<th>STATEWIDE PASS RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>88%</td>
<td>83%</td>
</tr>
<tr>
<td>2009</td>
<td>92%</td>
<td>83%</td>
</tr>
<tr>
<td>2010</td>
<td>89%</td>
<td>82%</td>
</tr>
</tbody>
</table>
After this tactic was implemented, CCC pass rates on the written exam have been higher than the statewide rate. David Ramos, current PSLAH chair, has continued this intervention with his students. To date, CCC fire science graduates have continued to surpass their counterparts statewide on the written exam.

**LEARNING STYLES IN ECONOMICS EXAMINED**

Dr. Paul Holbrook, Chair of Business, Education, and Human Development, used the assessment data collected in CCC economics courses as the basis for his doctoral dissertation. His research “The Relationship Between Instructional Technologies and Knowledge Acquisition in a College Setting” examined the relationship of learning styles to pre- and post-test scores on the Test of Understanding of College Economics (TUCE). Curricular changes based on assessment of learning in economics have addressed verbal, visual, and kinesthetic learning styles. Since these course changes have taken place, students have scored 5% to 16% higher on the post-test than the pre-test of the TUCE.

**CELEBRATING ONCOURSE SHOWCASING STUDENT ACHIEVEMENT**

The eleventh issue of OnCourse was published this year ([RRD 6-15 OnCourse website](http://rrd.oncourse)). OnCourse is a collection of student coursework completed over the previous year intended to promote student achievement. The publication also demonstrates student application of classroom learning through creative works including essays, poetry, artwork, photography, and personal narratives.

Students in Sandra Dihlmann Lunday’s College Publications courses receive hands-on experience producing this publication. This year’s issue is dedicated to art and literature that exemplify CCC’s seven Core Values ([RRD 6-16 OnCourse 2011 Edition](http://rrd.oncourse)). Its companion, Curios, is a student run and student produced publication that showcases work from the northern Arizona community ([RRD 6-17 Curios 2011 Edition](http://rrd.oncourse)).

**ONLINE COURSES RECEIVE SOME TLC**

In fall 2008, CCC actively began the development of a formal process and rubric to guide the development of online courses. In an effort to enhance the consistency and quality of our online courses and student success in these courses, Coconino Community College initiated a pilot process in spring 2009 to assess the quality of our current online course offerings, as well as provide guidelines and resources for online course development. The Online Course review and design process was piloted through the College’s Teaching and
Learning Center, and an ad hoc committee was formed consisting of online faculty, Training and Development staff, the Curriculum Coordinator, Information Technology professionals and representatives from Disability Resources. The pilot project operated until summer 2009. Afterward, the ad hoc committee revised the process and rubric based on the pilot feedback received. At this point, the process was formalized as a resource in online course revision and design. A committee charter was approved for CCC’s Distance Learning Committee as a standing College committee, and online faculty continue to participate in Online Instruction Learning Circles. Currently, online faculty have the option of participating in an Online Faculty Learning Circle to revise and improve their online courses, or submitting their course through the Distance Learning Committee for feedback and revisions. Over 75% of online faculty have participated in, or are currently participating in the Online Course Quality review process (RRD 7-40 Online Instruction Learning Circle intranet site).

THE SCIENCE OF TEACHING BIOLOGY BETTER: CCC AND NAU JOIN FORCES

In conjunction with two NAU faculty members, Ana Novak has been conducting research in student learning in biology. Most recently, Ms. Novak examined strategies to improve student understanding of the processes of cellular respiration/photosynthesis in an introductory major’s biology course “Unity of Life I: Life of the Cell.”

At the beginning of the unit, students were handed a list of statements regarding photosynthesis and respiration. They were asked to identify whether each statement was true, false, or “I don’t know.” The statements were designed to reveal student understanding of commonly held misconceptions regarding photosynthesis and respiration (Driver, et.al. 1994). Through enhanced lecture using i-clickers, laboratory activities, and various formative assessments, students were provided opportunities to study, investigate, and analyze these abstract concepts. During the course of the unit, students were encouraged to share their thoughts and justify their ideas. At the end of the unit, students revisited the list of statements presented at the beginning. Student responses, pre- and post-lecture, were compared to determine if the modifications implemented changed their conceptions.

To date, two semesters worth of data has been collected but remains to be analyzed. The results of the study could provide support for an effective method for teaching science based on directly targeting common misconceptions. If the study is found to be effective, results will be disseminated to
a national audience of science educators through presentations at national conferences and in publications in widely-read professional journals.


TRANSFER STUDIES

A significant part of learning at CCC encompasses preparing students for transfer to a four-year institution. The CCC Core Indicators of Institutional Effectiveness acknowledge this segment of learning by measuring transfer rates on an annual basis. Currently, between 21% and 40% of the College’s first-time students plan to transfer to an Arizona university within five years (*RRD 3-35 Core Indicators*, page 8). Northern Arizona University has its main campus located in Flagstaff and is the primary university to which CCC students transfer.

The special relationship between NAU and CCC has been a continual topic for assessment. Past studies have examined transfer ease (*RRD 6-18* M. Saltonstall, “Coconino Community College and Northern Arizona University Transfer Student Survey,” 2006) and persistence and graduating rates of former CCC students transferring to NAU (*RRD 6-19* E. Hatchner, “Academic Persistence and Success Coconino Community College and Northern Arizona University Students,” 2008).

The study by Hatchner found:

- Only 10% of recent first-time CCC cohorts are co-enrolled at both institutions.
- Between 250 and 330 CCC students are also attending NAU.
- Larger numbers of students choose to attend either CCC or NAU in a given semester.
- Nine percent of CCC cohorts transfer to NAU within one year of enrolling at CCC, 17% within two years, 22% within three, and 27% within four years of their first-time enrollment at CCC.
- Nearly 13% of students who start their academic career at CCC graduate from NAU within four years of enrolling at NAU.
- Of CCC students who graduate from CCC then transfer to NAU, the four-year graduation rate rose to 21%.
- Forty-four percent of CCC graduates transfer to NAU after graduation.

Several implications of the transfer studies are:

- Most CCC transfers to NAU do so after one year, often without graduating from CCC.
- Low graduation rates of CCC transfers suggest that community college students do not change characteristics or behaviors (adult responsibilities, part-time attendance) once they reach the university level.
- CCC students who do transfer to NAU after graduating from CCC experience much higher graduation rates than those who transfer prior to graduating from CCC.
- Associate degrees can be retroactively awarded to current university students.
who have earned sufficient hours at CCC and their university to be conferred a degree.

Regarding the last point mentioned above, one transfer study found that 146 former CCC students with 60 or more earned hours were currently enrolled at NAU (RRD 6-19 Hatchner 2008, pg. 15). This finding is leading to formal establishment of a reverse transfer program between CCC and NAU to retroactively confer associate degrees. Transcript analysis between the two institutions will be used to determine former CCC students who, with additional hours earned at NAU, meet associate degree requirements. Preliminary investigation by NAU indicates that 334 currently-enrolled NAU students could benefit from this program.

The findings and implications of these studies contributed to the seamless transfer of the CCC2NAU program. Between fall 2008 and spring 2011, 507 CCC students have participated in the CCC2NAU program (RRD 6-20 NAU-CCC Coordinating Council Handout 02/03/2011). The first program participants transitioned to NAU in 2009 (RRD 6-114 President’s Report 02/2009). To date, 89 CCC students have transitioned to NAU with one student graduating with a bachelor’s degree (RRD 6-20 NAU-CCC Coordinating Council Handout, 02/03/2011). CCC2NAU was featured in the Lumina’s Foundation Focus magazine (RRD 6-21 Focus Summer 2010, pg. 10). A video showcase on CCC2NAU is available on YouTube (RRD 6-22 Inside NAU).

Assessment of this program as participants near NAU graduation is a topic for further work between the two institutions. The transfer studies, as well as assessment of the CCC2NAU program, are examples of cooperative studies designed and implemented between CCC’s IRA Office and NAU’s Office of Planning and Institutional Research (RRD 6-23 PAIR website), NAU’s Enrollment Management and Student Affairs Assessment (RRD 6-24 EMSA Assessment website), and NAU’s Office of Academic Assessment (RRD 6-25 OAA website).

STUDENT SERVICES ASSESSMENT

Assessment at CCC extends services to students that directly support learning, involving a three-prong approach:

1. A centralized annual review of student-reported satisfaction with these services
2. Submission of a service to student’s assessment template to central administration (RRD 6-8 Service to student’s assessment reporting template)
3. Continuing research on understanding patterns of student progress and inhibitors to achievement (This research is leading the college to enact appropriate interventions to keep CCC students in college.)

Satisfaction ratings of services to students are collected from the Graduating Student Survey (RRD 6-26 Graduating Student Survey forms web page). This survey asks students to indicate whether they have used a College service. If they have, then they are asked to rate the importance of services to them as well as their satisfaction with those services.
Survey responses are compiled by the IRA Office. An example of the results is shown below:

Student rating results are presented to the College Council on an annual basis. The Council’s review includes a comparison of services rated important to satisfied, services reported as not important or not used, and changes in ratings of importance and satisfaction to previous years. Students may provide open-ended comments on these services, which are, in turn, compiled by IRA and shared with the College Council.
The service satisfaction rating assessment involves a continuous improvement component. Any service that receives a reported overall dissatisfaction rating of 10% or higher is targeted. The Office of the President (OP) contacts the manager of this unit informing this individual of the survey finding. Each manager of the targeted unit is requested to respond to the OP with actions to be taken in the coming year to improve student satisfaction. Student responses in the next year are monitored to assist in determining whether satisfaction ratings for this unit have decreased. No further action from OP is taken if dissatisfaction ratings fall below 10% the subsequent year. If dissatisfaction ratings remain above 10% for a second year, then the OP contacts the unit to inform them that the previous actions did not achieve the anticipated results and that greater attention to student satisfaction is needed.

Each year, units delivering services directly related to learning submit an assessment template report to central administration. This template complements the similar template completed by academic departments. Managers of these service units report their areas’ objectives related to learning and creating learning environments. They report the instruments and techniques in place to measure the degree to which their unit is achieving established learning objectives. Service units are asked to summarize the data obtained from assessment techniques, interpret the data findings, state the changes or program improvements made based upon assessment evidence, and describe ways that assessment findings are disseminated to constituents. Service units currently participating in the assessment template process include ITS User Support Services (Help Desk, computer labs, audio and visual support, desktop support, and classroom equipment), the Learning Enhancement Center, the Office of Financial Aid and Veteran’s Services, and Student Services.

It is anticipated that Enrollment Services (admissions, records and registration) and Library Services will complete the assessment template in the coming year. The hiring of a Director of Enrollment Services and a library merger with NAU are the reasons why these units have yet to adopt assessment practices to the extent accomplished in other service units.

At the current time, student services assessment conducted by individual units is too dependent on the number of students served and amount of resources going into the delivery of services. With guidance, future assessment in student services units will not measure how many are served; rather, how well they are served. Service impact on augmenting student achievement will be the focus. Illustrative examples extracted from the 2009-10 services to student service assessment templates are described below.

**ITS User Support Services**

User Support Services, within the ITS Department, supports CCC’s learning environment by operating the Help Desk, computer labs, audiovisual classroom equipment, and desktop support. In fulfilling this role, User Support Services was involved in development of a Technology Tactical Plan.
that aligns directly to the College’s three-year Strategic Plan. It was created to move technology forward in a strategic manner, to improve services to the College community, to create efficiencies, and to support the academic needs of faculty and students (RRD 5-2 Technology Tactical Plan). ITS User Support Services gains assessment data from students completing a computer lab survey, work order status monitoring from the Track-It System, satisfaction with technical services questions contained on the online course evaluation survey, and the Graduating Student Survey. Significant accomplishments in this area over the past year include: installation of Help Desk surveys to assess customer satisfaction, consolidation of computer images, and deployment of a new system to make computer management more efficient.

Learning Enhancement Center

The Learning Enhancement Center (learning assistance services) lists four learning objectives for 2009-10:

- Provide and maintain services to increase student success
- Provide and maintain services that increase retention
- Assist in the development of an “early alert program” by informing students of resources available to improve their chances at success
- Meet with financial aid students who are deficient in Successful Academic Progress (SAP) to discuss available services for successful achievement of their academic goals

Assessment techniques used by the LEC at the current time provide formative and indirect measurements. Record keeping completed by the LEC includes student sign-ins for services, learning assistant log sheets, and tutor qualifications. This information is supplemented with satisfaction ratings from the Graduating Student Survey and faculty course evaluations.

Student ratings for this service, as measured by the Graduating Student Survey (see previous chart), suggest the LEC is an important area to students. Satisfaction ratings of students with those services are at a similar level with its perceived importance. These ratings are confirmed on results from faculty and course evaluations. Between spring 2007 and spring 2010, the LEC and Library received an average rating of 3.7 (on a 4.0 scale) on student agreement with the statement “adequate learning assistance resources [are available] through the Library and Learning Enhancement Center” (RRD 6-27 Course evaluations summary).

Logs reveal in which disciplines students seek learning assistance. These data show that the vast majority of students seek learning assistance in mathematics with additional demand in English and the sciences. Student requests in other discipline areas indicate the need for the LEC to have learning assistants versed in a variety of other subjects as well (RRD 6-28 LEC login spreadsheet tally 2010).
### LEARNING ASSISTANT SESSIONS 2009-10

<table>
<thead>
<tr>
<th>DISCIPLINE AREA</th>
<th>NUMBER OF TUTORING SESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>2,955</td>
</tr>
<tr>
<td>English/writing</td>
<td>190</td>
</tr>
<tr>
<td>Accounting/Business</td>
<td>88</td>
</tr>
<tr>
<td>Chemistry</td>
<td>82</td>
</tr>
<tr>
<td>Biology</td>
<td>62</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>18</td>
</tr>
<tr>
<td>Physics</td>
<td>13</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
</tr>
<tr>
<td>Nursing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,416</strong></td>
</tr>
</tbody>
</table>

Other assessment data show tutoring services having a high demand being met by qualified staff. Learning assistant credentials are used by the LEC to ensure that the services provided are commensurate with the material students are attempting to learn. During 2009-10, one-half of 18 assistants employed had earned a bachelor’s degree. The other learning assistants were in the process of earning a bachelor’s degree. The LEC also uses a number of part-time instructors as learning assistants, thus providing help to students by those who directly teach the material ([RRD 6-29](#) LEC assessment template 2010).

The LEC, in conjunction with the former CCC Library Services, has implemented surveys of users. The survey solicited information concerning services offered, impact on learning, and student learning needs. This information served as the basis for the current configuration of LEC services. User survey findings were used in establishing LEC participation in class study groups and offering online workshops ranging from Study Skills, Research, APA/MLA Documentation Styles, and Math Anxiety. As a result of using assessment results, 109 students were assisted through online workshops during 2009-10 ([RRD 6-29](#) LEC assessment template report 2010).

Direct assessment of the LEC’s contribution in student achievement and retention has been documented and continues to be a priority matter for the LEC and IRA. In 2003, an NAU doctoral student completed a study of CCC tutoring services and found that “Underprepared students who took advantage of learning assistance services, in general, exhibited greater persistence and academic success than underprepared students who did not use learning assistance services” ([RRD 6-30](#) B.A. Cress, “Persistence of Underprepared Community College Students Related to Learning Assistance Center Use,”)
Duplication and expansion of this study has been attempted since then, but these efforts have been impaired by data collection gaps, technical difficulties, and staff lay-offs.

**Financial Aid and Veteran Services**

The Office of Student Financial Aid and Veteran’s Services’ (OSFA) learning objectives focus on intervening on behalf of students at risk of falling below Successful Academic Progress (SAP) standards and maintaining a low college loan default rate. Assessments put into place by this unit have been beneficial during a period when financial aid students increased dramatically in size and financial aid disbursement rose from $4 million to over $8 million in a two-year period *(RRD 6-31)* email message from B. Voytek, 04/18/2010).

OSFA assesses the academic progress of students receiving Title IV assistance through data extracted from the Banner system. In order to identify students at-risk of losing financial aid eligibility, this unit must maintain high accuracy and completeness of student records stored on the Banner student module. Interaction between this office and Enrollment Services is ongoing to identify students headed for academic difficulty. Once identified, OSFA works closely with individual students and the LEC to intervene and provide academic assistance to keep students in good academic standing. OSFA has also been involved in the design of a pilot “Early Warning System” to prevent academic failure among the larger student population. In the past year, 95 students (11% of Title IV recipients) were on SAP probation and 259 students (28% of Title IV recipients) were on SAP suspension *(RRD 6-32)* Financial Aid and Veteran Services assessment template report). The pilot “Early Warning System” has not yet been put in place.

A cohort-based calculation for student loan default rates shows CCC fluctuating from a 10.5% rate in fiscal year 2006 to a 19.4% rate in fiscal year 2007 to a 16.7% rate in fiscal year 2008. In addition, the trial three-year default rate is estimated at 26.3%. More information is highlighted in Appendix Part Two—Federal Compliance in the Student Loan Cohort Default Rates section. The cohort default rate is posted in the College’s posted Consumer Information *(RRD A-17)* College Compliances and Consumer Information web page). An institutional choice to assist student’s well-being prompted OSFA to initiate a default prevention plan. In addition, the Director of Student Financial Aid began offering BUS 101—Personal Money Management (Financial Literacy) classes in fall 2011 as an additional step to reduce student loan defaults. These classes focus on personal budgeting, loan debt, credit card debt, consequences of defaulting, how to read a paycheck, credit scores, identity theft, subprime lending, and payday lending. The results of this effort will not be known for a few years when students from those cohorts can have their default rate measured.
Student Services

Student Services (SS) manages the College’s advising, recruitment, disability resources, career services, and testing units. SS is in the initial stages of developing an assessment program. Currently, this unit has these learning environment objectives: Increase outreach to students regarding student services, maintain satisfactory levels of customer services, and teach students how to navigate and utilize the Arizona Career Information System (AZCIS) ([RRD 6-33](#) AZCIS resources website).

The AZCIS website is a product of the Arizona Department of Education Career and Technical Education Branch. The site helps students and residents in making choices by providing educational, career, and occupational information. During academic year 2009-10, SS involvement led to 546 logins to AZCIS and the creation of 54 student career portfolios ([RRD 6-34](#) Student services assessment template report 2010).

The advising component assists students with scheduling of courses, declaration of majors, and other aspects of student development. Staff visit classrooms and complete scheduled and walk-in advisement sessions. Attribute and attendance logs indicate that 6,388 students received advisement during academic 2009-10. Enrollment growth fueled a 16% increase in the demand for advisement ([RRD 6-34](#) Student services assessment template report 2010). To assist in meeting this demand, more faculty are being trained on advisement functions and taking a larger role in participating in advisement efforts.

Cross-divisional (student support staff and faculty) academic advising services and training services will be better coordinated with the establishment of an Academic Advising Committee. One goal of this committee will be to assess academic advising using results from the Graduating Student Survey and feedback from students, faculty, and staff ([RRD 3-29](#) Committee List and Charters, page 16).

Initiatives promoting retention and academic success sponsored by a Special Services for Disadvantaged Students (TRiO program) grant will advance efforts in the aforementioned areas. More comprehensive assessment will also occur on the academic progress of hundreds of CCC students who will participate in this grant program.

MODELING THE DEGREE-SEEKING STUDENT EXPERIENCE

Student services assessment is shifting toward gaining a more thorough understanding of the degree- or certificate-seeking student experience at CCC. The College is conducting research on student characteristics and student interactions with the institution. For example, the chart that follows this narrative depicts the enrollment behavior of what may be considered the
institution’s most traditional group of students: new full-time, degree/certificate-seeking students. On the surface, this group should behave similarly to college students elsewhere. Like college students in general, this group should demonstrate discernable patterns of persistence, academic progress, and graduation success. Instead, the chart reveals patterns of stopping out and re-enrolling, with few students progressing to graduation.

This chart tracks the enrollment behavior of 271 college-traditional students who entered CCC in fall 2005 over the next five years. The green boxes show the behavior pattern of those who continually persist over this period, the red boxes show the behavior of students who stop out of CCC early on in this period, and the yellow boxes track the behavior of students placed on academic probation.

Overall, the chart depicts students in a heavy period of college attendance, followed by periods of non-attendance, and followed by some re-enrolling. Of the 271 students entering CCC in fall 2005, nearly 30% did not persist to the subsequent spring semester. After one year, 38% of these students were still enrolled in good standing at CCC, 1% graduated, 10% were on academic probation, and 51% were no longer enrolled. A relatively high stop-out pattern is seen among those persisting in subsequent years. In addition, a substantive number of students returned to CCC after being away for one or more semesters. Another two percent of the original cohort graduated after the passing of five years of time while four percent of the cohort was still enrolled.

The limited student effort and educational progress found at CCC mirrors national trends. Lack of preparation for college is visible in that 42% of recent high school graduates who first attended a public two-year institution completed at least one remedial course at the postsecondary level (RRD 6-35 Condition of Education, NCES, 2011). Achieving a successful educational outcome remains out of the grasp of most community college students nationally. Only 11.5% graduate after two years and only 28.4% graduate four years after college entry (RRD 6-36 “Tracking Students to 200 Percent of Normal Time: Effect on Institutional Graduation Rates,” NCES 2011-221, National Center for Education Statistics, 2010).
Enrollment Behavior Flow of Full-Time Degree/Certificate Seeking Students Entering CCC In Fall 2005
Part of the reason for erratic student enrollment patterns stems from CCC’s short existence. Twenty years is too short a period to build an endowment the size of colleges maturing for three times as long. Consequently, CCC has insufficient institutional grants to meet the needs of its students. In 2008-09, a full-time, first-time CCC student received an average institutional grant of $760. In comparison, institutional aid at other Arizona community colleges was more than twice that amount. The lack of institutional aid leads students to depend on loans to finance their education. A full-time, first-time student at CCC on average carries $1,445 more in loans than found at other Arizona community colleges (RRD 6-37 IPEDS Feedback Report 2010, figure 7).

Continuous enrollment and successful outcomes by students are impaired by CCC’s current inability to meet more of their educational costs. In 2009-10, 60% of graduates reported that obtaining a degree on time had been delayed due to working while enrolled. More than a third of graduates indicated that financial difficulties had delayed their graduation. Thirty-eight percent of the graduates also say that they are financially responsible for other members of their families (RRD 4-29 Graduating Student Survey, 2009-10, item 57).

One tactic undertaken by CCC to promote higher levels of student progress is by adopting the peer learning principles outlined by Richard Light (RRD 6-38 J. Lenger, “Light illuminates better teaching strategies,” Harvard University Gazette, 3/08/2001). Students who apply for graduation are asked to provide one piece of advice to students just beginning their college studies. The responses are compiled into Top 20 Strategies flyers that are distributed to new students by Student Services staff (RRD 6-39 Top Strategies for Student Success web page). These flyers are mailed along with other college materials to new students. These flyers are posted on bulletin boards on the College’s three campuses.

Understanding the student experience will lead to better identification of reasons for departure, tracking progression, and arriving at interventions that will allow more students to gain the milestones that lead to successful outcomes. Efforts are being planned to promote students’ succession to graduation by motivating more students to reach the next step. Identified steps of progression include:

- Staying enrolled on a full-time basis
- Enrolling in consecutive semesters
- Staying in good academic standing
- Declaring a major
- Earning 30 credit hours
- Seeing an advisor at least once a year

Students rate the current services delivered at CCC as important to their learning. They also report high rates of satisfaction with those services. Tailored assessments by each unit will continue to provide the managers of these areas with information to make changes to improve services. Arriving at appropriate interventions to promote student progress will lead to greater numbers of CCC students obtaining their educational objectives.
INSTITUTIONAL LEVEL ASSESSMENT

CCC’s goal is to provide evidence that supports learning and teaching effectiveness at all levels. Significant strides have occurred to fulfill this goal, and more efforts are underway to make this goal a reality. In fact, 84% of staff agreed on the self-study survey that “all employees share responsibility for student learning” (RRD 3-27 Self-study faculty and staff survey results).

One stride that has directed the purpose and uses of college-wide assessment is CCC’s Assessment Policy Statement, which states:

Coconino Community College will assess student academic achievement and institutional effectiveness to enhance student success and continuously improve instruction, support services, and administrative functions. A variety of data gathered through diverse methods will be used to make resource-allocation, administrative, educational-process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality.

The President of the College or designee, in conjunction with the faculty, will develop administrative procedures for the design and implementation of a comprehensive assessment effort. (RRD 4-47 Policy 302)

The departmental self-studies that preceded the college’s self-study feature testimonials from non-faculty staff about the ways they support learning and teach effectiveness. “In our department we make it a priority to assist any purchases that effect the learning environment quickly,” said one staff person, adding, “We want as little disruption from teaching as possible.” Sharing the same sentiments, the Business Services staff concluded in their department’s self-study that “CCC provides quality education by providing dependable business processes (registration, payments by check and e-payment, refunds, 1098, 1099, W-2)” and that “CCC provides one-stop service for registration and payment” (RRD 6-40 Business Services departmental self-study response, page 3). Another departmental self-study commented that “The security department has an effective, strong and supportive belief that, as a whole, we can and do make a difference to everyone’s educational journey” (RRD 6-41 Facilities/Security departmental self-study response, page 3).

DIVISION HOSTED FORUMS

Another assessment mechanism employed at CCC is to use forums as a means of gathering evidence on the status of learning and teaching and to gain information for considering improvements. The ITS, Business and Administrative Services, and Student Affairs divisions have notes taken purposefully during the forums open to students, faculty, and staff. Matters dealing with students, learning, and teaching are tagged in the notes transcribed during these forums. Responses to the matters brought up in the forums are reported by the unit in regular strategic planning updates. Often,
no issues are raised concerning these subjects during these forums. Even so, the College uses these forums as an institution-wide assessment tool. The February 2011 ITS Strategic Planning Implementation report is an example of using forums as mechanisms for assessing student learning (RRD 6-42 Monthly Status Report–IT Services, February 2011, page 6-7). This report documents the informal exchange that transpired between students and the CTO concerning various technology and improvement issues.

STRATEGIC PLAN IMPLEMENTATION

College-wide assessments are further derived and directly flow from the mission-driven Core Values (RRD 8-1 Mission documents). Tactical activities related to learning in the current year are prescribed in the Strategic Plan with Sub-Goals, Tactics, and Implementation Timeline (RRD 3-26 Strategic Plan). Currently in operation is the third year of the planning cycle with details contained in the Year-Three Strategic Plan (RRD 6-43 Year-Three Strategic Plan). Past accomplishments in tactical learning activities are also documented (RRD 5-4 Strategic Planning Implementation Progress web pages).

The Division of Academic Affairs, which is largely the operational center of learning efforts, publishes regular strategic planning update reports that detail progress made on achieving tactical objectives over the planning implementation period (RRD 6-44 Academic Affairs Strategic Planning Implementation Status report web pages). Past accomplishments driven by the Strategic Plan include promoting and expanding post-secondary opportunities for high school students, developing new and signature programs, developing strategies to address the specific needs of distance learners, and ensuring institutional quality. Additional learning-related accomplishments stemming from the Strategic Plan include enhancing recruitment and retention through innovative enrollment management strategies, maximizing technology and facilities for learning, strengthening high school collaborations, and developing ways to measure and understand the diverse learning needs of the County (RRD 6-45 Year-Two Strategic Plan web page).

CORE INDICATORS OF INSTITUTIONAL EFFECTIVENESS

Complementing the Mission-driven strategic planning institutional-level assessment are the Core Indicators of Institutional Effectiveness (RRD 3-35 Core Indicators). The Core Indicators are used to measure the effectiveness of the College in fulfilling its Mission-driven Core Values. It is the multi-level, multi-dimensional yardstick the College uses to measure its own performance.

With input from faculty, staff, and students, the College Council narrowed a list of possible indicators to a set of 18 indicators that are tied to seven Core Values. Numerous indicators and measures contained in the Core Indicators are directly tied to student achievement and teaching effectiveness, including establishing learning outcomes, using best practices in assessment of student learning, keeping curriculum current and coherent, increasing student goal attainment, increasing student retention, monitoring licensure and external
certification pass rates, monitoring transfer rates, enhancing faculty credentials, and promoting a learning environment.

The Core Values, Core Indicators, and measures covered by this institutional-level assessment are as follows:

**Core Value: Community**

_We exist for our community; therefore, we must be responsive to its changing needs and its diversity. To do so, we strive to provide services that are timely, accessible, and affordable. We also pursue partnerships and collaborations throughout our community to be responsive to the needs of our diverse populations._

**Indicator: Responsiveness to Community Needs**

Measures:

- Number of non-credit workshops and courses offered to meet adult learning needs
- Number of community based events hosted by or participated in by CCC
- Number of credit and non-credit offerings taught in Coconino County outside Flagstaff and Page
- CCC tuition and fees in relation to Arizona and the national community college average

**Indicator: Diversity**

Measures:

- Demographic breakout of employees and student body compared to the adult demographics of Coconino County
- Level of overall satisfaction with CCC among ethnic minority employees and students
- Extent that ethnic-minority employees and students agree that CCC:
  - Is a place that appreciates and celebrates human diversity
  - Maintains a climate inclusive of people from different backgrounds

**Indicator: Economic Growth**

Measures:

- CCC contribution to annual economic growth of Coconino County
- Proportion of occupations critical to the economy and health of Coconino County comprised by CCC graduates
- Total increased CCC graduate income productivity
Indicator: Enrollment Growth

Measures:

- Proportion of recent high-school graduates in Coconino County who subsequently enroll at CCC
- Proportion of student headcount and FTSE growth as compared to the previous year

Core Value: Ethics

We believe that to be effective we must demonstrate integrity. Therefore, we uphold the highest ethical standards in all of our activities resulting in a responsible and fair environment to our students, employees, and community for a responsive and open decision-making process.

Indicator: Financial Audits

Measures:

- CCC maintains high-grade, long-term bond rating.
- CCC receives an unqualified opinion report from external auditors annually.

Indicator: Faculty Credentials

Measure:

- Educational level and experience of faculty meet or exceed the level set by CCC standards.

Core Value: Learning and Growth

We are dedicated to providing lifelong learning opportunities for our students, employees, and community to empower them to achieve their dreams. In this endeavor, we create learning opportunities that are accessible and relevant to our students and that place the learner first.

Indicator: Course Completions

Measures:

- Proportion of learners who fulfill at least one of the following three criteria:
  - Earn a “C” or better in credit courses
  - Pass a final exam or earn a certificate of completion in corporate course
  - Serve as successful Small Business Development Center course clients
Indicator: Departmental/Major Learning Outcomes

Measure:

• Proportion of CCC academic departments that use best practices to measure student achievement in meeting departmental/major outcomes

Indicator: Curriculum

Measures:

• Currency of curriculum is evaluated on a regular basis.
• Coherency of the curriculum to outcomes is evaluated on a regular basis.
• Conduct formal program reviews on all academic programs on a regular rotating schedule

Indicator: Student Support Services

Measure:

• Satisfaction ratings for Library, Computer Lab, Help Desk, Learning Enhancement Center, Advising, College Security, Classroom Equipment, and Financial Aid Office from the Graduating Student Survey

Core Value: Quality

We recognize the importance of continually improving our educational offerings and services and the need to hold our students and ourselves to high expectations and standards. We employ a dynamic, strategic-planning process and constantly assess our activities to be responsive and accountable to our students, employees, and community.

Indicator: Student Goal Attainment

Measure:

• Proportion of students who report their CCC experience met their individually defined educational goal

Indicator: Retention

Measure:

• Proportion of full-time, first-time students who enrolled at the beginning of the fall semester who:
  ◦ Were still enrolled for at least one credit at the beginning of the next academic year
  ◦ Had not yet completed a degree or certificate compared to the proportion found at all Arizona community colleges
**Indicator: Licensure and Certification Pass Rates**

Measure:

- Proportion of career program completers who seek and obtain their license/certification within one year from graduation on their first attempt compared to state/national takers of these same tests

**Indicator: Transfer Rates**

Measure:

- Proportion of first-time degree-seeking students enrolling at CCC who subsequently transfer to four-year programs in Arizona

**Core Value: Respect**

We recognize that learning cannot occur without respect. We are committed to the acceptance of diverse cultures, differing ideas and beliefs, and the uniqueness of each individual since these are the foundations of respect.

**Core Value: People**

We strive to accept the uniqueness of each individual and the contribution each person makes. We strive to create a caring, accepting, and productive environment for our students, employees, and community.

**Indicator: Valuing Employees & Promoting a Learning Environment**

Measures:

- Extent that employees indicate they feel valued
- Extent that employees report they embody CCC Core Values
- Extent that employees report that CCC is supportive of innovation and change
- Number of annual assessment-based curricular changes and program improvements made to the learning environment

**Core Value: Sustainability**

We commit to innovative thinking to guide our decisions toward sustainable practices in our living and working environments. In this earnest endeavor, we strive to demonstrate adaptive leadership, eco-friendly stewardship, and quality education in a mindful and economically-feasible manner.
Indicator: Sustainability Commitment

Measures:

• Strive to complete all items listed in CCC’s Sustainability plan “A” list of proposed sustainable projects (Completion of the items on the “A” list will reduce CCC carbon footprint, decrease operational costs, and save natural resources.)
• Continue to work within the Sustainability Committee’s mission of Learning, Living, and Working Sustainable
• Continue to purchase equipment and appliances that have an Energy Star rating that can be purchased within purchasing procedural guidelines

The Core Indicators serve as the College’s internal gauge of Core Values fulfillment. Annual measurements and the status of value commitment are reviewed by the College Council. Representatives on this decision-making body share the results of indicator updates with respective faculty, staff, and student groups. Representatives seek input on the status of the indicators from their respective constituents. This input is shared at College Council discussions on this topic. Additional dissemination of Core Indicator information is posted on the College’s Institutional Effectiveness web page (RRD 4-11 Institutional Effectiveness web page).

COLLEGE DASHBOARD

A tool for communicating the results of the Core Indicators is the College Dashboard (RRD 3-38 College Dashboard). The dashboard is a subset of the Core Indicators established by the College Council. A primary consideration in the development of the indicator subset used in the dashboard is the indicator’s bearing on public interests. Dashboard indicators are those considered to be the most important to the residents of Coconino County. The dashboard contains visual graphics and allows the viewer to interact with a spaceship cockpit. The outer space theme of the dashboard is a spinoff of the College’s mascot, “The Comets.”

SUSTAINABLE FINANCIAL PLAN

Another institutional-level assessment is the Sustainable Financial Plan (RRD 3-36 Sustainable Financial Plan). This plan is thoughtful and far-reaching in developing strategies and tactics to secure fiscal responsibility and preserve access to teaching and learning resources. The College provides adequate support staffing for those resources and regularly evaluates the use and effectiveness of those resources. The Sustainable Financial Plan is linked to and a part of the College’s larger Strategic Plan.
DISTRICT GOVERNING BOARD SELF-ASSESSMENT

The governance and policy level of institutional assessment is found in the District Governing Board Self-Assessment (RRD 6-46 District Governing Board Self-Assessment 2010 web page). This assessment process follows the guidelines adopted by Association of Community College Trustees (ACCT) (RRD 6-47 ACCT Self-Assessment Guidelines web page). The CCC District Governing Board (DGB) completes the self-assessment process on a bi-annual basis. Objectives of this process as set forth by the ACCT are the following:

Evaluation of the board provides an opportunity for the board to take stock of its contributions, establish a learning agenda around emerging issues and needs, and strengthen the board/president relationship. A mutually agreeable evaluation process creates a proactive forum where the leadership needs of the institution, and the new and emerging leadership role for the board, can be considered. (RRD 6-47 ACCT Self-Assessment Guidelines web page)

The most recent DGB Self-Assessment was completed in 2010. The process was facilitated by Marie Kane, ACCT consultant, and produced a summary analysis issued by the ACCT Board Leadership Services (RRD 6-48 DGB Self-Assessment Summary Analysis 2010).

ACCT uses a Board Self-Assessment Form that lists 46 attributes concerning board organization, role in policy development, community relations, providing policy direction, board-president relations, setting standards for college operations, measuring institutional performance, board leadership, advocating for the college, and board member development. Several findings from self-assessment indicate that the board operates effectively but that additional attention could be provided to external college relations and board member development.

CCC District Governing Board members gave high ratings to the attributes shown below as being present in their board:

• Current, relevant, and useful policy manual
• Appropriate involvement in the planning and accreditation processes
• Comprehensive understanding of the fiscal condition of the organization
• Accommodation of differences of opinion during debates

CCC District Governing Board members gave low ratings to attributes shown below as being present in their board:

• Adequate monitoring of the College’s impact on the community
• Educating the local community about the needs and issues of the College
• Continuing an ongoing program of Board development
• Providing useful information on a self-evaluation of Board performance
Pre-printed on the assessment reporting templates are the techniques used for program-level assessment. Academic department chairs use the reporting template to update and revise the techniques they are currently using. This aspect of the template allows the College’s central administration to track and report the techniques that assess student learning at the program level (RRD 7-52 Quality Enhancement reports). The list below shows the multiple techniques currently in use and whether the technique is a direct or indirect measure of student learning. Of the 47 techniques listed, 36 employ direct measurement of learning, 10 employ indirect measurement of learning, and two techniques use both direct and indirect measurements of learning.

### LEARNING MEASUREMENTS AND TECHNIQUES BY PROGRAM

The following measurements and techniques have been adopted by CCC faculty to assess the level of student learning progress within their programs.

#### ARTS & SCIENCE DIVISION

**English**

- Writing Skills Rubric—Direct
- Critical Thinking Rubric—Direct
- IDEA Course Evaluations—Indirect

**Art**

- Art Exhibitions—Direct
- Portfolio Evaluations—Direct

**Dance**

- Performance Evaluations—Direct

**Music**

- Jazz Band Performance Evaluations—Direct

**Languages**

- Minnesota Language Proficiency Exam—Direct
- CCC Course Evaluation Survey—Indirect

**Liberal Studies**

- IDEA Course Evaluation Survey—Indirect
- Research Skills Rubric—Direct
• Critical Thinking Rubric—Direct

Math

• Common final exam questions and grading rubric—Direct
• Nature and Attitude of Mathematics Survey—Direct and Indirect
• Developmental Math Sequence Completer report—Direct
• Success Rate Analysis based on placement scores—Direct

Science

• Lab safety quiz—Direct
• Common final exam questions—Direct
• Student evaluation surveys—Direct
• Field work report evaluations—Direct

Social & Behavioral Sciences

• Pre- and post-tests—Direct
• Skills and Beliefs Surveys—Direct and Indirect

CAREER & TECHNICAL EDUCATION DIVISION

Business

• Course embedded questions (pre and post exams)—Direct
• Student evaluation of faculty and course—Indirect
• Course observations—Indirect
• Peer reviews and ratings—Indirect

Education

• Course embedded questions—Direct
• Rubric to assess individual teaching potential and development of career timeline and educational philosophy—Direct
• Student evaluation of faculty and course—Indirect

Hotel & Restaurant Management

• Student evaluation of faculty and course—Indirect
• Course observations—Indirect
• Peer reviews and ratings—Indirect

Computer & Office Information Systems

• Pre and post tests—Direct
• Common practical final—Direct
• Written and mathematical applications—Direct
• Instructor completed matrix—Direct
**Industrial Technology & Construction**

- Student task completion inventories—Direct
- Evaluation Rubric—Direct

**Nursing**

- HESI preadmission assessment test—Direct
- State Board of Nursing Certified Nursing Assistant exam—Direct
- NCLEX-RN examination—Direct

**Public Safety Law & Allied Health**

- Portfolio/Working Texts (AJS)—Direct
- Pre-/Post Papers and Reflection Papers/Portfolios—Direct
- International Fire Service Association Certification testing battery (FSC)—Direct
- Arizona Dept. of Health Services certification rates for Emergency Medical Services students—Direct
- Phlebotomy procedures—Direct

Direct and indirect learning assessments for General Education are documented earlier in this chapter.

3a.4 Assessment results are available to the appropriate constituencies, including students themselves

The College appropriately disseminates and solicits input on assessment results. A “Roles and Communication” section on academic and student service assessment templates is where respective units report and where faculty, students, and external constituents receive summaries of the findings generated by the assessment programs. Responses from the template indicate that each academic department disseminates and discusses assessment results on an on-going basis at faculty meetings and at convocations held twice a year. The template responses show that programs with advisory boards are also involved in reviewing assessment results and assisting in the development of assessment techniques. Some departments, such as Business, Education, and Human Development, meet with community groups including the Better Business Bureau and Rotary Club to discuss assessment activities and results.

Additional dissemination of results is completed by the IRA Office which maintains a comprehensive Assessment of Student Learning web page that includes assessment results as is available to faculty, students, and constituents ([RRD 4-53 Assessment of Student Learning web page](#)). Through the College president, copies of each year’s Quality Enhancement due to Assessment report is delivered to all CCC employees via email with a web link to where past reports can be located.
A section of the Assessment of Student Learning website is devoted to information designated for student use. Information concerning course completion rates (RRD 6-1 Course Completions Report) and strategies for academic success arrived at through assessment efforts is posted for student use (RRD 6-39 Top Strategies for Student Success web pages).

The intent of the flyer is to share with current students the messages passed on to them by those who recently succeeded in obtaining their educational goals. The flyers remind students that they can achieve their goals by following former students who faced the same challenges. The Top Strategies flyer series is inspired by the peer-to-peer teaching strategies (RRD 6-38 Harvard University Gazette, 3/08/2001) advocated by Richard Light, (RRD 6-49 Richard Light profile, Directory of people and offices, Harvard University) the Walter H. Gale Professor of Education, Harvard University.

The District Governing Board is apprised of assessment results on an on-going basis. Assessment results are listed in the Quality Enhancement reports which are included in the President’s Report to the Board. The Board has received two presentations on the status of assessment, including assessment results (RRD 4-53 Assessment of Student Learning website, click on Status of Assessment Presentations 2007 and 2008).

The above efforts demonstrate that students are involved with assessment of their own learning. Students are not only the recipients of assessment results, but assessment efforts also include their input into design of appropriate techniques. Their participation is seen in 75% of students responding to the self-study survey who agreed with the statement that “CCC invites, uses, and implements student suggestions to promote student learning and achievement” (RRD 4-10 Self-Study Student Survey Results).

3a.5 Assessment activities extend to both credit and non-credit certificate programs.

COMMUNITY AND CORPORATE LEARNING

The Community and Corporate Learning (CCL) Division provides the overall administrative approach and organizational philosophy for interrelated departments comprised of Corporate Learning, Lifelong Learning, the Small Business Development Center, Testing Services (GED, HESI, CLEP) and CCC Extension Sites. CCL is structured in a manner that will allow for consistency in the programmatic approach to non-credit and credit bearing courses. Together, these four departments provide Coconino County with a holistic approach to continuing education and contribute to the human capital of the region. CCL has made some changes over the past couple of years in that all corporate and workforce development training courses now include the following:

• Course outlines designed in the identical way as credit bearing outlines
• Course outcomes developed during the curriculum development process
(Organizations using CCL play an active role contributing to these outcomes, as the CCL is training their employees.)

- Academic assessment activities completed at the end of each corporate course or program

**ADULT BASIC EDUCATION**

The Adult Basic Education (ABE) Program follows the assessment standards set by the Division of Adult Education and Literacy (DAEL) ([RRD 6-50](#RRD650 U.S. Office of Vocational and Adult Education website)) in the Office of Vocational and Adult Education at the U.S. Department of Education. Additional assessment standards follow guidelines established by Adult Education Services of the Arizona Department of Education ([RRD 6-51](#RRD651 Arizona Adult Education Services website)).

Assessment activities conducted are described in the CCC Adult Education Program Procedures ([RRD 6-52](#RRD652 CCC Adult Education Program Procedures)). ABE procedures ensure that staff adhere to the assessment requirements identified to provide fair and equitable access to services for learners. The procedures further allow the program to assist learners consistently in making decisions about the program, identifying the need for program improvement, and making judgments about learner placement and advancement.

ABE uses the National Reporting System for Adult Basic Education to chart and report learner progress. The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the state-administered, federally-funded adult education program ([RRD 6-53](#RRD653 Adult Education National Reporting System website)). The NRS continues a cooperative process through which state adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education. The project is being conducted by the American Institutes for Research (AIR) in Washington, DC ([RRD 6-54](#RRD654 American Institutes for Research website)).

The Adult Basic Education Program, in collaboration with counterpart programs at Northland Pioneer College and Pima Community College, initiated an assessment-based pilot effort termed “Reframing.” The focus of the initiative in the first year was on reconstructing the program beginning with students’ first experiences, which meant starting with a redesigned intake and orientation process. A planning committee was established and set three main goals for the orientation: the students learn about the program, the program learns about the students, and the students learn about themselves. These goals guided decisions about session content as the project proceeded.

A Reframe Coordinator was hired to present two full orientations per month and to begin work on college and workforce transitions. A student survey was designed to capture student feedback on the new orientation and to help refine content as needed. In the first year of the pilot, 255 students completed orientation for a total of 2,802 hours. The major transitions effort in year one was the development of a Work-Related Learning (WRL) project
based on research by Jobs for the Future (JFF). This workforce transitions program includes field trips, field investigations, and job shadowing experiences. Post-secondary transitions were introduced to all ASE students through the website www.collegeforadults.org, established by the National College Transition Network as a virtual campus tour.

With orientation processes and logistics in place and WRL partnerships established, second year planning included three major operational plan priorities:

- Refine orientation content and expand geographical range of comprehensive intake and orientation
- Expand transitional service offerings to ASE students (campus tours, mentoring, increased rigor to support college readiness)
- Plan for future sustainability of reframe activities without reframe funding (RRD 6-55 Reframing at Coconino Community College summary)

The results of assessment of student learning in the “Reframing” project allowed the ABE Program to identify changes to make learning more effective. As the chart below indicates, General Equivalent Diploma (GED) pass rates have increased substantially.

The results of “Reframing” are also allowing ABE learners to transition to college-level studies. Of the 80 GED graduates in academic year 2007-08, 54% have been admitted to CCC and 44% have enrolled at CCC by the fall 2009 semester.

**CCC Programs in High Schools**

Coconino Community College operates two programs with high schools in Coconino County: Tech Prep and the Coconino Association for Vocations, Industry, and Technology (CAVIAT).
Academic department chairs offering courses through these programs ensure that the same academic rigor and standards present in these courses are found in courses on any of CCC’s campuses. Faculty credentials, course content, student evaluation of courses, and assessment of student learning are the same for courses taught in high schools as they are for any other CCC instructed course.

3a.6 The faculty is involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

Program outcomes and the assessment techniques used to measure student achievement in outcome obtainment have been developed by faculty. Assessment of student learning at CCC is a faculty-driven process so that their results are meaningful to them. Assessment of student learning is a frequent topic at faculty retreats (RRD 6-56 General Education Assessment, web pages, see faculty retreat 2008 and RRD 6-8 Assessment Reporting Template Process web pages, see faculty retreat 2007).

Full- and part-time faculty participation in designing and conducting course and program assessment is further seen in that over 96% of faculty responding to the self-study survey agreed with the statement: “I understand the importance of assessment of student learning and academic programs at CCC.” Additionally, 87% of full- and part-time faculty respondents reported that they are involved with student assessment activities. The vast majority of faculty respondents believed that assessment activities are improving the quality of their programs (RRD 3-27 Self-study faculty and staff survey results).

3a.7 Faculty and administrators routinely review the effectiveness of the organization’s program to assess student learning.

There are several ways that faculty and administrators are involved with review of assessment of student learning efforts. All departments conducting assessment share and review these results with respective faculty and staff. Most faculty and staff supporting learning functions are directly involved with conducting assessment and suggesting modifications to these processes to increase effectiveness.

**REVIEW OF ASSESSMENT REPORTS**

Deans and the Vice President for Academic Affairs receive copies of departmental responses to the annual assessment template. As a result, these administrators have detailed information concerning assessment efforts to conduct in-depth review and to oversee changes to make current assessment practices more effective.

The College president is sent a copy of annual Quality Enhancement reports. The president shares these results with the District Governing Board. The IRA Office disseminates the report to all CCC employees and posts it to the CCC assessment website.
DEPARTMENT CHAIRS AND ASSESSMENT

Additionally, the academic department chairs serve as CCC’s assessment committee. These are the faculty responsible for coordinating and implementing assessment at the course and program levels. As such, this is also the group that advises how to advance assessment at the institutional level. They have been involved in the design and content of the in-house course evaluation survey, the design and annual timeline for the academic assessment template, and the design and preparation of General Education assessment techniques and measures. Most recently, they came together to discuss the reasons why students were reporting higher levels of learning in “right brain” skill areas. These findings were detailed in a research brief prepared by the IRA Office (RRD 6-57 Research Brief #7: CCC Students Report Significant Gains in Right Brain Skills).

The efficacy of department chairs functioning as the College’s assessment committee came to light while they mulled over the research brief on “right brain” skills and its findings. The chairs possessed the knowledge and insight into the academic programs to identify the likely reasons students reported higher levels of “right brain” skills (RRD 6-58 Department Chair meeting minutes, 10/12/2010). Points brought up by three chairs during this conversation follow.

Paul Holbrook (BUS/EDU) offers these examples:

▪ Ed (Knecht) uses group assessments. Students first take the assessment by themselves, and then they get into groups and present the answers as a group. All of us have students work on in-class activities where students first attempt the activity like calculating the value of ending inventory and then working in groups to teach each other how to do the calculations. As a faculty group, we discussed the Cone of Learning theory and ways to implement this in class. I encourage students to work in groups for preparing for exams. Some groups have come to my office for clarification on processes for both economics and accounting.

▪ Nik (Zatazelo) has required chapter summaries and combines students into groups based on their summaries to work on class assignments.

Dave Bowman (CIS) offers this example:

▪ In our CIS classes we require two research projects, one using Word. The Word research paper requires groups gathering information on a technology topic and then writing an MLA-formatted paper. We have found it very successful with the students collaborating. We used to do this assignment with only
one student doing their own research paper. I also am impressed with their sensitivity in working together. Each student takes a piece of the assignment and then reviews and completes a critical analysis of their work.

Michele Metcalf (SBS) offers these examples:

- “Taking a quiz in groups of two where one collective answer is provided”
- “Small group discussion questions”
- “Shades of abnormality activity (each group rates four case studies on a scale of one to four if they recommend psychotherapy for the person; then they brainstorm on how to assess a person using interview questions, tests, observations)”
- “Psychological principles to market a product of their choice and then pitch the sale to the class”
- “Role-playing activity to understand how it might feel to have a particular disorder; then role play as a member of a team of psychologists who ask assessment questions to determine which disorder another is displaying”

The Vice President of Academic Affairs attended this discussion and subsequently sent an email message with the above points to all faculty members: “I encourage you to check with your department chair and faculty colleagues for other examples of activities to consider.” She added to this message, concluding that “Your teaching strategies are truly making a difference” (RRD 6-59 K. Corak email message to CCC faculty, 11/02/2011).

ACADEMIC PROGRAM REVIEW

The College undertakes a review of each academic program in three- to five-year intervals. The purpose of the Program Review is to evaluate the quality, productivity, and role of College programs in the fulfillment of the College’s Mission and Strategic Plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process is used in budgetary and planning decisions (RRD 7-54 Academic Program Review web page).

Items common to such reviews, such as enrollment patterns, staffing, technologies employed in teaching, and decision making processes, are covered in the review. In addition, matching the program’s role in fulfilling the learning and teaching Mission of the College are the primary parts of the review. Sections of the program review include addressing results from assessment of student learning and programmatic changes as a result of assessment results; frequency of curricular review and curricular updates; the program’s role in meeting College curricular needs, such as general education requirements, multicultural courses, prerequisites or requirement for other programs; and
the program’s accomplishments in support of the College’s current Strategic Plan (RRD 7-54 Academic Program Review web page).

SUMMARY

The College is nearing the point where achieving a culture of evidence will become a reality. The vast majority of the College’s employees recognize the importance of learning, and these individuals accept responsibility for supporting learning and teaching effectiveness. Assessment of student learning efforts at CCC features defining measurable outcomes at each level of learning. Learning to achieve each outcome is measured by employing multiple, direct assessment techniques. Faculty members are instrumental in designing and conducting the College’s assessment efforts.

The results of assessment are used by faculty to base curricular changes and program improvements. Moreover, assessment is present in student services, other support areas across the College, and at the institutional level. The results of assessment are disseminated to and reviewed by faculty and administrators. Students, as well as other constituents, are informed of assessment results. The results of establishing collaborative and collegial methods for conducting and using assessment results College-wide is substantiated by students themselves with 90% of them agreeing with the statement that “my learning has increased substantially since attending CCC” (RRD 4-10 Self-study student survey results).

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

INTRODUCTION TO CORE COMPONENT

Evidence provided below documents a college that holds effective teaching as its most important organizational attribute. Maintaining and improving upon the teaching effectiveness in place is the result of a comprehensive college program that supports, monitors, evaluates, and refines teaching effectiveness on a continuous basis.

Securing teaching effectiveness begins at CCC with recruiting and hiring faculty who possess the requisite academic credentials and experience to teach their assigned teaching load. CCC faculty reflect the richness of pedagogical practices and innovations extending from their studies. In general, both full- and part-time faculty members are seasoned teachers. New full- and part-time faculty members complete a New Faculty Orientation session. New faculty members are guided in improving their classroom and advising effectiveness by more experienced faculty. A mentoring program assigns experienced CCC teachers from the same discipline area to provide guidance and support to new or inexperienced faculty for one semester. Additional pay is provided to mentors for providing this service.
The Curriculum Committee oversees a rigorous process for curricular additions, modifications, and retirements. Faculty members determine curricular content and strategies for instruction. Continuous improvement to the curricular process is augmented by faculty submitting new or revised curricula to the Curriculum Committee.

A Training and Development Program at Coconino Community College was put into place over 10 years ago. The Teaching and Learning Center (TLC) oversees this program through professional development events, one-on-one tutoring, and expertise and lab space to enhance faculty and employee skills with in-person support. The ITS Department and the Library augment the TLC’s services devoted to advancing the improvement of teaching and instruction on a continuous basis. The TLC also hosts college-wide professional development twice a year at Employee Development Day (EDD). Between 2003 and 2011, EDD offered an average of three sessions per year on learning pedagogies.

Continuous improvement of teaching effectiveness is the primary goal of CCC’s collection and distribution of student evaluations of teaching and course effectiveness. Overall, results of student evaluations of faculty and courses reflect that learners themselves are reporting a high degree of teaching effectiveness at CCC.

Student evaluations of teaching and course effectiveness are part of a multi-perspective, multi-faceted full-time faculty evaluation and appraisal process. Self evaluation, peer review, classroom observation, and a supervisor evaluation are the other components of this annual appraisal process.

3b.1 The faculty possess both the requisite academic credentials and experience to teach their assigned teaching load.

Coconino Community College employs a diverse faculty who are creative, experienced, and dedicated to promoting the Mission and Core Values of CCC. The purpose of faculty credentialing is to ensure appropriately-qualified faculty members are hired. The College’s goal is for 100% of the faculty to meet the credentialing requirements appropriate for the subject matter.

Hiring requirements adopted by the College ensure that faculty members have the requisite academic credentials and experience to teach their assigned teaching load. Minimum requirements for teaching credit courses are:

<table>
<thead>
<tr>
<th>Courses that transfer for credit toward a Bachelor of Science or a Bachelor of Arts degree.</th>
<th>Master’s degree in the teaching field or master’s degree with 18 upper division hours in the teaching field</th>
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</thead>
<tbody>
<tr>
<td>Career and special interest courses</td>
<td>Associate degree, certificate, or licensure and three years of related work experience or extensive work experience in the subject area being taught</td>
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</tbody>
</table>
Coursework considered in the above qualifications must be earned from a regionally-accredited institution.

With approval from the appropriate division dean, a department chair may approve exceptions to the minimum credentials for faculty in instances where an individual has strong qualifications for teaching, and the College has been unable to secure a faculty member with minimum credentials. The approval must be accompanied by a development plan to achieve the appropriate credentials within a set period of time.

An examination of faculty personnel files show that CCC faculty have earned degrees from 165 different colleges and universities across the United States and a number of distinguished international institutions. The following lists represent where CCC faculty members have earned their academic degrees:

Abilene Christian University  
Aichi Prefectural Univ. of Fine Art & Music  
Arizona State University  
Boston College  
Boston University  
Bowling Green State University  
Brigham Young University  
Butler University  
Calvin College  
Calvin Theological Seminary  
Capella University  
Carroll College  
Case Western Reserve University  
Central Michigan University  
Chadron State College  
Coconino Community College  
College of Eastern Utah  
Colorado State University  
Creighton University  
Deaconess College Of Nursing  
Dominican University  
Duke University  
East Central University  
East Los Angeles College  
Eastern Washington University  
Fashion Institute of Technology  
Fort Hays State University  
Fuller Theological Seminary  
Fullerton College  
Glendale Community College  
Gonzaga University  
Grand Canyon University  
Grand Rapids Community College  
Grinnell College  
Hamline University  
Hanover College  
Hartnell College  
Holyoke Community College  
Illinois State University  
Illinois Valley Community College  
Indiana University Bloomington  
Indiana University of Pennsylvania  
Iowa State University  
John Marshall Law School  
Johns Hopkins University  
Knox College  
Latvian Academy of Arts  
Loyola University of Chicago  
Lycee Jean XXIII  
Macalester College  
Masaryk University Czechoslovak  
Mesa Community College  
Miami University  
Michigan State University  
Millersville University  
Millersville University of Pennsylvania  
Missouri Southern State College  
Mohave Community College  
Montana State University  
Mount Saint Mary’s College  
National University  
National-Louis University  
Northeastern Illinois University  
Northern Arizona University
Northern Michigan University
Northland Pioneer College
Northwestern University
Oklahoma State University Main
Phoenix College
Pierce College
Point Park College
Portland Community College
Prescott College
Purdue University
Rainy River Community College
Reading Area Community College
Regent University
Sacred Heart University
Saint Ambrose University
San Diego State University
San Francisco Art Institute
San Jose City College
San Jose State University
Sangamon State University
Santa Clara University
Saratoga University
Sonoma State University
Southeast Missouri State University
Southern Utah University
Southwest Texas State University
St. Edwards University
State University College
SUNY-Albany
SUNY-Binghamton
SUNY College-Geneseo
Texas A&M University
Texas County Technical Institute
Thomas M. Cooley Law School
Thunderbird School of Global Management
Trinity College And University
Trinity College Dublin
Truman State University
University of Akron
University of Alaska at Fairbanks
University of Arizona
University of Baltimore
University of California-Berkeley
University of California-Irvine
University of California-San Diego
University of Chicago
University of Cincinnati Main
Campus
University of Colorado-Denver
University of Dayton
University of Florida
University of Hawaii at Manoa
University of Houston
University of Illinois at Chicago
University of Kansas
University of Mary Hardin-Baylor
University of Massachusetts
University of Massachusetts at Amherst
University of Massachusetts Lowell
University of Michigan Ann Arbor
University of Missouri-Columbia
University of Montana
University of Nebraska at Omaha
University of Nevada-Reno
University of New Hampshire Main
University of New Mexico
University of North Texas
University of Oklahoma
University of Oregon
University of Phoenix
University of Poznan
University of South Florida
University of Southern California
University of Szczecin
University of Texas at Arlington
University of Texas at Austin
University of Texas-Pan American
University of Utah
University of West Florida
University of Wisconsin-Eau Claire
University of Wisconsin-Green Bay
University of Wisconsin-Madison
University of Wyoming
Vassar College
Virginia Poly Technical Institute
Viterbo College
Walla Walla College
Washington University
Washington University in St. Louis
Wayne State College
West Chester University
West Virginia University
Western International University
Western Michigan University
Western Oregon University
Westminster College

6 CRITERION THREE:
STUDENT LEARNING & EFFECTIVE TEACHING
The College employed 253 full- and part-time faculty members during academic year 2010-11. Faculty who had earned a master’s degree comprised 52% of that number, while another nine percent of the instructors had earned a doctorate or first professional degree (RRD 6-60 Faculty credentials summary).

In general, both full- and part-time faculty members are seasoned teachers. Faculty members have six years of full-time teaching experience at this institution, based upon 30 course hours a year equaling one year of experience. Additionally, examination of faculty personnel files shows CCC faculty bring an average one year of full-time teaching equivalency (10 courses) with them prior to joining the College (RRD 6-60 Faculty credentials summary).

**ORIENTATION**

New full- and part-time faculty members complete a college orientation session. This orientation provides an overview of information that new faculty need to have prior to the first day of instruction at CCC. The user-friendly orientation designed by the CCC Teaching and Learning Center places new faculty in position to succeed in the classroom and to alleviate confusion that may arise during the course of the semester (RRD 3-12 New Faculty Orientation). A part of the materials provided at orientation include the checklist below that outlines instructor responsibilities:
Getting Started

Numbers to Remember

Supplemental Forms to Submit

Before The Semester Begins...

- Complete and return all necessary requirements for Human Resources and Payroll.
- Attend New Faculty Orientation, which is required for all new faculty members.
- Secure an in-house mail box, copy code and locker from the Division Assistants
- See Security for a parking permit and a prox card for Building Four.
- Arrange for your voice mail and email accounts at the College.
- Meet with your mentor to clarify any specific questions.
- Order your coursepack if there is sufficient time prior to semester start
- Attend the required Convocation and your Department Meeting
- Access your textbooks from your department chair, and check the bookstore.
- Prepare your syllabus according to the requirements in this orientation packet.
- Submit a copy of your syllabus to your Division Assistants and Department Chair.
- Arrange for long-term multimedia. Call the Help Desk at (928) 226-4357.
- Visit the Teaching and Learning Center in room 458 on the Lone Tree Campus to get assistance with an online or hybrid course. Call 226-4368.
- Register for the Community College requirement class if you have not already fulfilled this requirement (EDU 247,248, and 249)
- Confirm that you fully understand the FERPA laws.
- Ensure that you fully understand Disability Resources (DR) policies & procedures.

After semester begins...

- Print a current roster and wait list for each of your classes each day of the first week. If you need help go to the TLC (Lone Tree 458) or call the HELP DESK @ (928) 226-4380
- Introduce yourself to Faculty Receptionists. They will provide you with the necessary instructional supplies upon request.
- Check in with your mentor to insure you are in track.

Mid-term...

- Submit your FTSE roster on time by going into Web4Faculty.
- Meet with your mentor regarding a classroom visit.

Finals:

- Submit a copy of your final exam to the Division Assistants before giving it to students.
- Return all keys, including mailbox and locker keys, to the appropriate offices.
- Return any Library and TLC materials.
- Meet with your mentor with any questions or clarification and to discuss your experience.
- Submit your final grades by the deadline.
After orientation, new faculty members are required to make an appointment to review the necessary information with the Development Coordinator. A Faculty Orientation Packet is available to instructors who desire to review some of the relevant information and practices required for faculty. Information contained in the packet is divided into three sections: Getting Started for New Faculty, Academic Orientation, and Technical Orientation. Getting Started for new faculty reviews setting up voicemail, mailbox, copy code, parking permits and proxy (keyless security) card. Academic Orientation outlines syllabus requirements, faculty responsibilities for disabled students, academic integrity, the community college course requirement, FERPA guidelines, as well as helpful tips and resources for instruction. Technical Orientation covers college email, Web4Faculty for class rosters and grade input, and the Blackboard Vista online learning management system.

MENTORING

The CCC Mentoring Program provides personal support and guidance to faculty. The mentoring program assigns experienced CCC teachers from the same discipline area to provide guidance and support to new or inexperienced faculty for one semester. Additional pay is provided to mentors for providing this service.

The mentoring relationship is based on the needs of the mentee and designed accordingly. The mentoring relationship is confidential. Mentors are paid for their time carrying out these responsibilities:

- Information regarding set-up and logistical tasks, i.e. locating mailboxes, copy machines, appropriate personnel, syllabus and calendar construction
- Consultation and support in the area of instruction
- Confidential classroom visitation and follow-up conference
- Ongoing semester support (three additional contacts) regarding FTSE Roster verification and other important dates, student evaluations, and submission of syllabi and final exam to appropriate personnel as needed
- New faculty interests at CCC
- Specific individual needs of mentee as needed
- References of new faculty to appropriate college personnel and resources

Other types of more specific mentoring for CCC teachers have been explored in the past such as online instruction mentors or “partners.” CCC intends to expand the mentoring program to other specific areas of development for individual teachers.

3b.2 Faculty members determine curricular content and strategies for instruction.

Faculty is invested with control over curricular content (RRD 4-45 Procedure 301-1). Faculty members with expertise in their discipline area forward curriculum for potential adoption. They develop outcomes to determine whether curricular content is successful and whether the appropriate pedagogical strategies achieve curricular success.
The Curriculum Committee oversees a rigorous process for curricular additions, modifications and retirements. Proposals receive review at the departmental, academic division, and college levels prior to consideration by the Curriculum Committee.

Faculty members are active in making adjustments to the curriculum. Below is the number of faculty members submitting new course proposals or course revisions to the Curriculum Committee. This level of activity in curriculum revisions also encompass part-time faculty, eight of whom submitted curricular changes in the past three years.

Number of faculty submitting new or course revisions:

- 2008: 19 faculty submitting
- 2009: 26 faculty submitting
- 2010: 20 faculty submitting

Faculty members who have expertise in curricular areas are principally responsible for initiating curriculum proposals through the web-based Academic Curriculum Review and Evaluation System (ACRES) process. The proposal is first submitted for review by the initiator’s department chair and division dean, who then submits the proposal to the Curriculum Committee.

The Curriculum Committee consists of faculty representatives from across the college, deans from the Arts & Sciences and Career & Technical Education divisions, the Vice President of Academic Affairs, the Curriculum and Articulation Coordinator, and the Registrar and Director of Enrollment Services.

The Curriculum Committee acts to review and evaluate the standards, integrity, clarity, and purpose of submitted curriculum to ensure all curriculum proposals conform to the Mission of the College, are educationally sound, and meet all applicable standards in accordance with College policy and procedure. Based on information contained in the proposal and the collective knowledge of the committee, the Curriculum Committee evaluates the impact of a curriculum proposal on other curricula of the College and the district-wide impact of the proposal. The Curriculum Committee will either approve, request revisions of, or disapprove the proposal based upon this evaluation (RRD A-1 Curriculum Manual). Approvals and approved revisions are noted on individual course outlines.

During the self-study process, it was noted that course outlines are sometimes reviewed without making changes to the outline. The Curriculum Coordinator brought this to the attention of the Curriculum Committee, and from now on, course outlines will note each time a course is reviewed.

Curricula approved by the Curriculum Committee are submitted to the President. As the President’s designee, the Vice President of Academic Affairs will review and either approve, request revisions of, or disapprove all curriculum proposals approved by the Curriculum Committee.
The President or designee forwards new or retiring program proposals to the District Governing Board. District Governing Board conducts final review, approval, or disapproval of all new or retiring program proposals and new program business plans (RRD 4-45 Procedure 301-1).

The College hires qualified faculty capable of guiding and teaching the curricular offerings. Faculty members determine curricular content with mindful vigilance toward keeping curriculum coherent from course to course, and current to meet contemporary learner needs.

3b.3 CCC supports professional development designed to facilitate teaching suited to varied learning environments through the following activities.

OVERVIEW

The Teaching and Learning Center (TLC) and related Training and Development Program at Coconino Community College was developed over 10 years ago through a Title III grant. Both the Teaching and Learning Center and the Training and Development Program now hold a permanent place at Coconino Community College, and both the TLC facility and its staff have been fully funded by the College General Fund since the close of the Title III grant in fall 2009. The TLC is housed at CCC’s Lone Tree Campus Room 458 and currently facilitates training and development sessions for all staff and faculty, plans and conducts professional development events, provides one-on-one tutoring, and offers a lab space to enhance faculty and employee skills with in-person support.

TYPES OF PROFESSIONAL DEVELOPMENT

The TLC provides a wide array of professional development offerings. These include, but are not limited to, professional development in the following areas: Active Learning, Collaborative Learning, Critical Thinking Skills, Student Diversity, Assessment, Online Learning College Instructor Modules, Articulation and Advising, Curriculum, Technical Trainings, Online Instruction Workshops, Accessibility or Universal Design Workshops, Resiliency Workshops, Leadership, Team Building, as well as Cross-departmental Learning Circles and Community Building, and Brown Bag Lunches based on the current professional and personal needs of CCC Community members. General information on the TLC is available on the CCC website (RRD 7-23 TLC web page). There is also a partnership with NAU for additional professional development opportunities. A listing of Faculty and Staff Programs and Resources is found on the CCC intranet (RRD 7-24 Faculty and Staff Resources Intranet page).

RESOURCES

The TLC also houses an extensive Professional Development Library of resources that can be checked out by any faculty and staff person. All of
the accessible resources used for workshops or trainings are also available through our intranet site in digital format so that faculty and staff can access them at any time from any location (RRD 7-24 Faculty and Staff Resources intranet page).

In 2008-09, the TLC initiated a pilot process for the review of online courses at CCC. This pilot resulted in a revised rubric for online course quality and a cooperative learning circle process in which online instructors meet to review, share, and improve their online courses according to this rubric (RRD 7-40 Online Instruction Learning Circle intranet site).

COMMITTEES

The TLC also supports several committees devoted to CCC Professional Development. The first is the Training and Development Committee, which oversees all professional development and applications for scholarship funds for outside professional development for all employees. Several subcommittees facilitate the planning of our major professional development events: the Employee Development Day (EDD) sub-committee and the Teaching and Learning Conference sub-committee. The Distance Learning Committee (formerly the Quality Online Instruction Committee) facilitates the development, resources, and collective rubric devoted to quality online instruction as well as the assessment of the effectiveness of our distance-learning programs and learning-management systems (RRD 7-24 Faculty and Staff Resources Intranet page).

3b.4 CCC evaluates and recognizes effective teaching.

COURSE EVALUATIONS

Continuous improvement of teaching effectiveness is the primary goal of CCC’s collection and distribution of student evaluations of teaching and courses. These instruments are intended to provide instructors with feedback on student perceptions to improve instructor effectiveness at teaching. Student evaluation results are also used in the formal faculty performance evaluation process.

Department chairs select the instructors and course sections to receive student evaluations of faculty and courses. All new faculty members receive student evaluations. Instructors may request their courses to be evaluated to receive student feedback. Administration of the evaluation instrument occurs at the end of the semester by faculty designating a member of the class to read the administration instructions, distribute the forms, and return the forms to a central location.

The table below shows the results of 13,183 individual student responses to faculty and course evaluations collected each semester between spring 2007 and spring 2010. The results are separated into responses to items concerning instructor and course outcomes and items concerning learning outcomes.
### Instructor and Course Outcomes

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of course material presented was excellent.</td>
<td>3.4</td>
</tr>
<tr>
<td>Assignments to students were relevant to the course.</td>
<td>3.8</td>
</tr>
<tr>
<td>I was treated fairly by the instructor.</td>
<td>3.7</td>
</tr>
<tr>
<td>Instructor was accessible (responded to questions in a timely manner).</td>
<td>3.6</td>
</tr>
<tr>
<td>The instructor motivated students to explore the subject further.</td>
<td>3.4</td>
</tr>
<tr>
<td>Course was a positive learning experience.</td>
<td>3.5</td>
</tr>
<tr>
<td>Instructor used different approaches (more than lectures) to convey information and to impart knowledge.</td>
<td>3.4</td>
</tr>
<tr>
<td>The class always starts on time.</td>
<td>3.5</td>
</tr>
<tr>
<td>Overall, the instructor was an effective teacher.</td>
<td>3.5</td>
</tr>
<tr>
<td>Class sessions were taught as scheduled (guest speakers and make-up times are included as being taught).</td>
<td>3.5</td>
</tr>
<tr>
<td>Overall Semester Average on Instructor and Course Outcomes</td>
<td>3.5</td>
</tr>
</tbody>
</table>

### Learning Outcomes/Objectives—College-Wide Averages

<table>
<thead>
<tr>
<th>Learning Outcomes/Objectives Met</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning factual knowledge (trends, terminology, methods, classifications)</td>
<td>3.5</td>
</tr>
<tr>
<td>Understanding principles, theories, and generalizations within the subject</td>
<td>3.4</td>
</tr>
<tr>
<td>Applying material learned in course to problem solving, making decisions, and improved learning</td>
<td>3.4</td>
</tr>
<tr>
<td>Acquiring competencies, skills, and the viewpoints of professionals in this field</td>
<td>3.4</td>
</tr>
<tr>
<td>An increase in my ability to express myself in writing or in speech</td>
<td>3.4</td>
</tr>
<tr>
<td>An increase in my ability to find and use information resources for answering questions, researching topics, and problem solving</td>
<td>3.4</td>
</tr>
</tbody>
</table>
Ability to critically evaluate ideas, analyze arguments, and understand different viewpoints | 3.5
---|---
More positive feelings about this field | 3.3
Prompt feedback was provided on graded assignments. | 3.4
Creative or original thinking was required to complete graded assignments. | 3.4
Student achievement was based on several sources, not just tests. | 3.4
An inclusive learning environment in which expressing different points of view was encouraged and differing views were discussed. | 3.5
Connections or expansion upon the material presented in other courses you have taken | 3.4
This course helped me meet the learning goal that I have set for myself. | 3.3
Adequate classroom space | 3.6
Adequate learning assistance resources through the Library and Learning Enhancement Center | 3.7
Overall Semester Average on Learning Outcomes/ Objectives | 3.5

Overall, results of student evaluations of faculty and courses reflect that learners themselves are reporting a high degree of teaching effectiveness at CCC. On a low agreement equals zero to high agreement equals four scale, CCC received an average score of 3.5 on faculty and course outcomes/objectives. Likewise, across 16 learning outcomes, CCC received an average score of 3.5.

Variance is noted among each instructor and course outcomes evaluated. Relevant assignments to the course (rating of 3.8) and fair treatment of students (rating of 3.7) were the highest rated outcomes. Quality of course material, motivating students to learn about the subject, and using approaches outside lectures (all rated 3.4) were the lowest-rated outcomes.

Variance is also noted among learning outcomes evaluated. Adequate classroom space (rating 3.6) and adequacy of learning assistance resources (rating 3.7) were the highest rated learning outcomes. Meeting self-defined learning goal and gaining more positive feelings about the field (both rating 3.3) were the lowest rated learning outcomes.

**FACULTY EVALUATION PROCESS**

The process used to evaluate faculty performance stems from the work of a task force of faculty and department chairs that deliberated the matter during the 2006-07 academic year. The components and timeframe currently in use are the results of the task force’s efforts.
College Procedure 443-09 sets forth the regularity and outcomes of the faculty evaluation process. This policy states that full-time faculty will be evaluated annually to appraise and improve quality of performance and determine employment status. The evaluation process will encourage instructional excellence through increased communication among students, faculty, and administrators (RRD 6-62 Policy 443-09).

College procedure 443-09 provides guidelines for the full-time faculty evaluation process. The identified purposes of the process are “to appraise and improve quality of performance and determine employment status. The evaluation process will encourage instructional excellence through increased communication among students, faculty, and administrators.” The faculty evaluation procedures will:

- Identify the strengths of the faculty member
- Allow for recognition of individual differences with regard to accomplishments and performance
- Accommodate differences in programs and disciplines
- Address the following role expectations of the faculty member: teaching professional/personal development, and service to the college/community
- Assist the faculty member in identifying behaviors needed to perform effectively, being aware of standards of performance, appraising current level of performance, receiving feedback, and reinforcing professional growth
- Encourage faculty contributions to the College, to the profession, and to personal as well as professional goals
- Be based upon information gathered systematically from students, faculty, and other sources as specified by the faculty member and the department chair
- Be formative and summative in nature, addressing issues dealing with and procedures relating to quality of performance and employment status (RRD 6-62 Procedure 443-09).

College procedure 443-09 outlines the process and components used to evaluate full-time faculty. The procedure identifies components of the evaluation process to be completed each year:

- Self Evaluation will be completed by the faculty member.
- Peer Review form will be completed by one person approved by supervisor.
- Classroom Observation form will be completed by one person approved by supervisor.
- Supervisor Evaluation form will be completed by supervisor. This form will include a checklist of items submitted, such as semester schedules and student evaluations.

The procedure sets forth further stipulations. CCC requires that each new full-time faculty member will serve a probationary period of no less than two consecutive, regular and complete academic years. CCC also requires that contracts of probationary or continuing faculty members be renewed on the basis of excellent performance, the promise of continued success, and program offerings. Conditions for nonrenewal, action by the District
Governing Board, and steps for a hearing process in the event of an employee who disagrees with a Board decision are addressed in the procedure. Accompanying instructions specify instructor and supervisor responsibilities and an annual timeframe for events (RRD 6-62 Procedure 443-09).

Academic department chairs observe and evaluate the teaching effectiveness of part-time faculty on an ongoing basis. The general procedure is to evaluate part-time faculty during the first two semesters that they teach at CCC and again within the next three years. Teaching observations use the same form as for full-time faculty observations.

A formal College procedure has been reviewed and discussed among the department chairs and deans. It is anticipated that the part-time evaluation procedure will be approved by the College Council in 2011.

RECOGNITION OF TEACHING EFFECTIVENESS

Two of Coconino Community College’s Core Values are People and Learning and Growth. With these values in mind, the College recognizes and publicizes faculty accomplishments in teaching effectiveness (RRD 8-1 Mission documents).

Faculty members at Coconino Community College are celebrated annually by way of the Faculty-of-the-Year awards. Each year one full-time and one part-time teacher are selected by a committee of peers from nominations made by students. The full-time faculty and part-time faculty members selected as Faculty of the Year are asked to speak at the commencement ceremony, and each receives $1,000 to be used to attend a professional conference of their choice, and a free general parking permit (RRD 7-38 Procedure 306-1).

In 2010, the College Public Relations and Marketing Department began posting photos and stories about outstanding faculty members selected by the Vice President of Academic Affairs on the home page of the College’s website (RRD 4-30). Examples of teaching effectiveness are showcased in these online faculty profiles. Another web page is maintained for faculty profiles that have been featured on the College’s home page (RRD 6-63 Faculty profiles web page).

Another useful way faculty members are recognized is a series of learning circles initiated each year by the Teaching and Learning Center. Topics such as “Retention and Service Learning” and the “Critical Thinking Forum” allow faculty to share experiences and best practices in informal discussion groups scheduled to meet for a semester or longer.
Additional Venues for Recognition

A strong support network, a good performance evaluation process, and teaching-oriented professional development work in favor of recognizing teaching effectiveness at CCC. These findings are evidenced on a recent survey of faculty attitudes in which 68% of respondents agreed or strongly agreed that their “contributions to CCC are understood and valued by those around me.” Forty-one percent of respondents agreed or strongly agreed that “The performance evaluation process is adequate recognition for faculty members’ support of CCC’s educational mission.” Sixty-nine percent of respondents agreed or strongly agreed that “Faculty at CCC are provided with professional development opportunities” (RRD 3-27 Self-study faculty and staff survey results).

Recognizing high-quality teaching through increased pay could also improve teaching effectiveness. Salary adjustments provided in the past have been a flat rate percentage increase for all employees evaluated as satisfactorily performing their job. While egalitarian in style, such an approach to administering raises has not monetarily rewarded teaching effectiveness among full- and part-time faculty members. Several years without any salary adjustments has hampered rewarding teaching effectiveness or moving the College toward performance-based salary increases. The graduated salary increases scheduled for implementation in Fiscal Year 2012 will relieve the effect of compression on employees, but these raises do not place a priority on teaching effectiveness.

Part-time faculty members are salaried at a rate that does reward more to those who have taught at the college previously. The rate for Fiscal Year 2010 is $645 per load hour for members with less than 90 hours of CCC teaching experience and $681 for members with 90 or more hours teaching experience.

This dual rate does take into account successful teaching experience at CCC. However, the current rate structure does not take into account varying circumstances where attracting high quality teaching costs more. Maintaining consistent teaching effectiveness across disciplines and locations requires the College to address real market differences. In mathematics and the sciences some part-time faculty who are lacking all required qualifications have been hired at the Flagstaff campuses. This is because the most effective teachers can be rewarded at higher pay elsewhere. The Page Campus, located on the remote Arizona-Utah border, encounters similar hiring difficulties, but these difficulties extend across all disciplines. The two testimonials below document the challenge in keeping teaching effectiveness consistently high in areas where a limited talent pool exists.
Maxie Inigo, Department Chair, Mathematics and Science:

I have been the department chair of the math and science department for ten years, and it has been difficult finding qualified part-time faculty in chemistry, physics, and math. Each of these areas requires a master’s degree in the discipline to teach transfer level courses. If hiring for non-transfer math courses, commonly called developmental math, 18 hours in 300 level courses or above is needed to be approved to teach. These requirements and the large number of courses have proven to create hardship when hiring.

Jane E. Ward, Educational Services Coordinator, CCC Page Campus:

The talent pool we have here in Page for any subject is extremely limited due to the master’s level requirement for faculty. Most of our educators in town do not yet have their master’s and are only required to show the intent toward earning their master’s. Of the people that do have master’s degrees, some do not want to teach for the college (due to previous experience) or they don’t have time because their degree earns them extra duties at the school district. With the change at the school district to a seven-hour day (away from the A/B schedule) every teacher now has more students than ever, so, again, they have less time.

For faculty outside of the school district, we have an extremely limited pool of master’s-level prospects because our community does not have the higher-level jobs that larger cities have for qualified candidates. For example, we do not have engineers at Gore, or at Motorola, Intel, and other such companies that require graduate degrees. We have S(alt) R(iver) P(roject), which has some of their upper-level supervisors with graduate degrees, or the city of Page, which also has employees with graduate degrees. Without a variety of skilled-labor positions, we are limited to a very few people who would meet our needs.

Therefore, competition for these jobs is fierce. We may only be able to hire two math instructors, and only have three or four instructors who are qualified, and two of those are too busy or have no desire. And yet, the two who have no desire may be the best qualified for the job, and without being able to offer them the incentive to work for us, we will never benefit from their expertise. Therefore, by offering a higher salary for these part-time instructors, we would have a higher level of education to offer our students.

This problem exists even in Flagstaff for other departments, but Page seems to have this problem across the board.
BENEFITS AVAILABLE TO FACULTY

Despite limited financial resources, the College offers a variety of benefits that help support professional development for faculty. A sum of $18,232 was budgeted in Fiscal Year 2011 for professional development travel for faculty and academic administrators. This amount included representation at discipline-related statewide articulation task forces that review and recommend courses, including CCC courses, for transfer credit among Arizona’s colleges and universities (RRD 6-64 Travel Justification FY 12 spreadsheet). Additional funding will be made available for professional development travel for faculty in the next fiscal year budget.

Sabbatical leave is another of the benefits available to full-time faculty. The selection committee is made up of faculty peers (RRD 7-6 Procedure 410-16). To date only one faculty member has been awarded sabbatical leave.

Full-time faculty members are also eligible to have tuition reimbursed for job-related course work outside of the College. They may be reimbursed for a maximum of nine credit hours per fiscal year and not to exceed $1,000. Full- and part-time faculty members are also eligible for tuition waivers at CCC (RRD 6-65 Procedure 420-01).

Funds are available for employees to attend outside professional development events. Employees apply for these funds through an extensive application process that is then reviewed by the Training and Development Committee. All employees are eligible for these funds. Continuing challenges are more complete participation by all areas of the College in learning circles, as well as offering sessions that meet the diverse schedules of part-time faculty members (RRD 7-24 Faculty and Staff Resources intranet page).

3b.5 CCC provides services to support improved pedagogies.

Responsibilities for providing services that support improved pedagogies are distributed among several areas of the College: The Teaching and Learning Center, the ITS Department and the Library. Together, these units advance the improvement of teaching and instruction on a continuous basis.

The Teaching and Learning Center supports faculty to meet and refine pedagogy. TLC services include new faculty orientation, mentoring programs, online instruction workshops, cross-departmental learning circles, information on professional development opportunities, scholarship applications, technical and informational training sessions, and community building and resiliency activities. The Teaching and Learning Center supports ongoing professional development for educators, improving instruction and increasing student success. The TLC also houses an extensive Professional Development Library on a wide array of instruction related topics as well as specialty software programs (RRD 3-18 TLC assets intranet page).
Between 2003 and 2011, Employee Development Day (EDD) offered an average of three sessions an academic year for a total of 24 sessions on learning pedagogies at EDD over the last eight academic years. Approximately 115 to 160 employees participate in EDD every semester ([RRD 7-64 Employee Development Day intranet page]).

In addition to creative scheduling and outreach to other campuses, all related session materials have been made available in the TLC for review or to check out and have been uploaded onto the Intranet so employees can review from on or off campus. To increase access to other campuses, we broadcast some of these sessions on video conference and are experimenting with onsite training days at more remote campuses or sites, as well as creating online modules through Blackboard WebCT.

The TLC also offers training for faculty interested in integrating technologies to improve instruction. Examples of these types of training services include:

- Using the Blackboard/WebCT online shell for in-person courses
- Universal Design & Accessibility
- EDU 250 Learning Modules
- Adobe suite of applications (Captivate and Dreamweaver CS3 & CS4)
- Intranet Guides (intranet resources that the TLC created for end users)
- Microsoft Office Suite of applications (Access, Excel, PowerPoint, and Word)

ITS User Support Services provides faculty support in videography (video camera and editing) services, web page development support, web application programming, and multimedia services.

Improved pedagogy is supported in several ways by the CCC Library. CCC, in partnership with the NAU Cline Library, offers the following set of EBSCOhost research databases to faculty and students: Academic Search Premier, Business Source Elite, CINAHL (Nursing), ERIC (Education), PsycARTICLES, Teacher Reference Center, CQ Researcher, ARTSQR, and the Literature Resource Center. The CCC library also has video tutorials on:

- EBSCOHost Basic Searching
- Working with records in EBSCOHost
- Gale Literature Resource Center

3b.6 CCC demonstrates openness to innovative practices that enhance learning.

The College reflects the best qualities of community colleges in experimentation and flexibility to advance and enhance learning. Below are several examples of CCC enhancing learning through applying innovative practices.
LIBRARY MERGER

In 2010, NAU and CCC entered a partnership to share and augment library resources. CCC compensates NAU based on usage, which is tracked when CCC students use the library.

In return, CCC students and faculty will have the opportunity to take advantage of NAU Cline Library’s increased hours, assistance, and information resources. CCC students and faculty also will have remote access to databases, interlibrary loans, and document delivery services. There are also three PC laptops available for checkout only for students with CCC comet IDs at NAU’s Cline Library. NAU President Dr. John Haeger addressed the innovation involved with the library merger, concluding, “With higher education budgets continuing to be squeezed, this has the potential to serve as a model for other institutions seeking creative solutions to shrinking budgets” (RRD 6-66 NAU and CCC Announce New Library Partnership press release, 04/14/2010).

CCC students and faculty are using the NAU Cline Library as a result of the merger. Early usage numbers for September 2010 from the circulation of Cline Library materials for CCC students went from 9 the previous September to 131 students. Likewise, faculty usage went from 22 in September 2009 to 62 in September 2010. CCC searches on the EBSCO Database (CCC’S Main Data Base Vendor) went from 708 in July 2010 to 14,338 in September 2010 (RRD 6-67 Use of Cline Library Resources Skyrockets as Awareness Increases press release, 10/27/2010). Usage of three laptop computers is being monitored. The number of laptop computers available will be increased when usage increases.

CCC2NAU

CCC2NAU is an innovative program that allows CCC students desiring to earn a bachelor’s degree to seamlessly transfer to NAU (RRD 7-20 CCC2NAU website). Program Features include:

- No participation fee
- No separate application or application fee for admission to Northern Arizona University
- Seamless transfer of credits
- Advisement from a professional cross-trained in both career and academic advising to customize academic plans.
- Orientation meeting to clarify program benefits and expectations
- CCC2NAU Bridge online tutorial helps students navigate community college and university resources and systems (RRD 6-68 CCC2NAU About web page).
Non-academic benefits available to CCC2NAU participants include:

- NAU e-mail address
- NAU ID: JacksCard
- Free access to many services:
  - Cline Library
  - Computer labs
  - Athletic events
- Access to low-cost or discounted services, programs, and events such as theater, symphony, and other performances (RRD 6-68 CCC2NAU About web page)

**ASU TRANSFER ADMISSION GUARANTEE**

Coconino Community College presents the Transfer Admission Guarantee (TAG) program to students looking to transfer to Arizona State University (ASU). TAG is an articulated associate to bachelor’s degree transfer program that benefits students who have declared a major or intended path of study (RRD 6-69 TAG, You’re It! ASU Makes Transferring Easier press release, 4/14/2010).

To succeed in this program, students must meet a specified number of terms, work with a CCC and an ASU advisor to stay on track, complete the TAG with a specific GPA in a specific period of time that does not exceed three years, and agree to have academic and advising information shared between the two colleges.

This program will benefit students because upon completion, students will be guaranteed admission to ASU. They will also be eligible for “ASU Commitment,” to keep tuition from increasing during enrollment and to have the potential to receive ASU financial aid awards (RRD 6-70 ASU tuition and billing web page).

The goal of the TAG program is not only to create a closer relationship between CCC and ASU, but it is also a way to create more opportunities for students to succeed. By instituting this program, CCC and ASU will be able to provide more choices for CCC students by helping them make a seamless transition to ASU (RRD 6-71 ASU transfer from Coconino Community College web page).

**ASSOCIATE OF APPLIED SCIENCE IN SUSTAINABLE GREEN BUILDING DEGREE**

The Associate of Applied Science in Sustainable Green Building program recognizes the need for environmentally-conducive building construction, the conservation of energy, and other practices that employ technology and common-sense approaches to solving pressing climate, environmental, and consumption problems. The degree is designed to educate students comprehensively on the many subjects related to Green Building Categories and
related environmental and occupant issues, energy efficiencies, and sustainable building design considerations (RRD 6-72 Sustainable Green Building: AAS Degree program description).

Contribution of the Sustainable Green Building program to promoting sustainability goals has been recognized in a 2010 award by the Coconino County Sustainable Building Program. The awards ceremony included community members and homeowners, sustainable building advocates, building professionals, and representatives from Coconino County and the City of Flagstaff (RRD 6-73 CCC Awarded for Associate of Applied Science in Sustainable Green Building Degree press release, 11/29/2010).

SPECIAL PROGRAMS

The College offers credit courses through multiple modes and means of delivery to meet the diverse learning needs of the residents of Coconino County. The charts below depict the growing popularity of the special programs operated by the College.

![Special Programs Chart: Student Credit Hours Fall 2004 - Fall 2009 District](chart.png)
A brief description of each special program is provided below:

- Dual Enrollment courses are taught by high school faculty to students enrolled in high school with the same level of rigor and learning expectations as other college courses taught by CCC.
- Web courses are taught through the Internet.
- Short-term courses are taught on a shorter duration than a semester, but for more time per week.
- NAU Math & English courses are developmental courses available to NAU students placed at the pre-college level of instruction in those subjects.
- Video conferencing (VC) originating courses are in-person, real-time broadcasts to remote locations.
- Video conferencing (VC) receiving courses are courses that are at a remote location and receive the course from an origination location.

One additional new scheduling concept introduced in fall 2009 is Fast Fridays. This initiative is designed specifically for students commuting long distances, working students, and students needing childcare so that they can compress their schedule into one day, rather than spreading classes over several days. Fast Friday offerings include several key core General Education courses (RRD 6-74 Fast Fridays Focus on Convenience press release, 11/23/2009).
3b.7 How does CCC support faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction?

The Self-Study survey found that 83% of faculty respondents agreed with the statement that “good teaching means staying informed and trying new pedagogical approaches” (RRD 3-27 Self-study faculty and staff survey results). Such a high response in the affirmative confirms faculty consider staying abreast of pedagogical advances important to them. Described below are two examples of the College’s current efforts.

**TLC LIBRARY**

The TLC houses an up-to-date and extensive Professional Development Library with a wide array of instruction related topics, as well as specialty software programs with available tutoring for online course design and instruction. TLC staff can assist in the development of multi-media objects for courses and the copying of DVDs or CDs (RRD 3-18 TLC assets intranet page).

**ACCESS TO THE NAU LIBRARY**

The NAU-CCC library partnership provides CCC faculty access to the teaching and learning resources at NAU’s Cline Library. The Cline Library is the most comprehensive library in the state north of the Phoenix area and offers more than 1.4 million volumes in its collections, including books, periodicals, videos, sound recordings, government publications, and archival materials (RRD 6-75 NAU Cline Library About web page).

Faculty members further benefit from the extent of the Cline Library’s resources devoted to teaching and learning. NAU has a history as a teacher’s college that has evolved into a major teaching and learning center that confers nearly 2,000 degrees in the field of education annually (RRD 6-76 NAU Factbook 2010, page C10). The library holdings in the field of education support programs from undergraduate certificates through doctoral degrees. These library holdings are adequate to support NAU’s programs in education (RRD 6-77 NAU College of Education home page) which are accredited by the National Council for the Accreditation of Teacher Education (RRD 6-78 NCATE website).

**PROMOTING FACULTY ADVANCEMENT**

Faculty members use the tuition-reimbursement benefit to keep abreast of research on teaching and learning. In furthering their own professional pedagogical credentials, faculty members have made contributions to current research. In two recent examples, faculty members completed doctorates on topics related directly to teaching and learning.
Dr. Monica J. Baker, CCC Dean of Career and Technical Education, completed a doctorate in Educational Leadership in 2008. Her dissertation entitled, “Predicting NCLEX-RN Success Through Prerequisite and Admission Requirements,” statistically measured the relationship of admission standards used in Arizona community college nursing programs to the National Council Licensure Examination (NCLEX) pass rate for these programs. Results of her study were shared at the 2008 American Community College Association conference. As dean over the CCC nursing program, her research has been directly applied in her College leadership role (RRD 6-79 M. Baker, “Predicting NCLEX-RN Success through Prerequisite and Admission Requirements,” 2008).

Dr. Paul Holbrook, Chair of Business, Education and Human Development, completed a doctorate in Organizational Leadership in 2010. His dissertation, entitled “The Relationship Between Instructional Technologies and Knowledge Acquisition in a College Setting” statistically measured the relationship of learning styles to student scores on the Test of Understanding of College Economics (TUCE). Results of this study are tied to CCC assessment of learning and have been used to improve economics learning at the College (RRD 6-80 P. Holbrook, “The Relationship between Instructional Technologies and Knowledge Acquisition in a College Setting,” 2010).

The results of their research created new knowledge for higher education leaders and their respective institutions by addressing the nursing shortage and measuring the learning benefits of instructional technology.

Furthermore, the results of this research have been applied directly at CCC. The CCC nursing program is under Monica Baker where the results of her dissertation have been used in establishing CCC’s current student admission standards. Paul Holbrook has continued use of the TUCE as an assessment of student learning tool in all CCC economic courses. These courses have also been revised to better address the different learning styles of students.

3b.8 Faculty members actively participate in professional organizations relevant to the disciplines they teach.

The College encourages faculty to become members of professional associations related to the disciplines they teach. Augmenting professional skills and staying current in their respective fields are the primary reasons faculty members join these associations. The formal and informal networking among colleagues such organizations provide bring recent developments in the discipline into CCC classroom instruction. Some faculty advance their leadership capabilities through the various conferences and activities conducted through these organizations.

Professional staff are also encouraged to join organizations relevant to their careers. Staying abreast of recent developments on State and National levels within their professions contributes to CCC staff meeting the support needs of faculty in contemporary times in which technology, compliance issues, and professional standards continue to change on an on-going basis.
Faculty and staff report memberships to the following professional organizations:

- American Mathematical Association of Two-Year Colleges
- American Mathematical Society
- American Political Science Association
- American Society for Microbiology
- American Society of Training & Development
- American Society of Women Accountants
- American Sociological Association
- American Statistical Association
- American Translators Association
- American Association for Public Opinion Research
- Arizona Archaeology Society
- Arizona Association for Lifelong Learning.
- Arizona Association Chiefs of Police
- Arizona Association for Learning in and about the Environment
- Arizona Association of Student Financial Aid Administrators
- Arizona Bar Association
- Arizona Education Association
- Arizona English Teachers Association
- Arizona Homicide Investigators Association
- Arizona Library Association
- Arizona Massage Board
- Arizona Mathematical Association of Two-Year Colleges
- Arizona Prosecuting Attorneys’ Advisory Council
- Arizona Society of Certified Public Accountants
- Arizona Women in Higher Education
- Association Educational Communication and Technology
- Association for Career and Technical Education
- Association for Institutional Research
- Association of College and Research Libraries
- Association of Community College Trustees
- Association for Supervision and Curriculum Development
- Bikram Yoga College of India
- California Bar Association
- Colorado Bar Association
- Community College Humanities Association
- Cross-Cultural Dance Resources
- Dance and The Child International
- Delta Mu Delta International Honor Society in Business
- Fitour (Advanced Fitness)
- Flagstaff Education Association
- Fraternal Order of Police
- Geological Society of America
- Government Finance Officers Association
- Human Anatomy and Physiology Society
- Institute of Management Accountants
- International Association of Police Chiefs
SUMMARY

The College values and supports effective learning. The most important constituent to measure the College’s success in this regard are those who are learning. Students report high gains in learning in their CCC courses. Furthermore, these learners consistently report high levels of teaching effectiveness present in their classes.

The acclaim CCC receives from its learners is the product of a program of continuous improvement that identifies, monitors, evaluates, and refines teaching effectiveness. This program begins with selecting qualified instructors and provides input and guidance in improving their teaching. Increasing effectiveness in the classroom is further supported by professional development efforts stressing pedagogy and staying abreast of new and innovative practices.
Core Component 3c. The organization creates effective learning environments.

INTRODUCTION TO CORE COMPONENT

One learner obtaining their personal educational goal in one classroom is the primary feat accomplished at CCC. In order for that accomplishment to happen, a set of systems and structures has been built to create an effective learning environment. This feat is accomplished at the outset from Mission documents, plans, indicators, and assessments that overlap and are linked with this sole purpose. This foundation is coupled with quality faculty and modern facilities, equipment, and technologies that enhance learning.

Components for an effective learning environment include maintaining a campus climate that is safe and welcomes learners from all backgrounds. Learning rests with a modern and sound curriculum developed and peer reviewed by experts in the field. Learning is effective when it is assessed and improved on an ongoing basis. Today’s effective learning is dependent on reliable and productive technologies geared to the diverse ways that people learn. In a vast service area, technology also means providing learning opportunities online, as well as maintaining the same support services for learning that are available to students who attend in person.

The College meets the requirements necessary for effective learning to transpire. The deliberate environment that CCC has created functions to accomplish the feat of learners placed into a position and supported along the way to obtain their personal educational goals.

3c.1 Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

Examples and ways assessment results are used at CCC to improve curriculum, pedagogy, instructional resources, and student services are addressed largely in earlier sections of this chapter. In addition to these improvements, CCC employs a proactive curriculum review process that includes assessment and leads to instituting positive changes.

Education is at the core of the Coconino Community College Mission. The ability to measure student learning in addition to the currency, relevancy, and effectiveness of the academic programs validates both the success of CCC’s students and the College. In order to establish, evaluate, and maintain the quality and integrity of the curricular process at CCC, new courses or programs being developed or approved must go through the Curriculum Development Process. The faculty initiator utilizes the Arizona Curriculum Review and Evaluation Service (ACRES) (RRD 6-81 ACRES website).

Using ACRES, proposals are prepared by faculty and submitted as a concept to the respective department chairperson for input. Consultation with the department chairperson and division dean occurs throughout the
development process. The process requires that the proposal show evidence of need, which may be done by citing student need for a course that transfers or by citing needs of area employers for specific skills. Also, new course proposals include a course assessment description in each of the new ACRES proposals to clearly articulate the methods by which student learning will be assessed.

Further, the proposal must cite the impact on existing programs/disciplines or courses, its transferability, the resources available and those needed to implement the course/program, the facility needs, additional faculty needed, projected student enrollment, and costs or special funding requirements.

Course modifications undergo a similar process, again using ACRES. Faculty members are required to provide the nature and rationale of the modification, including the impact on existing programs, courses, or students.

New programs, because of their far-reaching effects on the institution, must include a business plan which addresses the following:

- Number of job openings anticipated in a defined area in one and five years
- Average hourly wage projected for the positions identified to result from the program
- Need for certificate and/or associate degree credentials to obtain the positions projected
- Skills desired by employers of program completers
- Ancillary skills, which may be obtained from various college courses and are required for completers of the program.

The Curriculum Committee recommendations are reviewed by the President and approved, then forwarded to the Board of Trustees for approval before a program is implemented.

The College has processes in place that ensure courses and programs remain current. Primarily, it has been the responsibility of faculty to review, evaluate, and improve curricula and programs of study. The continuous review of the course content in the curriculum’s Course Outline ensures that it remains current and transferable to the State’s universities. In 2007, program major courses were aligned to program outcomes; in 2008, the course outcomes were aligned with CCC’s General Education Outcomes.

At the more specific department or discipline level, faculty work together during meetings to:

- Address visions and goals of the curriculum or program
- Address ongoing needs, costs, enrollment trends, and retention
- Identify strengths, weaknesses, and opportunities for the curriculum
- Discuss the use of technology in the delivery of instruction in this field
- Introduce the latest trends within the discipline
• Plan community outreach events
• Address student learning outcomes and methods by which they are assessed
• Ensure academic rigor
• Maintain consistency across all course sections
• Develop a plan to implement any recommended changes

The Curriculum Committee asks faculty members to complete a survey concerning the curriculum process. Survey results gathered during academic year 2009-10 indicate active participation in curriculum among faculty with 52 total responses collected. Among those responding, 52% of faculty submitting proposals had previously done so.

The Curriculum Committee survey also asks faculty for the influences that prompted them to submit proposals. As the table below indicates, the strongest influence is defining outcomes to bring curriculum up to date; the second influence is keeping the curriculum coherent with other courses; the third influence is responding to results of assessment of student learning; and the fourth influence was enhancing transferability of courses.

<table>
<thead>
<tr>
<th>Influence Category</th>
<th>Strong Influence</th>
<th>Moderate Influence</th>
<th>Slight Influence</th>
<th>No Influence</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define measurable outcomes to bring the curriculum up to date</td>
<td>60.6% (20)</td>
<td>24.2% (8)</td>
<td>6.1% (2)</td>
<td>9.1% (3)</td>
<td>33</td>
</tr>
<tr>
<td>Establish better coherency with overall curriculum</td>
<td>57.6% (19)</td>
<td>30.3% (10)</td>
<td>6.1% (2)</td>
<td>6.1% (2)</td>
<td>33</td>
</tr>
<tr>
<td>Enhance transferability to another institution</td>
<td>42.4% (14)</td>
<td>33.3% (11)</td>
<td>15.2% (5)</td>
<td>9.1% (3)</td>
<td>33</td>
</tr>
<tr>
<td>Respond to results from student learning assessment</td>
<td>45.5% (15)</td>
<td>15.2% (5)</td>
<td>18.2% (6)</td>
<td>21.2% (7)</td>
<td>33</td>
</tr>
</tbody>
</table>

3c.2 CCC provides an environment that supports all learners and respects the diversity they bring.

The richness of its diverse learners is one of CCC greatest strengths. Diversity, in all of its human forms, is appreciated and celebrated at CCC. Learners from a variety of cultures and backgrounds are supported in achieving their educational goals in an environment where all are treated with respect. Currently 37% of the student population is a member of an underrepresented ethnic group. One-quarter of the student population is Native American. CCC ranks 22nd among U.S. colleges and universities in Native American enrollment (RRD 6-82 IPEDS Enrollment Survey, National Center for Education Statistics). About 37% of CCC students are eligible to receive Pell grants (RRD 6-31 Email message from B. Voytek 04/18/2010) and over 41% of students are 25 years old or older (RRD 6-83 CCC Enrollment Report, fall 2010).
DIVERSITY MEASURES AND CORE INDICATORS

The College maintains a climate of respect and inclusiveness on its campuses. Evidence of this level of support for people from diverse backgrounds can be found in the College’s Core Indicators of Institutional Effectiveness (2009-2010):

Minority Employees

- 74% overall satisfaction
- 85% favorable concerning diversity
- 70% favorable concerning inclusiveness

Minority Students

- 95% overall satisfaction
- 85% favorable concerning diversity
- 87% favorable concerning inclusiveness
- 80% report high gains in multi-cultural awareness
- 78% favorable “Faculty used examples of diversity in class material”

Measures:

On the Employee Satisfaction Survey, the proportion of employees who reported being a member of an ethnic minority group responded favorably to these statements:

- “Overall, I like working for Coconino Community College.”
- “CCC is a place that appreciates and celebrates human diversity.”
- “CCC maintains a climate inclusive of people from different backgrounds.”

On the Graduating Student Survey, the proportion of students who reported being a member of an ethnic minority group agreed with the following statements:

- “Overall, I am satisfied with the education I received at CCC.”
- “CCC is a place that appreciates and celebrates human diversity.”
- “CCC maintains a climate inclusive of people from different backgrounds.”
- “The education I received at CCC helped me understand how diversity issues are interrelated in regional, national, and global relations.”
- “The faculty at CCC used examples of diversity (different cultures, religions, races, people with disabilities, etc.) in their class material.” (RRD 3-35 Core Indicators).
MEETING NEEDS THROUGH INSTRUCTIONAL DIVERSITY

The Community and Corporate Learning Department (CCL) serves the diverse learning needs of constituents not interested in credit-bearing instruction. The CCL provides affordable, flexible, and meaningful courses to those who are served. The variety of Community Enrichment courses are intended to keep lifelong learning at the forefront with topics for everyone.

The Community Enrichment Program is now called Lifelong Learning and provides non-credit workshops involving a myriad of topics throughout the year. These programs are designed to meet the needs of a wide variety of community members who want to enhance their learning in a non-traditional way.

The non-credit workshops do not require texts, tests, or transcripts and are available at a reasonable cost to the public. The current economic climate has required restructuring between credit and non-credit offerings. This restructuring has afforded additional non-credit classes previously located in credit-bearing curricula (such as scuba, music performance, physical education). Due to the limitations of curriculum development, these classes were limited in their structure and types of course objectives. CCL is planning to expand class objectives to include other topics of interest to community members. Here, CCL is looking to create consistency between the way in which non-credit and credit bearing courses are operated at the college. This type of program design will permit efficiency and effectiveness in the delivery of non-credit courses.

The Community and Corporate Learning Program consists of four distinct services: Corporate Training, Contract Training, Continuing Education Units, and Workforce Development. Corporate training constitutes a set schedule of classes per semester aimed at increasing the capacity for development within existing and new local businesses. The Contract Training facet of Corporate Learning offers customized workforce training based on an individual company’s needs. The department conducts an on-site needs assessment for the company requesting services. From the needs assessment, a schedule of training is derived which specifically addresses those needs in demand. The Continuing Education Units segment offers a variety of educational units or certificates that contribute to increased wages in diverse industries throughout the northern Arizona community. Workforce Development includes job training and career development.

The Small Business Development Center (SBDC) is a business assistance program intended to promote and support entrepreneurship in Coconino County by providing the highest quality and most responsive outreach, training, and counseling. The Center’s staff consists of former business owners and managers who bring practical experience in fostering business success to its various clients.
The Williams and Grand Canyon distance locations have recently been placed under the umbrella of CCL. The objective is to apply these sites in a viable manner to increase the capacity of CCC in the region. Historically, these sites have been used to house credit bearing courses for distance learners. This agenda will be expanded to include Workforce Development, CEU, and Community Enrichment programs. Community outreach in these areas will increase to gain a better understanding of community demands in the distance regions.

3c.3 CCC’s advising activities focus on student learning, including the mastery of skills required for academic success.

Two units—Learning Enhancement and Student Services—are involved with student development that provide advising and other activities focused on student learning, including the mastery of skills required for academic success. The SS mission is to offer individualized, learner-centered opportunities for students to achieve their academic, career, and personal goals. This mission, realized through a myriad of resources, is made to students through the following programs: Passages, Disability Resources, Placement Testing (course related), Advising, Recruitment, CCC2NAU, and Career Counseling. The narrative below describes these units’ contributions to student learning and academic success.

**LEARNING ENHANCEMENT**

The Learning Enhancement Center (LEC) offers academic support for all students currently enrolled in CCC classes. The LEC was formerly part of the Learning Enhancement Services department, and through a reorganization due to budgetary constraints, part of the department was eliminated and other parts of the department were relocated to other areas of the College. The LEC now falls under the realm of the Dean of Arts and Sciences in Academic Affairs. In July 2010, the LEC began to share its area with the Student Services Department, which became the Student Center on the Lone Tree Campus. The Student Center offers students easy access to resources such as learning assistance, academic advisors, program advisors (see student services narrative), library/information resources, computer access (desktop and wireless internet), language labs, and conference/group study rooms. At the LEC, students have access to free learning resources and support services requisite to the degree programs offered by the College.

In each of the centers, students can receive learning assistance that supports and enhances the curriculum being taught in their courses as well as supplemental resources and information that will improve a CCC student’s opportunity for educational success. The LEC follows the philosophy of Learning Assistance. Learning assistants work to augment the teaching that is happening in the student’s course. The LEC offers services on a drop-in basis, free of charge to all students and learning assistants are trained to provide one-on-one and group assistance. The LEC employs a diverse staff made up of part-time faculty and professional and peer learning assistants.
Peer learning assistants are upper-level undergraduate university students and CCC students who have demonstrated to CCC faculty that they have advanced skill sets that allow them to work in the LEC.

Additional tools for student success provided by the LEC include several online workshops related to college success skills: Teambuilding, College Survival Skills, Essay Exams, Learning How to Learn, Note Taking, Stress Management, and Time Management. Academic workshops address specific skills in the areas of English/Writing Skills and Math. Additional academic support materials are available for student checkout such as publisher made math tutorials and science lab materials. Also, in meeting the needs of 21st Century learners, many of the LEC’s supplemental resources are available online. Over the past ten years the LEC has tried several versions of online math assistance, and through this process, is working to develop its own online in-house version.

Throughout its operation, the LEC has run annual student surveys to assess and address the needs of CCC students. Most recently, in 2008-09 the CCC’s Graduating Student Survey respondents rated the LEC’s services under the category of “Very Satisfied + Satisfied” and “Extremely Important + Important,” at 67 and 66 percent, respectively. In 2003, a former faculty member at CCC conducted her doctorate work by looking at student usages of a learning center in terms of student course outcomes for LEC users versus non-users. Coupled with this research, longitudinal data was collected to compare the retention rates of students who used LEC services versus students who did not utilize the services offered by the LEC. The methodology used in this study has been incorporated into the LEC’s assessment cycle through CCC’s IRA Office.

STUDENT SERVICES

During the Academic Year 2006-07, the Vice President of Student Affairs position was removed due to budget constraints from CCC’s organizational structure, and the various reporting lines were divided between the office of the Vice President of Academic Affairs and the Director of Student Services. Prior to that change, the Flagstaff Campuses were engaged in an ideology of offering students a “one-stop” initiative for student affairs as an attempt to ease the student affairs process from admission to course completion, otherwise known as Enrollment PLUS. However, during 2006-2007, the Enrollment PLUS (Prepare, Learn, Understand, Succeed) program disbanded to create a division that addresses the academic, career, and personal needs of students encouraging retention and student success in completing their goals while attending CCC.

In 2010, Student Services incorporated into the new Lone Tree Campus “Student Center” where representatives from LEC, Passages, Disability Resources, Placement Testing (course related), Advising, Recruitment, CCC2NAU, and Career Counseling programs would be readily accessible to students, community members, faculty, and staff.
Throughout this open-access, student lounge area, CCC students are able to study together in meeting rooms; take placement tests; access academic/career advisors, disability resources, and learning assistance; attend club/organization meetings; and engage in CCC2NAU transfer discussions. Coconino Community College Student Services has several positions within the department that serve a variety of student and community needs, and through this collaborative environment, offer individualized solutions to meet those demands.

PASSAGES

Passages is a grant-funded program to assist qualified participants. The program coordinator assists single parents and displaced homemakers who are beginning or continuing their college studies. The Coordinator is a direct resource of guidance for students seeking career/technical programs, as well as on and off campus support services encouraging student retention and academic success. Examples of resources emphasized by the Passages Coordinator include, but are not limited to the following: funding for tuition, childcare, transportation, textbook loans, crisis intervention, and life coaching. The funding for this program is provided through the Carl Perkins Basic Grant and is located on the Lone Tree Campus.

Only a segment of CCC students qualify to participate in the Passages Program. As a result, this program is not included in student services ratings on the Graduating Student Survey.

DISABILITY RESOURCES

Disability Resources’ mission is to facilitate an accessible community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. This program occurs through partnerships with students, faculty, staff, and the community to promote students’ independence and inclusion to ensure recognition of their abilities, not their disabilities. The Disability Resources office is physically located in the Student Services area of the Lone Tree campus so students feel a part of an inclusive campus environment.

Various accommodations are offered to students with documented disabilities. Each student meets with the Disability Resources Coordinator to provide the required documentation of the disability. Then the coordinator designs an individualized strategic academic plan to fit the needs of the individual student’s disability. Accommodations can include but are not limited to specialized technology such as adaptive software, text telephone (tty/ttd), ergonomic support, and video phones. Additionally, academic support services include advocacy, referrals, classroom assistance, test/note taking accommodations, and faculty/staff support. A full list of the accommodations offered is on the Disability Resources web page (RRD 4-22 Disability Resources web page).
The Disability Resources (DR) Coordinator is available for academic counseling as well as referral to other community resources. The DR Coordinator serves on a Flagstaff Community Transition Team, working with partners in the Flagstaff community such as Goodwill, Flagstaff Unified School District, Northern Arizona Regional Behavioral Health Authority, and Vocational Rehabilitation. Disability Resources was incorporated into the 2010-11 Graduating Student Survey student services ratings. Results of those ratings are yet to be tallied.

PLACEMENT TESTING

Placement Testing is divided into two distinct groups: the Lone Tree Campus testing facility focuses on academic and course related testing services, while the Fourth Street Campus focuses on fee-based testing services.

The Lone Tree testing center is located in the Student Services of the Lone Tree Campus, which accommodates academic and course related testing needs. Students can take their placement exams for math, English, and foreign language. The testing center also offers proctored testing for students with disabilities, where students can access their predetermined accommodations such as a quiet testing area, reduced distraction, assistive technology, and extended test time.

The Fourth Street testing center offers fee-based testing, prior learning assessment such as DANTES Subject Standardized Test, certification exams such as the Office of Pest Management, GED registration and testing, and HESI nursing exams registration and testing.

Both centers offer academic testing services needed by the professional and academic Coconino County community. The Testing Coordinator also serves as an academic advisor for students and explains course options to students according to their educational goals and academic test results. Only a portion of CCC students use Testing Services; thus, only a segment of responses collected on past Graduating Student Surveys provide ratings of this service. Respondents to the 2008-09 Graduating Student Survey ratings were 54% “Very Satisfied to Satisfied” and 51% “Very Important to Important” for Testing Services.

ADVISING

Academic Advising plays a critical role in student retention and academic success. The advising model at CCC has gone through several changes as the needs of the community and College have shifted over the years. CCC has adopted a student-centered, general advising model. The student-centered advising model offers students access to full-time academic advisors who specialize in General Studies, Liberal Arts, transfer degree, and undecided majors. Faculty advisors are also considered an integral part of the student advising process.
Academic advisors are well versed in a variety of student needs including:

- Course selection for degree plans
- Finalizing course requirements for degrees no longer offered at CCC
- Assisting students with aspects of CCC such as transfer planning and information about CCC policies, procedures, and deadlines
- Working closely with programs such as CCC2NAU for ease of transfer to NAU programs and academic integration
- Assisting students in mapping strategic plans to meet lifelong learning goals
- Educating students about the intricacies of degree requirements and statewide programs to ensure students prepare for academic and career goals
- Assisting students to navigate other processes at CCC, such as admissions, financial aid, disability services, Passages, tutoring, LEC, testing services, and career services

The advising team’s mission is to instruct students how to navigate the aforementioned services. Once a student is educated how to manage various applications and programs, they are encouraged to rely on these programs to become increasingly resourceful and integrated. The advising team encourages students to access these resources to become self-reliant at CCC because students must learn how to navigate various programs so they can access resources as needed.

Student ratings of CCC advising services are high. The 2009-10 Graduating Student Survey expressed that students held the following opinions about Academic Advising:

- 87% of student respondents were “Very Satisfied to Satisfied.”
- 90% of student respondents rated the service as “Very Important to Important.”

These results show that Academic Advising is one of the strongest student support services. Results from the most recent student satisfaction survey show that the current academic advising model may be outperforming prior advising models at CCC (RRD 4-29 Graduating Student Survey).

Academic advisors work in conjunction with the College’s department chairs, deans, faculty, staff, and administrators to refer students when necessary for specific career and technical degree plans and to identify specific courses that relate to an individual student’s degree plan, class load, or potential employment. Examples include Nursing, Construction Management, and Fire Science.

Full-time and part-time faculty advise students regarding courses, major, degree transfer, developmental and support services, tutoring, disability resources, CCC2NAU, course resources, and potential career concerns. An Advising Committee has been formulated to ensure that student needs are assessed, then addressed continuously.
Academic and faculty advisors are committed to advising prior to each semester during *Snappy Advising*. *Snappy Advising* is a walk-in advising process offered to new and continuing students that involves faculty, administration, and staff with access and knowledge to advising techniques. This process takes place from the week before throughout the first week of classes each fall and spring semester. This process is open to ensure that as classes fill up, administrators, faculty, and staff can assist students in making enrollment decisions that meet their desired goals.

Various academic planning resources are available online, such as degree program information, course descriptions, and course transfer guides for the three Arizona universities. Students are encouraged to meet with an advisor each semester to ensure they are on track to meet their goals in the most efficient way possible. The Academic Advising Coordinator is working on developing a “Student Satisfaction Survey” to gain specific student feedback and provide insight to improving advising.

**RECRUITMENT**

The CCC Recruitment Coordinator provides outreach to regional high schools and serves as an initial contact for new students. The Recruitment Coordinator is able to inform students about programs offered at CCC. Some examples of high interest programs offered at CCC include the EMT, Fire Science, and ASL Interpreter program. The Recruitment Coordinator conducts academic advising while also conversing with students about their educational goals. This staff position then funnels students towards appropriate programs. This coordinator encourages the faculty, staff, and administrators to participate in recruitment of students during site visits within the Flagstaff and surrounding community. The involvement of varied participants offers students an in-depth look at the dedication and coordination of services within the CCC community.

Only a segment of students come to CCC directly out of high school and interact with the Recruitment Coordinator. As a result, this position is not included in student services ratings on the Graduating Student Survey.

**CCC2NAU**

CCC2NAU is a collaborative program between CCC and NAU. This initiative began in fall 2008 to reach out to students who intend to transfer to NAU during or upon completion of their associate’s degree at CCC. This program design advanced the initiative of former Governor Janet Napolitano’s P-20 Council, which sought to increase the number of bachelor degrees awarded in the state of Arizona.

CCC2NAU offers specialized advisement from NAU staff, housed within the Student Services area on the Lone Tree Campus, as well as offices at NAU. The CCC2NAU coordinators design individual student plans to provide a seamless transition to NAU. The following program admission, benefits, and features are easily accessible to CCC students ([RRD 7-20](#)) CCC2NAU website).
Eligibility to participate in CCC2NAU follows the requirements below:

- Enroll in a minimum of one course at CCC
- Intend on earning an associate’s degree at CCC
- Intend on earning a bachelor’s degree at NAU

Eligibility criteria further specifies the participants cannot:

- Have attended NAU in the past
- Be concurrently enrolled in high school
- Currently hold a bachelor’s degree

The CCC2NAU team serves as NAU liaisons ensuring that students are aware of the various NAU programs open to CCC2NAU participants.

Various NAU departmental liaisons include but are not limited to:

- Admissions
- Financial aid
- Registration
- Academic/career advising
- Learning assistance center (includes writing, math, and language tutoring)
- Enhanced online and campus library resources (beyond that of the current NAU-CCC library partnership)

To be considered for the CCC2NAU program, applicants 22-years or younger must provide CCC transcripts, high school transcripts and an online application (RRD 6-84 2NAU application).

Students who seek involvement in the program and are not eligible are still welcome to talk with the CCC2NAU coordinators to receive guidance on NAU admissions and programs. Only a segment of CCC students are involved with CCC2NAU. Due to limited access to this student service, CCC2NAU is not rated on the CCC Graduating Student Survey.

**CAREER COUNSELING**

The Career Counseling initiative provides assistance in career/major selection, resumé building, interviewing skills, job search strategies, and job application processes. This initiative developed from previous attempts at offering online and campus career services. The career services coordinator also advises students academically. The coordinator and advising team recognized during the prior self-assessment the disarticulation between academic and career advising, as well as the high percentage of undecided goals at the time of admissions.
The prior career services offered an online SIGI3 program (major/career exploration tool), job placement, and outreach to local employers. Due to the under-utilization of the SIGI3 program, it is no longer offered as a tool for major/career exploration because the cost was not justifiable in relation to how many students utilized the program. CCC2NAU students have access to this program as NAU still utilizes SIGI3. According to a 2002 self-assessment the job placement process has changed its focus as students and community members were more likely to be placed into Federal Work Study and part-time positions within the college or community. The efforts for full-time placement were difficult due to online computer access and complaints from employers and applicants, relating to the online job database. Answering these concerns, CCC developed a new job database called College Central Network Services.

The responsibilities of the Career Services Coordinator include:

- Aiding students in exploring career options that relate to their interests, values, personality, skills, and talents in the workforce world
- Engaging students to learn about themselves and explore occupations that are likely to provide personal satisfaction and enthusiasm
- Advising students in the areas of their personal strengths and resources, and then developing an individual plan of action to address students’ goals

Additional services offered to students via online or in-person meetings with the Career Services team include:

- Time management
- Stress management
- Communication, conflict resolution, and peacemaking skills

Professional assistance is provided in areas such as:

- Resumé critiques
- Interviewing strategies
- Assistance with the preparation of job search techniques and application procedures

(Office of Teaching and Learning, 2010, p. 36]

Only a segment of CCC students seek career counseling. However, the segment using Career Services is sufficiently large that it is included among the student services rated on the CCC Graduating Student Survey. Respondents to the 2008-09 survey rated Career Services with 58% agreeing that they were “Very Satisfied to Satisfied” with this service. Additionally, 60% of the respondents rated this service as “Very Important to Important” to them.
OVERVIEW OF ONLINE SERVICES TO STUDENTS

Coconino Community College strives to provide an online equivalent of any service provided within its brick-and-mortar location. Online services include, but are not limited to, email, registration, access to college-wide forms, and completion of degrees. CCC’s objective is to provide the same level of service online as in-person. CCC has been successful in this endeavor. The table shows the percent of students satisfied with a variety of online services as reported in the CCC student online course surveys.

<table>
<thead>
<tr>
<th>PERCENTAGE OF STUDENTS SATISFIED/ SOMEWHAT SATISFIED WITH TECHNOLOGY</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Online library services</td>
<td>89</td>
<td>92</td>
<td>87</td>
<td>90</td>
<td>85</td>
</tr>
<tr>
<td>Online Payment options</td>
<td>87</td>
<td>86</td>
<td>90</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>Online Transcripts and Records</td>
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<td>94</td>
<td>91</td>
<td>94</td>
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<td>89</td>
<td>90</td>
</tr>
<tr>
<td>Technical Support</td>
<td>83</td>
<td>81</td>
<td>74</td>
<td>85</td>
<td>79</td>
</tr>
</tbody>
</table>

(RRD 6-85 Online Course Evaluation report)

The College recognizes the importance of online services offered to current and future students. However, as the table above indicates, challenges exist over carrying out the College’s goal in delivering the same level of service as in-person assistance. For example, learning assistance, library services, financial aid, and technical support have fluctuating satisfaction levels. Some services are made more difficult to handle in the online environment. For example, providing learning assistance to students may be hampered by different locations using different textbooks for the same course. Delivering consistently high-quality student services online has yet to be achieved.

Despite the drawbacks students may encounter, online services do enable students who would not otherwise have access to college to complete their college-related business. The remoteness of many of the communities neighboring CCC prevents students from traveling to a brick-and-mortar location on a daily or weekly basis. The College’s online services make conducting business and attending classes possible for these students.
Technology advances in our society directly affect what is expected from businesses and educational institutions. Students expect services to be available online. CCC has met this need by offering a wide range of online services to students. In fact, in a survey completed during the spring 2010 semester the majority of students knew about, were using, and were satisfied with the online services provided at CCC.

( RRD 6-85 Online Course Evaluation report)

COLLEGE SERVICES

The College offers a wide variety of services to students through Web4, an online self-service application. Students can apply for admission to the College using this service. Admitted students can login to the secure area to:

- Register and pay for classes
- Print class schedules
- View academic records including unofficial transcripts and grades
- Review general financial aid information
- Edit personal information changing user PIN number, address, phone number, e-mail address, and emergency contact information

The College has numerous resources for improving and enhancing online services. During the period of 2006 to 2010, the number of students registering and paying for their courses using online services has steadily increased. According to a recent CCC survey, over 40% of students use the CCC website to access financial aid and library services.
ITS TECHNICAL SERVICES

The College offers online access to email services for students, faculty, and staff. Individuals can check their email from any location on or off campus. CCC is able to share a variety of information electronically using this service, which is one way that CCC does an exceptional job meeting student needs. In fact, in a recent survey 80% of students reported wanting to receive information about CCC via email, which is possible. Telephone services are linked directly to the email system allowing online management of telephone related services including voicemail. Support for online services is a crucial part of providing this service. In spite of these milestones, the deployment of email accounts to students, including informing students about email, has been challenging for the College to fully implement.

ITS completed 2,915 work orders from July 2009 to July 2010. During this time users surveyed reported an average 82% satisfaction level. During this time, services such as email, internet, and access to the College website had availability 98% of the time.

Individuals are using CCC’s online services to contact ITS as well. Over half of the users used Track-It, CCC’s Help Desk software, to electronically report a problem or need for technical assistance.

Enrolling in a Course Online

In addition to traditional face-to-face courses CCC offers students an option to take a variety of courses online. This option allows students to have no or minimal required trips to campus, no or minimal set meeting times, and typically the flexibility to attend class at whatever time of day fits their schedule. The College provides Blackboard, a learning management system, to faculty to assist in successful delivery of online courses. This system provides an opportunity for students to attend classes from any location no matter the distance from the physical CCC campuses.
On average CCC enrolls 1,200 students in online courses each academic year. Just under half of those students (∼515) enrolled in online courses are degree seeking students. These students are enrolled in one or more of the 110 online sections each year.

In the past there were two separate learning environments: traditional and online. Development of online courses has been evolving. The use of learning circles of instructors teaching online, and conscious efforts by faculty to make the online learning experience similar to the in person, has increased the quality and consistency of online courses. Prior to developing and teaching an online course, faculty members attend training sessions and receive guidance. CCC makes every effort to ensure that the level of education students receive online is equivalent to what they would receive in a traditional classroom.

Within actual online courses at CCC, faculty members are employing techniques to keep their students engrossed in the course. Students have the opportunity to participate in online study groups and discussions, which help students to comprehend the material being offered. Students are motivated to stay on track through continued positive reinforcement from their instructors as well as through the tools built into Blackboard. These tools include an online grade book, tracking tools, and progress monitors. Built-in grading forms and large comment areas give instructors an opportunity to provide feedback to students on their course work.

3c.5 The college employs, as appropriate, new technologies that enhance effective learning environments for students.

The College has made significant strides in recent years to use new technologies that enhance effective learning environments. The projects listed below summarize these improvements in sequential order:

2008

- Replacement of all classroom and lab computers
- Creation of a full time Help Desk position
- Development of a Help Desk support strategy
- Implementation of new Help Desk ticketing system
- Stabilization of interactive television (ITV) infrastructure
- Completion of ITV room at Tuba City
- Acquisition of new live-streaming service to make commencement available live on the College website
- Upgrade of ITV sound system
- Development of a new website template
- Implementation of an enterprise website infrastructure
- Upgrade to the system providing course listings in Outlook
- Stabilization of WebCT integration with SunGard Banner
- Upgrade of SunGard Banner to version 7.3
2009

- Installation of Help Desk surveys to assess customer satisfaction
- Consolidation of desktop computer images
- Deployment of new system to make desktop computer management more efficient
- Upgrad of email system to improve reliability in addition to adding several new features
- Installation of a Storage Area Network
- Tenfold increase in college Internet connection
- New network strategy to increase speed and reliability to all campuses
- Added redundancy in the Page Internet connection
- Consolidation of servers for increased reliability
- Installation of an enterprise monitoring tool
- Move to an enterprise Anti-SPAM service, hosted by Microsoft
- Completion of student email project
- Development of a new website template
- Implementation of an enterprise website infrastructure
- Acquisition of a new interactive television (ITV) scheduling system
- Stabilization of WebCT integration with SunGard Banner
- Upgrade of SunGard Banner to version 7.5.1

2010

- Completion of an acceptable use-of-technology policy and procedure
- Completion of year-three projects in the five-year technology tactical plan
- Implementation of several cost-savings initiatives
- Implementation of computer management application
- Relocation of Help Desk to better serve users
- Introduction of Windows 7 to Computer Information Systems program and computing lab environment
- Completion of integration with NAU Cline Library
- Added additional infrastructure services including a new battery backup system
- Installation of an enterprise identity management system
- Acquisition and installation of system and network monitoring application
- Completion of pilot for new voicemail system
- Implementation of numerous cost saving initiatives
- Completion of a new College website (RRD 6-115 New User Friendly Website Launched press release, 2/2/2010)
- Acquisition of new interactive television (ITV) equipment
- Award of a USDA grant to support improved video delivery of instruction
- Installation of Banner 8 in a test environment
- Implementation of Identity Management (phase 1)
- Completion of the CCC Alert system (RRD 6-86 ITS Fiscal Year End reports, 2008 through 2010)
In addition to investments in technology, CCC maintains an Office of Institutional Research and Assessment (IRA). This unit consists of only two-and-one-half positions. However, the full-time director and full-time research analyst are seasoned professionals. As noted earlier in this chapter, the IRA Office devotes considerable attention to matters concerning enhancement of student learning. As also mentioned earlier in this chapter, this office disseminates information to students with the goal of placing them in a more informed position regarding college success.

| 3c.6  | CCC’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning. |

Strategies and tactics for educational strategies, activities, processes, and technologies to enhance student learning are identified in the College’s Strategic Plan (RRD 3-25 Strategic Planning web page). Progress toward meeting annual planning tactics is reviewed by the College President and those charged with carrying out the Strategic Plan annually. Adjustments to tactics identified for the following year are modified at that time.

Aspects of educational strategies, activities, processes, and student learning are included in the College’s Core Indicators of Institutional Effectiveness. These aspects include the quality of diversity education incorporated into curriculum, the currency of curriculum, the number of academic programs using best practices to assess student learning, student goal attainment, licensure and certification pass rates, student retention rates, student transfer rates, the status of faculty credentials, and meeting community needs in corporate training and non-credit workshops (RRD 3-35 Core Indicators). The Core Indicators are reviewed by the College Council.

The Technology Tactical Plan identifies current technologies and technologies to be deployed to enhance student learning. The plan was developed with College Council input (RRD 5-2 Technology Tactical Plan). Implementation progress toward meeting the plan are covered in monthly ITS reports that are submitted to the College President, the District Governing Board, and made available for comment by CCC employees (RRD 6-87 ITS Strategic Plan Implementation Reports web pages).
The ITS reports include a number of quality assurance indicators to the College community, and below are a few examples included in the 2010 ITS annual report.

**System Availability Dashboard**

**Email Availability**
- Available: 99%
- Not Available: 1%

**Internet Availability**
- Available: 99%
- Not Available: 1%

**Video Conference Availability**
- Available: 99%
- Not Available: 1%

**Web Site Availability**
- Available: 99%
- Not Available: 1%

**Sungard Banner Availability**
- Available: 99%
- Not Available: 1%

**Blackboard Vista Availability**
- Available: 90%
- Not Available: 10%
Help Desk Dashboard

You are satisfied with the overall service provided by CCC User Services.  
- Strongly agree (75) 91%
- Somewhat agree (6) 7%
- Neutral (0)
- Somewhat disagree (0)
- Strongly disagree (1) 1%

What is your status at CCC?  
- Student (1) 1%
- Faculty (21) 26%
- Staff (60) 73%
- Other (0) 0%

What method did you use to contact CCC User Services?  
- Email (8) 10%
- Walk-in (3) 4%
- Telephone (27) 34%
- Track-it (42) 53%

Was the issue resolved within a timely manner upon initial contact with CCC User Services?  
- Yes (76) 93%
- No, issue resolved 4% 5%
- No (2) 2%

The assistance received was timely and the assistant was courteous, friendly, and professional when contacted.  
- Strongly agree (76) 93%
- Somewhat agree (3) 4%
- Neutral (2) 2%
- Somewhat disagree (0) 0%
- Strongly disagree (1) 1%

(RRD 6-86 ITS Fiscal Year End reports, 2008 through 2010)
Two standing committees were created in 2008 to review technology operations. The first committee established was the Administrative Users Group (AUG) to oversee all upgrades, feature enhancements, policies, and procedures for the SunGard Banner product while overseeing best practices usage (RRD 3-29 Committee List and Charters, page 18). The Chief Technology Officer (CTO), the director of Enrollment Management Services, the Controller, the Budget Analyst, the director of Student Financial Aid and Veteran’s Services, the director of Institutional Research and Assessment, and functional analysts in Human Resources, Business Services, and Institutional Research serve on AUG. The second, the Technology Committee, consists of key administrative computing department heads, and serves as a governance committee overseeing strategic IT goals or initiatives and how they align to the College’s Strategic Plan and Technology Tactical Plan. The goals of this group are to assess technology requests and prioritize based on the Technology Tactical Plan. Initiatives are then passed through budget committee for financial approval. This committee oversees and implements updates to technology policies and procedures affecting the College community (RRD 3-29 Committee List and Charters, page 34).

SUMMARY

Curriculum, pedagogy, instructional resources, and student services are assessed at CCC. Results from assessment are used for curricular change and program improvement on an ongoing basis. CCC’s systems of assessment also provide quality assurance to its students, constituents, and the public. These assessment systems reflect the College’s Mission documents (RRD 8-1) and Strategic Plan (RRD 3-26) and are a part of the Core Indicators of Institutional Effectiveness (RRD 3-35).

The College has an effective learning environment through a deliberated curriculum that is assessed and refined on an ongoing basis. The College’s learning environment exists within a positive campus climate that is rich in learner diversity and where understanding diversity stands out as a measured curricular and institutional outcome.

Diversity also means differences among the previous educational and social experiences, life commitments and adult responsibilities, and desired educational objective of CCC’s learners. The LEC strives to provide each learner personalized and group assistance in mastering the skills that lead to academic success. CCC’s advising activities focus on student learning and development that stress self-reliance in learning how to access resources as needed.

The College employs, as appropriate, new technologies that enhance effective learning environments for students: acquisition of new interactive television equipment, creation of a full-time Help Desk position, completion of a student email project, and completion of a new website for the College (RRD 6-115 New User Friendly Website Launched press release, 2/2/2010). ITS reports keep the College community apprised of technical priorities.
INTRODUCTION TO CORE COMPONENT

Budgeting priorities at CCC reflect that improvement in teaching and learning is a value of the College. The College is engaged in a multitude of endeavors that improve the quality of life for residents of Coconino County, and especially the lives of those who participate in the diverse educational and training opportunities offered by the College. Expanding these programs while improving existing services remains at the core of the College’s efforts. CCC could not sustain its level of involvement in the county if budgeting priorities did not stress improvement in teaching and learning.

Learning and teaching are supported by several units dedicated to improving the College’s capacity in these areas. Foremost on this front is the Teaching and Learning Center (TLC) that supports faculty/staff training and development needs, operates faculty tutorials and professional growth events, and provides related professional-development information and guides. The TLC offers regular training sessions to faculty about various instructional technologies. Other related units supporting improvement in teaching and learning include the merged CCC/NAU library, multimedia assistance, a technical HELP Desk and staffed computer labs, and a Learning Enhancement Center for students. Each of these units undergoes regular review and evaluation by administrative officials.

Student learning and teaching effectiveness are enhanced and strengthened through close partnerships with multiple entities. Immersion, not engagement, in targeted result-oriented partnerships with external groups is present throughout the College. Innovative approaches are the trademark of many of these cooperative enterprises. This region is relatively financially deprived. As a result of having few resources at hand, brainstorming among groups with shared interests is prompted to achieve results. The reality of fiscal constraints requires creative and collaborative solutions. One of the most significant contributions in this area is executive participation in efforts among Arizona’s community colleges to collectively gather information for the first time concerning benchmark information on student learning and teaching effectiveness.

3d.1 The College ensures access to teaching and learning resources. Adequate support staffing is provided for those resources. The use and effectiveness of those resources are regularly evaluated.

The teaching and learning resources at CCC are described below:

• The TLC supports faculty and staff members by meeting their training and development needs. The TLC services include new faculty and new employee orientation, mentoring programs, online instruction workshops, cross-departmental learning circles, information on profes-
sional development opportunities, technical and informational training sessions, and community building and resiliency activities. The TLC supports ongoing professional development for educators, improving instruction and increasing student success. The TLC also houses an extensive Professional Development Library (RRD 3-18 TLC assets intranet page) on a wide array of instruction related topics as well as specialty software programs with available tutoring for online course design and instruction. TLC staff can assist in the development of multi-media objects for courses and the copying of DVDs and CDs.

• The TLC intranet site now provides an online resource area for faculty tutorials, information, and guides. Faculty members access this intranet site from on or off campus (RRD 7-24 Faculty and Staff Professional Development intranet site).

• Multimedia Assistance in the classroom is coordinated by ITS. A multimedia request form is available on the CCC intranet (RRD 6-88 Multimedia Request form).

• The HELP Desk and Computer Labs provide technical assistance to students, faculty, and staff for all technical issues (RRD 6-89 ITS HELP Desk web page).

• The Coconino Community College Library has extensive resources for students and faculty through a merge with NAU’s Cline Library. The CCC Library provides an extensive online library of journal articles and reference materials, many full-text and peer-reviewed, including cross-searchable Elton B. Stephens Company (EBSCO) academic, business, nursing, education, and psychology databases, the ARTstor Digital Library of art images, and Congressional Quarterly research articles on current news topics. A CCC Librarian is available for individual consultation, instruction in the classroom, and meeting with students or faculty at CCC or the NAU Cline Library. CCC faculty and students also have borrowing privileges for the NAU Cline library collection and access to their library services, including document delivery and interlibrary loan (RRD 7-4 CCC Online Library Services web page and RRD 6-90 CCC/NAU collaborative library web page).

• The Learning Enhancement Center is located in the Student Center at the Lone Tree campus, as well as at the 4th Street and Page Campuses. The LEC is designed to provide additional support and learning assistance to help improve student learning and success. Math learning assistance is available during all of the hours that the LEC is open on the Lone Tree Campus only; however, other subjects such as English, chemistry, biology, and accounting assistance are available based on staff availability and with preset schedules (RRD 4-23 LEC information web page).
Adequate staff is present in each of the above-described units. The TLC is staffed with a full-time coordinator and media specialist and part-time technical position to assist faculty with technical needs. The CCC Library has a full-time librarian position. Multimedia assistance is supported by three full-time positions: a technical director, a web analyst, and a multimedia specialist. The Help Desk and Computer labs are supported by ITS User Support Services (RRD 6-91 ITS User Support web page). This unit houses a manager, a Senior Desktop Support Specialist, and a Help Desk Technician. These three positions are also full-time. Nine part-time support technicians operate in both areas providing day and evening coverage for these operations. The LEC is managed by a full-time coordinator who hires and schedules the work of various learning assistants.

A Training and Development Committee is involved in evaluating services concerning TLC operations. This unit is within the Human Resources Department with staff receiving regular performance appraisals overseen by the Director of Human Resources.

An Administrative Users Group and Technology Committee are involved in evaluating services concerning ITS User Support Services. Staff members in this unit receive regular performance appraisals by the Chief Technology Officer.

Student satisfaction ratings of the Help Desk, computer labs, classroom equipment, and library services are reviewed regularly by College Council.

3d.2 The College supports students, staff, and faculty in using technology effectively.

The Teaching and Learning Center (TLC) offers regular training sessions to faculty in various instructional technologies:

Online Teaching Resources

- Online Course: Requirements & Review Information
- Online Instruction and Design: Tutorials for Tools and Design Programs
- Web-Enhancing Your In-Person Course
- Learning Objects

Universal Design & Accessibility

- Accessibility Offerings
- Accessibility Tips
- Nuance Software
- Dragon NaturallySpeaking
- Universally Designed PowerPoint presentations
- Using Captivate to Capture Live Writing Tablet and Audio Information
- Accessibility Guidelines for Print Media
Instructional Resources

- New Faculty Orientation Materials
- Faculty Mentoring Programs
- Syllabus Construction Materials
- Creating a CoursePack
- Going Paperless
- Blank Attendance Roster

Learning College Instructor Modules are online resource modules with the following goals:

- To provide ongoing, quality training, support, and professional development of faculty
- To foster student success through a more active, collaborative community of staff administration, faculty, and integrated part-time faculty
- To inspire better teaching and expand learning
- To build a committed, engaged, continuing core of high-quality faculty in all departments
- To build upon faculty resources, effectiveness of institutional goals, and challenges of the learning college by providing ongoing quality training, support, and professional development of faculty aligned with Coconino Community College’s Strategic Plan and Mission Statement

All faculty and staff have the following technology training sessions available to them:

- Adobe suite of applications (Captivate and Dreamweaver CS3 & CS4)
- Intranet Guides (intranet resources that the TLC created for end users).
- Microsoft Office suite of applications (Access, Excel, PowerPoint, and Word)

(RRD 7-24 Faculty and Staff Professional Development Resources intranet site)

3d.3 The College’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

In its 20 years of operation, CCC’s systems and structures have sought opportunities to enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness. Maturation of the College, as well as its systems and structures, has strengthened the College to be a viable partner in innovative endeavors.

Since the last HLC comprehensive visitation, the College has partnered with a number of entities to enhance learning and to strengthen teaching. These mutually beneficial initiatives have fostered close partnerships with the College’s structure and Northern Arizona University, the City of Flagstaff, local foundations, local companies, and State and Federal agencies. Described below are several such endeavors forged with partners.
TITLE III GRANT WITH NORTHLAND PIONEER COLLEGE

In 2004, CCC partnered with Northland Pioneer College on submission of an application to the Cooperative Title III Part A-Strengthening Institutions Program of the U.S. Department of Education. This application was successful in obtaining a $2.4 million grant over a five-year period.

The Title III Shared Institutional Goals achieved with these resources are listed below:

- To strengthen the design and delivery of distance education courses through Development of a Distance Learning Resources Partnership
- To improve student achievement and career success by developing a comprehensive online student services delivery system for admissions, advising, orientation, career planning, and academic and financial records
- To improve student achievement by developing comprehensive online learning and tutoring services
- To increase the number of students earning online degrees through the development of online degrees (RRD 7-16 Title III grant application, 2004)

Implementation of the Title III program was closely coordinated between the two institutions in monthly meetings during the duration of the program. A project director, employed by and located at the CCC District Offices, oversaw day to day operations of the program.

Accomplishments of the Title III program include:

- Implemented online course quality assessment process (27 courses reviewed)
- Document imaging system fully implemented in Financial Aid
- Revision of online student orientation
- Implemented online tutoring services

Recommendations made to the District Governing Board in the final program report include:

- Continue to strengthen relationship with NPC to continue career service agreement
- Evaluate alternate Learning Management Systems
- Continue to grow library services
- Expand document imaging services
- Create an academic position that centers around distance education
  - Focus on new courses and online degrees
  - Continue online course assessment process
  - Continue to build departmental relationships pertaining to online education

(RRD 6-92 District Governing Board minutes of regular meeting, 11/18/2009, pages 4 and 5)
HIGHER EDUCATION COLLABORATION

College executive leadership is active in establishing dialog with other public higher education institutions in the State. Such discussions are seminal to collaborative innovations to increasing student learning and strengthening teaching effectiveness.

In the past, exchanges among higher education leaders have been rare in Arizona. There is a university system governed by the Arizona Board of Regents (ABOR) with three distinct universities. Arizona’s community colleges are established at the county level and are governed at the local level. No State-level higher education coordinating agency exists in Arizona. Under such a structure, no voice has spoken for Arizona higher education or has coordinated efforts on a Statewide level.

Better serving the learning needs of the residents in northern Arizona was the impetus for the presidents of the three county-based community colleges to begin meeting each semester. The executive discussions between CCC, Mohave Community College, and Northland Pioneer College have so far lead to publication of a common advertisement in each college’s class schedule that lists signature degree and certificate programs. Dialog between the presidents continues on ways that the technologies available at each college can be used to better serve the learning needs of residents living in northern Arizona’s many remote communities.

A step towards achieving collaboration among Arizona’s higher education leaders occurred in 2008. At that time, CCC’s president attended a Presidential Summit where all the presidents of Arizona community colleges and the State universities met to discuss the latest issues and how to collaborate. Topics on the agenda included implications of the National Center for Higher Education Management Systems feasibility and demand report to the state, P-20 Council game plan, Community College Coordinating Board, financial aid, ABOR strategic planning, and an affirmative action initiative (RRD 6-93 President’s Report 01/2008).
Also in 2008, the CCC president attended the initial meeting of the Arizona Community College Council (ACCC). The meeting was the first time that all ten community college district CEOs and two tribal two-year college CEOs convened together to work in a collaborative format. The meeting was organizational in nature and provided the Council an opportunity to discuss its committee structure, sustainability, and future work plans. Specifically, much of the Council’s work will carry forward the P-20 Higher Education Recommendations that the P-20 Council adopted earlier in 2008. Their work will focus in three general areas, which will also likely serve as the committee structure:

• Governance and Finance
• Pathways and Alignment
• Accountability and Measures

ACCC outlined their efforts in 2009 as improving transfer and articulation to ensure that a greater number of credits count towards a bachelor’s degree; continuing the P-20 Council’s work on dual enrollment to remove barriers to participation and to expand the number of students who can accelerate their college education; addressing a number of systematic data issues, including the transfer of Student Accountability Information System (SAIS) numbers from K-12 to the community colleges and the possibility of implementing electronic transcripts; begin developing a recommendation for long-term, system-wide coordination of the community colleges in the State; and supporting the implementation of the Lumina grant and the College and Career Ready Policy Institute, as needed (RRD 6-94 President’s Report 01/2009).

Another related organization is the Arizona Community College Presidents’ Council (ACCPC), comprised of the leaders of the 10 community college districts in the State. At the current time, this entity speaks for the public two-year sector in Arizona. AACPC has set as its mission:

• To ensure broad access to high-quality education and training for all Arizonans
• To improve the retention of learners through their education or training goals
• To significantly improve goal attainment, transfer, and degree/certificate completion (RRD 6-95 ACCPC Strategic Vision)

Months of dialog between these college presidents led to the creation of a common Strategic Vision for the community colleges to achieve the mission stated above. This plan identifies indicators of statewide progress toward these goals, as well as strategies and initiatives for achieving excellence in each area.

This plan “both builds on and contributes to ongoing efforts to improve and align secondary and postsecondary education and training in Arizona, including the statewide Getting AHEAD (Access to Higher Education and
Degrees) project funded by the Lumina Foundation. This plan also maps directly to several of the goals set out in the Arizona Board of Regents 2008 long-term strategic plan, titled 2020 Vision, in recognition that common goals and shared strategies are essential to the betterment of Arizona’s economy, workforce, and overall quality of life” (RRD 6-96 ABOR 2020 Vision report and RRD 6-95 ACCPC Strategic Vision)

Furthermore, this vision in the community college’s strategy is described below:

Educated Arizonans will enjoy greater economic prosperity. All Arizonans, not just those with a degree or certificate, will benefit as more become educated Arizona’s workforce will benefit from greater numbers of educated and skilled workers. Providing access to community programs and events will maintain and improve the quality of life in Arizona communities. (RRD 6-95 ACCPC Strategic Vision)

Additionally, the College President holds monthly Brown-Bag Lunch forums and works one day per month at each campus to meet and collect feedback from employees and community members. President Advisory Councils, three throughout the service area, meet twice a year to advise and offer feedback to the President and Executive Cabinet members.

CITY OF FLAGSTAFF PAYS FOR LAB UPGRADE

Both learning and teaching at CCC were improved when the CCC Foundation received the check for $37,186 from the City of Flagstaff to pay for the Chemistry Lab renovation (RRD 6-97 President’s Report 12/2008). The gift allowed CCC to renovate and upgrade the existing chemistry lab on the Lone Tree Campus.

The renovation in summer 2010 benefitted learning and teaching by providing better accessibility for physically challenged students, improving visibility of flames on Bunsen burners, and relocating fume hoods to alleviate crowded work stations (RRD 6-98 President’s Report 06/2008).

DEAF EXPO FOSTERS ASL PROGRAM

Partnering with the Arizona Commission for the Deaf and Hard of Hearing (ACDHH) has furthered learning in American Sign Language and expanded learning opportunities for the deaf.

This agency was instrumental in establishing the CCC American Sign Language Interpreter program. Working relations between ACDHH and CCC also spawned the creation of the Northern Arizona Deaf Expo hosted by CCC (RRD 6-99 President’s Report 08/2008).

The Deaf Expo has been held annually for the past three years, and the success of this event has grown significantly each year. The first Expo, held in 2008, was a free event that featured some 30 exhibitors and a full day
of presenters highlighting deaf education opportunities, American Sign Language, technology such as the video phone, and interpretation training. The Expo also offers entertainment, children’s activities, and prizes. Organizations helping to create the event include the CCC Disability Resources and Languages departments, Arizona Relay Service, and the Arizona Commission for the Deaf and Hard of Hearing (RRD 6-100 President’s Report 10/2008). Since then, the Expo has grown to include about 375 participants coming from Phoenix, Tucson, Kingman, Prescott, Show Low, Kayenta, Holbrook, and locations in New Mexico, California, and Colorado (RRD 6-101 President’s Report 11/2009).

MEDICAL CENTER SUPPORTS NURSING PROGRAM

Each year since the Nursing Department was initiated, the Flagstaff Medical Center Foundation has donated $100,000 to the CCC Foundation in support of the CCC Nursing Program (RRD 6-102 President’s Reports 01/2008, 08/2008, 10/2009). Additionally, the CCC Foundation also received an in-kind gift of 12 hospital beds for the Nursing Program from the Flagstaff Medical Center (RRD 6-103 President’s Report 11/2008).

The partnership with the Flagstaff Medical Center allows CCC to offer high-quality nursing training. This assistance places CCC in a position to operate these high cost programs. As a result, CCC is meeting a critical specialized workforce need across Coconino County.

DIMM TELESCOPE USED IN ASTRONOMY AND EARTH SCIENCES

A partnership with U.S. Naval Observatory and the Kemper and Ethel Marley Foundation is advancing student learning in astronomy and the earth sciences at CCC though the acquisition and refurbishing of a DIMM (differential image motion monitor) telescope. The Observatory transferred the telescope to CCC in 2008 (RRD 6-93 President’s Report 01/2008). The value of the telescope was estimated at $128,700, and the Dome was worth about $15,400 (RRD 6-104 President’s Report 04/2008).

The College could not provide the added dimension of learning using this rare scientific facility until a base could be constructed for the observational dome and the telescope retrofitted with newer equipment. An $86,159 grant from the Kemper and Ethel Marley Foundation paid for the construction and new live stream data equipment (RRD 6-105 CCC Foundation Annual Report online).

BUSINESS PARTNERS BENEFIT FROM EXPANDED DISTANCE LEARNING

The College’s business partnerships across the 18,600 square-mile service region will be able to take advantage of leadership training, professional development opportunities, and entrepreneurial education as a result a grant recently received by CCC. The College received an award of $305,833 made
by the United States Department of Agriculture (USDA), Rural Utility Service (RRD 6-106 President’s Report 02/2011).

USDA’s competitive grant process funds projects to provide advanced telecommunications technologies to enhance learning opportunities to rural communities. The grant will improve CCC’s ability to provide “on-demand,” high-quality, non-traditional education and training, no matter where the learner is located. Other benefits of expanded distance learning include:

- Distance learners in Fredonia, Page, Tuba City, Havasupai, Grand Canyon, and Williams—who have previously been excluded from higher education opportunities by time and distance—will now be able to complete their preliminary General Education requirements.
- New distance learning educational content such as pre-nursing, ASL interpreting, science, technology, math, and early childhood education will be available later in 2011.
- The CCC2NAU Initiative will be greatly enhanced through this grant by providing our rural residents a solid curricular base through a well-supported interactive television (ITV) experience for transfer to NAU’s distance learning baccalaureate programs.
- Students utilizing the grant-funded video-conferencing system for courses will also be able to utilize the College’s Help Desk, the LEC, and other Student Services.

YOUTHBUILD ADDRESSES SOCIAL PROBLEMS

Coconino YouthBuild is an innovative approach to increasing learning while also addressing the needs of out-of-school youth enrolled in Coconino County (RRD 6-107 Coconino YouthBuild website). YouthBuild trains individuals in these two categories with skills in sustainability programs, such as alternative energy systems and green building construction, as well as in job readiness and leadership development. Participants can also earn a GED. YouthBuild is managed by the Coconino County Career Center with a $1.1 million grant from the U.S. Department of Labor to the County, and is made possible by a partnership with CCC, City of Flagstaff, BOTHANDS Inc., and Sunnyside One Stop (RRD 6-108 YouthBuild Press Release, Coconino County, 11/26/2007).

YouthBuild received further support of $7,500 from the Flagstaff Community Foundation to operate a weatherization program. Participants will be trained as energy auditors and will be able to complete tasks to increase the energy efficiency of houses. Other partners in the weatherization program include the Flagstaff Community Collaborator and the GeoFund (RRD 6-101 President’s Report 11/2009).

LEADERSHIP ACADEMY

Equipping managers with better leadership and supervision skills is the motivation of the Leadership Academy offered by CCL. CCC’s TLC/Human
Resources Department assisted with the design of the Academy that can be tailored to meet specific professional development needs of organizations and corporations. To date, CCC, Tooh Dineh Industries, Decker’s Outdoors, SCA Tissue, and Nestle-Purina have taken advantage of this CCL offering (RRD 6-109 President’s Report 03/2009, President’s Report 09/2009, President’s Report 01/2009, President’s Report 02/2009, President’s Report 05/2010, Coconino County President’s Report 08/2010).

CUSTOM CORPORATE CURRICULUM

W.L. Gore in Flagstaff has training needs for anatomy and physiology, specifically for engineers, through a custom curriculum designed by CCC with input from Gore. The contextually based anatomy and physiology training is fashioned around Gore’s products, next-generation electronics, and other medical products.

Engineering associate at W.L. Gore, Patrick Norris, said, “We were excited that CCC was willing to develop a custom curriculum just for Gore.” Classes will be held at Gore and in the new CCC lab at the Flagstaff Lone Tree Campus. The classes will start in early February and will be in session for 12 weeks with a certificate awarded to the engineers upon completion. The Economic Vitality Department at the City of Flagstaff is a collaborator by providing the needed start-up funds (RRD 6-110 Coconino Community College to Offer Classes to W.L. Gore Engineers, Public Relations press release, 01/13/2011).

MATHEMATICS SUPPLEMENTAL INSTRUCTION

The CCC Mathematics Department is piloting supplemental instruction in MAT 121 “Intermediate Algebra” during spring 2011. The supplemental instruction is provided by the NAU Mathematics Department that selected one of its students for these purposes.

The supplemental instructor will attend one section of MAT 121 to observe how the instructor presents material, to become familiar with the instructor’s teaching style, and to become acquainted with the students. The supplemental instructor will also be offering four one-hour study sessions per week for the students enrolled in either section. These outside sessions will include tutoring, presentation of material, study guides, worksheets, or other activities to improve student success (RRD 6-111 M. Inigo email message to I. Lee, 01/19/2011).

HYBRID ALGEBRA

Northern Arizona University and CCC faculty are experimenting with more direct ways of addressing the developmental algebra needs of NAU students in an expedient manner to facilitate their entry into college-level instruction. If successful, a new hybrid course will also save participating students’ time and tuition dollars.
Department Chairs of Mathematics at CCC and NAU collaborated on the creation of a hybrid beginning and intermediate algebra course better suited to prepare NAU students to enter the University’s College-level courses. The course is being piloted as an experimental MAT 199X during spring 2011.

The MAT 199X developmental content is streamlined to skills and knowledge essential for success in NAU’s college-level mathematics and utilizes instruction and lab time. Instead of these developmental students having to complete seven course hours of pre-collegiate work, only four hours for MAT 199X is required, thus reducing developmental course taking from one year to a single semester. The number of MAT 199X course sections will be expanded in fall 2011 (RRD 6-112 Department Chair meeting minutes, 01/25/2011).

3d.4 Budgeting priorities reflect that improvement in teaching and learning is a core value of the college.

Instruction, academic support, and student services are the core function of CCC that most directly support teaching and learning. The budgeting priorities of the College are to preserve and strategically improve the resources dedicated to these purposes. Evidence of these budgeting priorities is detailed earlier in this chapter in ways the College supports using technology effectively, ensuring and staffing learning resources, supporting student learning and teaching effectiveness, promoting innovative pedagogical practices, and reinforcing positive learning environments.

Over the past two years, CCC experienced cumulative cuts of $1,926,330 in budgeted aid from the State of Arizona. These cuts constitute 10% of the College’s total annual operating revenue. Despite the severity of these lost revenues, the priorities of the College have allowed for stability in the teaching and learning functions. Cost reductions in instruction have been achieved through increased efficiency, including introduction of a Three-Year Course Master Plan, whereby some courses are offered once a year (RRD 7-13 Three-Year Scheduling Plan). The scheduling of the Course Master Plan takes into account when courses should be taught to keep learners on the path to graduation.
A reduction of nearly $2 million did adversely affect the College. A Sustainable Financial Plan ensured that the impact on the core teaching and learning functions of the College would be impacted minimally by the cuts in state aid. Increased efficiencies have further aided in reducing the College’s non-instructional expenses (RRD 6-113 ITS Fiscal Year 2010 report). Further cuts received will be handled by this plan.

CCC is seeking new and additional revenue streams to improve teaching and learning functions. Most recently, a TRiO grant from the U.S. Department of Education funded $220,000 for five years to foster an institutional climate supportive of the success of low income and first generation college students and individuals with disabilities (RRD 8-11 CCC Lands TRiO Grant press release, 06/10/2010).

**SUMMARY**

The College’s learning resources support student learning and effective teaching in a variety of ways. Several units are devoted to keeping instructors informed of effective teaching practices and using the College’s teaching technologies. Others are devoted to assisting students to perform their best in the classroom. Experimentation and innovative approaches, such as those exemplified by YouthBuild, the Mathematics Department and CCL corporate training, are ongoing throughout the College. Despite past, present, and impending financial constraints, CCC’s budgeting priorities ensure that improvement in student learning and teaching effectiveness will remain at the core of the College’s accomplishments.

**Criterion Three: Student Learning and Effective Teaching**

**Strengths, Opportunities for Improvement, and Recommendations**

**STRENGTHS**

- As evidenced in this chapter, student learning and teaching effectiveness are viable traits of CCC because they are based upon the College’s Mission and flow through its Core Values, Strategic Plan and Core Indicators of Institutional Effectiveness. These traits make up the College and run central through the activities of all associated with the College on a daily basis.

- Leadership, faculty, and staff seek out and embrace new opportunities to better serve the needs of the residents throughout the vast area of Coconino County.

- Soundness of curriculum impacts student learning and teaching effectiveness directly because a systematic and thorough devotion to assessment of student learning is faculty-driven and employed at the course, program, and institutional levels. Assessment geared toward improving the overall learning environment of the College is active in student services and other support areas. Soundness of curriculum is maintained through CCC’s rigorous process of curriculum revision and approval.
relies heavily on faculty expertise and peer review. Peer review also extends into online course and program offerings that keep the online learning environment as similar as possible to the traditional learning environment. Where present, advisory committees fulfill critical roles in keeping curriculum and learning outcomes based on the practical needs of employers. Lastly, student learning at CCC is augmented from a deliberate institutional decision to keep class sizes as small as possible to provide attention to learners and their individual learning needs.

**OPPORTUNITIES**

- The College has no admission standards and serving the learning needs of the educationally disadvantaged is a vital part of fulfilling its Mission. Accepting responsibility for imparting learning to those who have limitations is dependent upon making appropriate investments in assessment of student learning. It also means being able to identify and intervene with those who are likely not to succeed academically. In addition, to better serve the educationally disadvantaged, it is paramount that CCC secures an endowment equal to more established community colleges to provide scholarships to more learners. For many learners with the ability to succeed academically, the lack of CCC scholarships places them in a position where paid employment and incurring a staggering loan debt are impediments to performing in their college studies.

- The College can change the make-up of those who teach CCC courses. Geographically, the communities where CCC is located are relatively remote. This remoteness has created a limited talent pool for instructors in high-demand discipline areas. An opportunity to provide more consistency of quality instruction could be secured by restructuring the pay scale for part-time instructors upward in disciplines where a limited local talent pool exists. Additionally, greater consistency in instructional quality, greater access to instructors outside the classroom, improved student retention, and greater faculty involvement in advising could be secured through the hiring of more full-time faculty. Moreover, dedicated staff advisors spend an inordinate amount of time assisting students with completing their class schedules when their expertise could be better used in student development.

- Keeping high-quality faculty at CCC should be a primary emphasis of the College. Faculty endured three years without realizing a salary increase. Across the board salary increases prior to the salary freeze had the potential of eroding the high quality of teaching present at CCC. Full- and part-time faculty members who are highly effective teachers are not monetarily rewarded as a group for their collective accomplishments; thus, high quality teaching is not emphasized as much as it could be.

- The vastness and remoteness of much of Coconino County creates a real geographic distance between residents and communities in the region. The geographic distance, in turn, has spawned an even greater perceived
distance among residents, communities, and organizations with shared interests. Meetings and discussions to share ideas and solutions must overcome the barrier of the sheer numbers of miles involved for meaningful partnerships to be forged and nurtured. The relative lack of financial resources further impairs partnerships to form within the county. CCC can utilize the creativity and innovative thinking of the College, residents, communities, and organizations to foster economic growth and to raise the quality of life within the County.

• 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.

• The College could expand its testing services to include makeup testing. This type of service would be beneficial to both students and faculty.

• Many student services have not been included in the Graduating Student Survey in the past due to the fact that only a small section of students utilize those particular services. The College should include all student services on the Graduating Student Survey in the future to gather ratings for all available student services.

• The quality of CCC’s learning environment is dependent upon the level of training and expertise that resides with CCC faculty and staff who interact with learners on a continuous basis. Listed below are six targeted professional development efforts that present CCC with opportunity to advance the College’s learning environment:

  ◦ C.A.R.E. Training (Community Advocacy Respect and Excellence): This training focuses on training for all CCC staff and faculty, clearly outlines the College’s expectations, and emphasizes internal and external service, community building, responsibility and diversity training linked to the College’s Core Values and Strategic Plan. This training will be consistent and universal in its application over time. Development of this foundational training is currently underway through CCC community feedback and collaboration with both internal and external partners.

  ◦ Increased Access and Utilization of Pedagogy Sessions: Pedagogical sessions for faculty could be built into ongoing faculty meetings to introduce and discuss topics of interest. Additionally, the Teaching and Learning Conference can foster collegial relationships with NAU faculty.

  ◦ Sabbaticals provide seasoned faculty a venue for professional development. At this stage in their career, they may have had numerous
professional development opportunities and find most offerings available more attuned to the needs of junior faculty. In order to provide senior faculty with continuing professional development, CCC should increase the number of sabbaticals granted. Additionally, sabbaticals should be awarded each year.

◦ Learning Circles and Collegiality: The College should investigate the best ways to encourage both informal and formal learning circles on meaningful topics for community members. An increased opportunity for cross-departmental or cross-discipline engagement is paramount to the health and growth of the CCC community. The TLC can be supported to include part-time faculty and staff in these circles. In addition, to ensure authentic involvement, faculty should select the topics, schedule, and context of these circles.

◦ Enhanced Partnerships: The College should seek additional collaborations both internally with HR, Student Services, and CCL as well as externally with NAU and other AZ community colleges and high schools to maximize resources and professional development opportunities.

◦ Increased Professional Development Scholarship Funds: The College should increase the overall pool of professional development scholarship funds available through an application process so important outside professional development opportunities can be evaluated and supported.

RECOMMENDATIONS

The following activities and efforts are recommended to advance learning and teaching effectiveness:

• Continue to make student scholarships one of the College’s fundraising priorities. Potential donors of every kind should be solicited to assist with increasing the scholarship endowment.

• Emphasize quality by rewarding quality. The College’s reputation, through recruiting quality faculty, advancing marketing and fundraising, and growing a supportive alumni base would be augmented by:

  ◦ Hiring more full-time faculty members
  ◦ Creating additional full-time faculty positions in high demand areas and where no full-time instructor is currently present as long as enrollments are sufficient
  ◦ Conducting a review to determine full- and part-time faculty members who are of the highest caliber. The review should include an assessment of options for recognition of CCC’s best teachers as a group, including monetary compensation to their base salary/stipend.

• Restructuring the pay scale for part-time instructors where a limited local talent pool exists
• Hire more dedicated advisors to aid students in obtaining college survival skills, academic and social integration, and career preparation and placement

• Install a web-based degree audit system accessible from the College website that would allow students to build their own class schedules in advance to the point of graduation. Available courses should have sufficient detail, including days and times, to allow students to plan accordingly. Ensure that the student-built schedules are entered into Banner as a permanent enrollment record. Guarantee students that the class schedules they have built using the web based degree audit system will be instructed to the point of their graduation.

• 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. Hire adequate advising staff to perform follow-up with students not proceeding onto the next step towards graduation.

• Deploy technologies to identify and monitor students who are at-risk, who are on or in jeopardy of being placed on academic probation, and who have financial aid loans. Hire adequate advising staff to intervene with students concerning securing their academic success and serving as their liaison with respective College support services.

• Continue to develop partnerships for learning with residents, communities, and organizations throughout the County. Use the guest-speaker program at the Page Campus as an example of bringing external parties to the College to increase employee and student awareness, as well as to foster creative and innovative solutions to real problems.

• 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.

• Create ITS performance dashboards for each CCC campus to measure comparative levels of technologies, technology support, and systems capacity and reliability. If variance in performance is found in these measurements, invest in the technology infrastructures to reach consistency across campuses in technology performance.

• Create a reserve fund to assist departments in obtaining and using assessment results. Examples of potential uses for the fund include paying part-time faculty for special meetings to review assessment techniques and results, purchasing standardized tests, and paying for data processing.

• Fully support and implement the six targeted professional-development efforts to advance the College’s learning environment.
CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE
CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes lifelong learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission documents.

Core Component 4a. The organization demonstrates through the actions of its board, administrators, students, faculty, and staff that it values lifelong learning.

INTRODUCTION TO CORE COMPONENT

Coconino Community College (CCC) demonstrates support for CCC students, faculty, and staff through freedom of inquiry, institutional planning, funding allocations, professional development access, faculty scholarship, and applied research. The College shows foresight, creativity, and innovation in supporting lifelong learning. Despite recent economic challenges, CCC continues to evolve and explore new areas for growth in response to community needs.

4a.1 CCC supports freedom of inquiry for students, faculty, and staff.

GOVERNANCE

Coconino Community College values freedom of inquiry as an important aspect of the College vision to “lead our community in lifelong learning” (RRD 7-1 Policy 2-00). The College provides a teaching and learning environment that encourages open expression and discussion of ideas in classrooms, staff and faculty meetings, offices, and common areas. Furthermore, the College provides opportunities for frank discussion and inquiry through its governance, policies, Mission documents, training, forums, and surveys.

The College operates under the District Governing Board-approved Shared Governance model. Governance Procedure 5-01 (RRD 4-31 Procedure 5-01) describes the process. Students, faculty, staff, and the public (when appropriate) may share responsibility for reaching collective decisions on issues related to the College. The College Council, created in 2007 and operating under a committee charter (RRD 3-29 Committee Lists and Charters, page 20), provides a forum for the public, students, and employees to participate in College discussions and decisions.

ACADEMIC FREEDOM AND RESEARCH INTEGRITY

Through CCC’s Academic Freedom Procedure 430-06 (RRD 7-2 Procedure 430-06), the District Governing Board and Administration support the concept that instructors are free to pursue scholarly inquiry without undue restriction to voice and publish conclusions concerning the significance of relevant evidence. Employees can be free from fear that their careers or mate-
rial benefits could be negatively impacted by dissenting opinions or inquiry. Faculty are entitled to freedom in the classroom when presenting subject matter related to the course outline and in textbook selection. However, they are encouraged to use caution when discussing controversial matters and to remain on topic.

College policies and resources guide research and academic integrity. The College’s Research Integrity Procedure 302-01 (RRD 7-3 Procedure 302-01) encourages student and employee research consistent with the College Mission documents. Examples of recent projects include:

- Evaluation of various pedagogical strategies in science teaching
- The relationship between technology and the acquisition of knowledge

These examples and others are described in more detail in the section on Scholarship and Research.

A course in community college teaching is a credentialing requirement for all CCC faculty. Academic Integrity and Classroom Management, including plagiarism, are covered in the CCC faculty credentialing course, EDU 247, a component of EDU 250, (RRD 3-2 EDU 247 and 250 course descriptions). Between 2009 and 2011, 132 CCC instructors completed these two modules. Other training and resources on plagiarism can be found at the Library Website: (RRD 7-4 CCC Online Library website), in the Teaching and Learning Center New Faculty Orientation’s training materials (RRD 3-12 New Faculty Orientation), and in an audio conference titled “Plagiarism 101: Keys to Preventing Academic Misconduct” (RRD 7-5 Plagiarism 101: Keys to Preventing Academic Misconduct).

FACULTY INQUIRY

Effective in 2009, faculty could apply for a one or two semester sabbatical leave with partial pay as an extended professional development activity in support of academic inquiry (RRD 7-6 Procedure 410-16). The first and only faculty sabbatical was granted in FY 10; a psychology instructor researched and attended graduate courses in physiological/biological and cognitive psychology at Northern Arizona University (NAU). He developed a 200-level biological psychology course for CCC, which benefitted psychology majors, and updated two existing psychology courses. He also began discussions with NAU to improve CCC psychology majors’ access to NAU resources, such as a psychology lab statistics software program and Psychology Club. Finally, the instructor entered into discussions to establish a 2 + 2 psychology program with NAU that provides a clear pathway for AA Psychology majors to NAU’s BA in Psychology (RRD 7-7 Rhodes Sabbatical Report).

OPPORTUNITIES FOR INQUIRY

Many opportunities and forums are provided for inquiry, learning, and growth. Students, faculty, or staff who wish to question processes or deci-
sions are supported through staff and student forums, brown bag meetings, suggestion boxes, workshops, College Council and District Governing Board meetings, and the College’s grievance and whistleblower procedures (RRD 7-8 Procedure 430-04, RRD 4-64 Procedure 450-03, and RRD 7-9 Procedure 503-01). Employees can participate in cross-departmental learning circles and professional development sessions and also contribute as presenters. The Teaching and Learning Center calendar of employee learning opportunities lists many of these professional development activities (RRD 7-10 Teaching and Learning Spring 2011 web page).

Student Support Services provides the opportunity and support for students to participate in student-run organizations and initiate student-centered clubs based on their interests. A full-time advisor for student activities, who engages and supports students in various activities of interest, is employed at CCC.

FACULTY, STAFF, AND STUDENT PERCEPTIONS

In a 2010 faculty self-study survey, one faculty member commented that academic freedom to “teach in your own way” was the greatest strength of the institution. Another comment revealed that CCC was “engaging, friendly, and comfortable.” In the staff survey, CCC’s greatest strength was “Learning opportunities that all community members can attain are here and readily available.” Additionally, in the 2010 student self-study survey, two students indicated they would like more opportunity to provide input to the College, indicating a possible weakness in perceived freedom of inquiry for students.

However, previous employee satisfaction surveys (RRD 7-11 Results from past CCC Employee Surveys web page) indicated not all employees are aware of or understand how to engage in CCC’s model of shared governance. When asked to define shared governance, two of the 21 respondents said they did not know what shared governance was, and five of 21 respondents stated that shared governance was not always the practice. In addition, there was no significant difference between 2009 and 2010 in employee satisfaction of shared governance. In 2009, 37% were very satisfied or satisfied, and in 2010, the figure was 35%. The same percentage of 29% indicated dissatisfaction in both 2009 and 2010 with 34% and 36% expressing neutrality in those respective years.

4a.2 CCC’s planning efforts demonstrate that it values and promotes lifelong learning for its students, faculty, and staff.

The College’s Mission documents, Strategic Plan, Sustainable Financial Plan, and broad range of programs illustrate that CCC’s planning promotes lifelong learning for students, faculty, and staff. Care is taken in budget allocations, use of grants, and within the College’s Sustainable Financial Plan (RRD 3-36 Sustainable Financial Plan). Because of foresight and planning, CCC continues to sustain and promote lifelong learning during a time of statewide economic crisis.
MISSION, VISION, AND CORE VALUES

The CCC Mission, Vision, and Core Values provide evidence that CCC values lifelong learning:

- **Mission:** As a learning-centered college, we enrich lives by embracing diversity and transforming the future through quality education.
- **Vision:** Leading our communities in lifelong learning
- **Core Value of “Learning and Growth”:** We are dedicated to providing lifelong learning opportunities for our students, employees and community to empower them to achieve their dreams (RRD 7-12 Policy 4-00).

These statements are posted in every classroom, but visibility could be improved by clear placement on the College website.

COLLEGE STRATEGIC PLAN

In 2007, the new College president led the process to revise the Strategic Plan. After review by College constituencies, CCC employees implemented the plan in 2008. With Shared Governance as a guiding influence, the three-year Strategic Plan included College-wide goals and priorities with specific timelines and completion dates for 2008 through 2011. The major goals of the Strategic Plan reflect the Core Values of Community, Ethics, Learning and Growth, People, Quality, Respect, and Sustainability (Respect and Sustainability are interwoven into the goals and sub-goals) (RRD 3-26 Strategic Plan). The following examples reflect sub-goals imbedded within each goal:

- **From Goal 1: Growth and Ethics**—Improving internal efficiencies, and developing new revenue streams
- **From Goal 2: Quality**—Maximizing technology and facilities for learning, and improving access to and delivery of distance learning
- **From Goal 3: Community**—Strengthening high school collaborations and increasing CCC visibility throughout the district
- **From Goal 4: Learning**—Expanding non-credit offerings…and ensuring institutional quality
- **From Goal 5: People**—Establishing multiple paths for high quality internal customer service and appreciation

While the format of the plan may appear cumbersome, it serves as an inclusive and effective guide for departments to prioritize activities and allocate resources. In June 2010, the president reported a 96% completion for Goals 1-4 of the year-two tactics, and a 100% completion for Goal 5. Although many of the goals integrated instruction and lifelong learning into their tactics, more clarity and overt focus on this area would benefit the College in the formation of future strategic plans.
FINANCIAL SUSTAINABILITY

Despite difficult economic times, CCC has thoughtfully managed the College budget since FY 2010 in anticipation of additional state budget cuts (RRD 5-9 Adopted Budgets web pages). Overall, the College has survived the economic crisis with minimal impact to its core programs and operations. Initiatives that have made the College’s Sustainable Financial Plan a success include:

- The three-year rotation of courses (RRD 7-13 Three-Year Scheduling Plan)
- Creative schedule building
- Moving lower enrollment, personal interest classes to non-credit
- Realigning the Community and Corporate Learning department (CCL) to report to Academic Affairs (One of the CCL goals encourages strong connections with external partners to promote financial sustainability.) (RRD 7-17 Executive Director of CCL job description)

Since 2008, the College has redesigned the structure and hierarchy of various departments, resulting in consolidation of services, salary savings, and improved efficiencies (RRD 5-7 CCC Organizational Charts). In 2009, some Student Support Services responsibilities were subdivided into other departments with similar responsibilities (see table Revisions to College Reporting Structure Since 2009 below). A positive result of College restructuring was the creation of a centralized Student Center, which provides students with improved access to a wide range of support services.

REVISIONS TO COLLEGE REPORTING STRUCTURE SINCE 2009

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>FORMER REPORTING STRUCTURE</th>
<th>CURRENT REPORTING STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education</td>
<td>Student Support Services</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Community and Corporate Learning</td>
<td>President’s Office</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Financial Aid &amp; Veterans’ Services</td>
<td>Student Support Services</td>
<td>Business and Administrative Services</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Business and Administrative Services</td>
<td>President’s Office</td>
</tr>
<tr>
<td>Information Technology</td>
<td>President’s Office</td>
<td>Business and Administrative Services</td>
</tr>
<tr>
<td>Institutional Research and Assessment</td>
<td>Academic Affairs</td>
<td>President’s Office</td>
</tr>
<tr>
<td>Learning Enhancement Center</td>
<td>Student Support Services</td>
<td>Academic Affairs (currently Student Services)</td>
</tr>
<tr>
<td>Library</td>
<td>Student Support Services</td>
<td>Academic Affairs</td>
</tr>
</tbody>
</table>
However, some of these changes resulted in revisions to or consolidation of position descriptions, creating increased responsibilities for some employees and elimination of other positions. Furthermore, if a faculty position were vacated, it had to be determined whether to replace it, hire on an interim basis, or reallocate it to another academic department.

In spring 2011, a cooperative effort between Academic Affairs and Registration and Enrollment Services began to identify financial aid recipients who were not attending their classes. Faculty now notify Registration and Enrollment Services as soon as possible when students cease attending classes. The Financial Aid Department is notified, whereupon the Department can make adjustments to the student’s financial aid disbursements. The consensus is that these efforts have been successful and promote accountability (RRD 8-14 Procedure 303-02).

**PROGRAM PLANNING**

To maximize service and efficiency for students, faculty, and staff CCC engages in systematic planning. All new programs at CCC, whether or not they are academic, require a business plan (RRD 7-15 Business Plan Outline) that must be approved by the District Governing Board. For academic planning, the College has adopted a three-year rotation for class offerings so students can plan their education ahead of time. This includes the popular Fast Fridays schedule which provides general education and other classes from 8:30 a.m. to 8:30 p.m. for fall and spring semesters (RRD 4-70 Example: Fall 2011 Schedules of Classes). Courses offered in the past year are indicated in the table below:

**FAST FRIDAY COURSE OFFERINGS FALL 2010-SPRING 2011**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE NAME</th>
<th>FALL 2010</th>
<th>SPRING 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Art Appreciation</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ASL 212</td>
<td>Linguistics &amp; Grammar of ASL</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>ANT 110</td>
<td>Exploring Archeology</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>BIO 181</td>
<td>Unity of Life I—Life of the Cell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 130</td>
<td>Fundamentals of Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 180/181</td>
<td>College Publications I/II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 120</td>
<td>Introduction to Computer Information Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 111</td>
<td>Beginning Yoga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 130</td>
<td>Company Class and Rehearsal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 201</td>
<td>Dance History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAN 215</td>
<td>Methods of Teaching Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td>College Composition I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>College Composition II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 139</td>
<td>Intro to Creative Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLG 110</td>
<td>Natural Disasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 010</td>
<td>Math Help 911</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 142</td>
<td>College Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REL 201</td>
<td>Comparative Religions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 132</td>
<td>Conversational Spanish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The College supports a variety of educational opportunities. Some of these academic opportunities include: College readiness, transfer, CCC2NAU, TAG/ASU, distance learning, developmental education, Adult Basic Education, CCL, Tech Prep, concurrent enrollment, dual enrollment, Coconino Association for Industry and Technology (CAVIAT), General Education Development (GED), reverse transfer, and workforce training. Credit and non-credit options for lifelong learners, a fully-staffed Learning Enhancement Center, and the Disability Resources department provide further support for students.

Free educational sessions are provided for employees, further indicating institutional commitment to lifelong learning. These include training sessions, community building sessions, Employee Development Days, and critical thinking forums through CCC’s Training and Development program. Support and tutoring for faculty and staff are available in the Teaching and Learning Center. Free professional development opportunities are enhanced by NAU or community partnerships (RRD 7-14 Welcome to the TLC intranet site).
INNOVATION AND GROWTH

In summer 2010, the CCC and NAU presidents entered into a collaborative library agreement with the goals of managing CCC library services in a more fiscally prudent manner and providing CCC students high quality library services. The results were cost savings and a unique opportunity for CCC students to access the NAU library with its multiple resources. However, this new collaboration has not been without its challenges, such as unreturned books, collection of fees, and parking difficulties before 4:30 PM at NAU.

Although technology changes seem to occur at lightning speed, the College continues to keep pace by defining technology goals in the Strategic Plan (RRD 3-26 Strategic Plan, Goal 2, pages 13-18) and as appropriate, initiating new and emerging technical innovations through the acquisition of external grants, private donations, and price breaks. Through the Title III grants of 1999 and 2005 (RRD 7-16 Title III grant application, 2004), the College equipped the Teaching and Learning Center with state-of-the-art technology and resources for employee use. The Title III grants also provided funding to equip many classrooms with audiovisual equipment and computer teaching stations. The 1999 grant enabled development of many of CCC’s online courses, thereby increasing educational access for learners in remote areas. The College now offers more than 100 online sections for distance learners, including general education courses. Further, the College has demonstrated institutional commitment to technology and distance learning by integrating the 2005 Title III budget into the general fund (RRD 7-29 Title III grant application 1999 and performance report and (RRD 7-16 Title III grant application, 2004). Finally, funding from external sources has secured innovations such as a wind generator, a telescope/observatory, and improvements to science labs.

FACULTY AND STAFF PERCEPTIONS

According to the HLC self-study faculty survey, 77% of faculty who responded indicated that they help students become lifelong learners (RRD 3-27 Self-study faculty and staff survey results). Of the student respondents to this survey, 75% indicated they feel that CCC invites, uses, and implements student suggestions to promote student learning and achievement (RRD 4-10 Self-study student survey results).

4a.3 CCC’s pattern of financial allocation demonstrates that it values and promotes lifelong learning for its students, faculty, and staff.

The College’s pattern of financial allocation clearly indicates institutional commitment to lifelong learning for students, faculty, and staff. As indicated in the table, Allocations that Support Lifelong Learning below, in FY 10 and 11, more than half of the College’s General Fund allocations went to support lifelong learning for students, faculty, and staff with even a slight increase in FY 11. These funds are for Instruction, Academic Support, Student Support Services, Professional Development, Employee Tuition Waivers and Educational Reimbursement, and District Governing Board Student Scholarships in
the form of grants, scholarships, tuition waivers, and support of the Arizona All-Academic Team.

It is important to note that beginning in FY 09, the College began more assertive efforts to help fund grants to low or middle income students. Between Fiscal Year 2007-08 and Fiscal Year 2011-12, the amount of tuition and fees earmarked for scholarships rose from 75 cents per credit hour to $2.25 per credit hour.

**SCHOLARSHIP FUND CHARGE PER CREDIT HOUR ENROLLED**

( [RRD 7-18](#) Tuition Proposal Matrix, Board FY 11-12 tab).

Each credit hour of tuition and fees helps support students who either were ineligible to receive federal financial aid or only received a nominal amount. In the table, *Allocations that Support Lifelong Learning*, CCC grants increase by $59,057 between FY 10 and FY 11.

**Allocations that Support Lifelong Learning (as of February 2011)**

<table>
<thead>
<tr>
<th></th>
<th>FY 10</th>
<th>% OF TOTAL</th>
<th>FY 11</th>
<th>% OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCC total operating budget</td>
<td>$17,676,642</td>
<td>100%</td>
<td>$17,268,863</td>
<td>100%</td>
</tr>
<tr>
<td>Instruction</td>
<td>$5,902,117</td>
<td>33.39%</td>
<td>$5,995,418</td>
<td>34.72%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$1,726,678</td>
<td>9.77%</td>
<td>$1,484,771</td>
<td>8.60%</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>$1,570,142</td>
<td>8.88%</td>
<td>$1,771,680</td>
<td>10.26%</td>
</tr>
<tr>
<td>Professional Development Travel</td>
<td>$42,157</td>
<td>0.24%</td>
<td>$36,696</td>
<td>0.21%</td>
</tr>
<tr>
<td>Employee tuition waivers &amp; educational reimbursement</td>
<td>$88,303</td>
<td>0.50%</td>
<td>$76,409</td>
<td>0.44%</td>
</tr>
</tbody>
</table>
BUDGET PLANNING

The budget planning process is an annual activity that begins in October with College-wide participation with training provided by the Senior Budget Analyst. The Vice President of Business and Administrative Services provides department budget managers with an overview of expectations for income and expenditures for the upcoming fiscal year, along with reasonable deadlines for preliminary budget submission to the District Governing Board by May of the following year (RRD 5-3 Budget document).

FUNDING LIFELONG LEARNING

In FY 11, the College disbursed over $158,000 in District Governing Board student scholarships and more than $76,000 in employee tuition waivers and educational reimbursements. Specifically in FY 11, the District Governing Board provided $110,000 for CCC student grants, $41,125 for CCC student scholarships, $6,000 for GED completer tuition waivers for 25 students for one three credit class, and $1,500 for the Arizona All-Academic Team (RRD 4-26 Student Financial Aid and Veteran Services website). In addition, institutional loans of $250, funded by the Foundation, were awarded to eight students with extenuating financial circumstances to enable them to continue their education (RRD 7-19 Emergency Loan Application).

The College is financially committed to assisting students who intend to transfer to NAU through the CCC2NAU program. This program offers specialized advising by NAU staff and is located at CCC. The College provides the two NAU advisors with offices, website space, computers, marketing assistance, access to CCC resources, and CCC academic advising training. The CCC2NAU advisors create individualized student educational plans, tailoring their advising to reflect NAU’s degrees, thus providing a seamless transition to NAU (RRD 7-20 CCC2NAU website).

College allocations for Student Support Services also support lifelong learning. The Disability Resources (DR) department provides support for students with disabilities, helping ensure they are given equal access to succeed at CCC. Disabilities Resources has two full-time employees and one part-time employee. The DR Coordinator ensures CCC is in compliance with all laws and regulations pertaining to students with disabilities (RRD 4-22 Welcome to Disability Resources web page). The College also funds the Learning CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

<table>
<thead>
<tr>
<th>District Governing Board Student Scholarships</th>
<th>$95,082</th>
<th>0.54%</th>
<th>$158,625</th>
<th>0.92%</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CCC Grants</td>
<td>$50,943</td>
<td>$110,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CCC Scholarships</td>
<td>$34,689</td>
<td>$41,125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• GED completer tuition waivers</td>
<td>$7,700</td>
<td>$6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arizona All Academic Team</td>
<td>$1,750</td>
<td>$1,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total allocated to lifelong learning</td>
<td>$9,424,479</td>
<td>53.31%</td>
<td>$9,523,599</td>
<td>55.15%</td>
</tr>
</tbody>
</table>
Enhancement Center, enabling students to receive additional academic support to succeed in their courses (RRD 7-21 Learning Assistance at the LEC web page). One of the ways the College is able to support student clubs and organizations is by allocating 50% of the College vending machine profits to student activities (RRD 5-3 College budget, page 25). These opportunities to engage in extracurricular activities contribute to student retention and involvement. The College’s general fund supports a Career/Transfer Center to assist students in pursuing programs related to their academic and life goals (RRD 7-22 Career Services web page).

The College provides free in-house professional development for employees and free professional development through NAU and community partnerships. Furthermore, CCC supports the Teaching and Learning Center by funding two full-time positions (RRD 7-23 Welcome to the Teaching and Learning Center web page). The Training and Development Committee provides limited scholarships through an application process for external training or professional development (RRD 3-16 Training and development scholarship intranet site).

The College supports lifelong learning for students, faculty, and staff through its support of library resources and services. As indicated earlier, CCC partners with NAU to provide a full range of library services and resources. The College pays approximately $25,000 for library resources that are negotiated and managed by NAU. This partnership expands access to research and library services far beyond what would be possible in a small college library, thus preparing students for future academic pursuits (RRD 7-4 CCC Online Library Services web page). In addition, CCC hired one full-time librarian to provide research assistance, maintain oversight of College Library Services and collections, and collaborate with NAU. Finally, CCC allocates approximately $2,500 from the General Fund for in-house databases, e-books, and other library resources.

The College provides employee tuition waivers, albeit at rates that have been adjusted due to financial constraints. The College used to allow for seven credit hours of tuition waiver for each full-time employee and 15 credit hours for their dependent waivers per semester. This has been changed to 15 credit hours total per semester for each full-time employee and their dependents to share. Part-time faculty tuition waivers were solely for their own use (not shared with dependents) in the fiscal year in which they taught, but data showed they were not personally using this benefit. In 2007, CCC began a program whereby part-time faculty and their dependents may share waived tuition equal to the number of credit hours taught by a part-time faculty member, not to exceed seven credit hours. This waiver may be used in the semester in which the part-time faculty member teaches or the immediate semester following the semester in which they taught in the same fiscal year. Finally, part-time staff who work 20 hours or more per week for 20 consecutive weeks may share up to seven credit hours of waived tuition with dependents per semester.
Partial tuition reimbursement is also available for full-time faculty and staff for courses taken at other accredited institutions of higher learning, again at reduced rates due to College finances. Courses were reimbursed at a rate of $125 per credit hour, but this has been reduced to $111 per credit hour. The total allocations for these benefits are included in the previous table, *Allocations that Support Lifelong Learning*. For the past five years, it has been College practice to increase employee salaries if they obtain a degree higher than the one listed as a minimum requirement for the position.

| 4a.4 | CCC supports professional development opportunities and makes them available to all of its administrators, faculty, and staff. |

Coconino Community College’s Teaching and Learning Center and related Training and Development Program provide a wide array of professional development opportunities to employees ([RRD 7-24 Faculty and Staff Professional Development Resources intranet site](https://www.ccc.edu/)). The Teaching and Learning Center and its staff have been fully funded from the general fund since the completion of the Title III Grant in 2010. The Teaching and Learning Center is housed at CCC’s Lone Tree Campus and currently provides the following services to employees:

- Training and development sessions
- Professional development events
- One-on-one tutoring
- Supplemental computer applications
  - Disability Resources software
  - Media editing software

**TYPES OF PROFESSIONAL DEVELOPMENT**

The College’s professional development workshops include, but are not limited to:

- Accessibility or universal design
- Active learning
- Articulation and advising
- Assessment
- Collaborative learning
- Community building
- Critical thinking skills
- Curriculum development
- Diversity
- Leadership
- Learning circles
- Online instruction
- Online learning college instructor modules
- Resiliency
- Team building
- Technical trainings
In addition, the Teaching and Learning Center facilitates and develops content for:

- A faculty mentoring program (RRD 7-25)
- New faculty orientation (RRD 3-12)
- EDU 250 (EDU 247, 248, and 249), CCC’s Community College course (RRD 3-2)

ACCESS TO PROFESSIONAL DEVELOPMENT

Professional development needs of CCC employees are identified and collected through regular employee surveys (RRD 7-11 Results from past CCC Employee Surveys web page). Two Employee Development Days are held annually, during which the College limits its services, and employees participate in free professional development sessions. Within the last four years, the College has expanded professional development opportunities to provide more extensive, sequential training including monthly Learning Circles on Critical Thinking and Learning Communities, and Dreamweaver and Microsoft Office trainings. All internal professional development sessions are free. Limited scholarship stipends are available to part-time faculty through an application process to compensate for time spent in professional development sessions (RRD 3-15 Scholarship Application).

The Teaching and Learning Center creatively schedules professional development sessions to accommodate employees with diverse schedules. Every semester, the TLC sends out a survey to assess interest in various professional development topics. The TLC then collects the names of those individuals interested in specific sessions and schedules the session according to an “Outlook” appointment including the names of those interested to ensure their participation. Session materials are available online so employees at other sites can access them; hardcopies are available in the Teaching and Learning Center. As requested, the College distributes professional development sessions to other sites through Interactive Television.

The College’s Adult Education program (AE), funded through a Title II Grant, provides program-specific professional development for CCC AE instructors. They are required to complete a mandatory orientation, relevant AE online modules, and a Professional Learning Map that outlines program and individual professional development. All AE instructors devote 10% of weekly work hours to personal professional development, which is discussed at monthly AE staff meetings (RRD 7-27 Adult Basic Education Statement of Assurances and professional development tracking form).

FUNDING EXTERNAL PROFESSIONAL DEVELOPMENT

Funds for employee external professional development have been curtailed due to college-imposed limitations. However, professional development is still supported through individual allocations by employee category and
the Training and Development Committee. The table below illustrates the professional development funds available for each category of employee.

**PROFESSIONAL DEVELOPMENT FUNDS ALLOCATED ANNUALLY FOR EACH EMPLOYEE**

<table>
<thead>
<tr>
<th>EMPLOYEE CATEGORY</th>
<th>PROFESSIONAL DEVELOPMENT ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>$600</td>
</tr>
<tr>
<td>Professional/technical</td>
<td>$300</td>
</tr>
<tr>
<td>Faculty</td>
<td>$150</td>
</tr>
<tr>
<td>Classified</td>
<td>$150</td>
</tr>
</tbody>
</table>

To maximize use of professional development funds, employee allocations were pooled into the appropriate supervisor’s budget. This consolidation of professional development funds enables employees to request funding in excess of their individual allocation since not all employees utilize their annual professional development allocation. In addition, employees are encouraged to participate in webinars and invite other employees to participate to minimize the expense. Participating in webinars with coworkers stretches professional development funds since more than one employee can partake of the presentation at no additional cost.

Professional development funds do not include travel for statewide Articulation Task Force (ATF) meetings to discuss program curriculum and articulation. In FY 11, funding for ATF travel was centralized with the curriculum coordinator. This ensures oversight for College participation in ATF meetings and allows for variations in ATF travel expenses. Faculty and qualified staff have $200 allocated for each ATF meeting. Expenses will vary since travel could be as distant as an eight-hour drive or as close as NAU.

The Teaching and Learning Center provides additional Training and Development Scholarship Funds for employees to participate in external professional development ([RRD 3-16 Training and Development Scholarship intranet site](#)). All employees are eligible for these funds. Applications are reviewed by the Training and Development Committee and scored according to a matrix ([RRD 7-26 PDA Scoring Guide](#)). In 2011, examples of some of these opportunities include:

- The CCC Library Coordinator co-presenting with an NAU librarian at the biennial American Library Association meeting
- Faculty involvement as officers in the American Mathematical Association of Two-Year Colleges
- The Science Lab Coordinator participation in the Association for Biology Laboratory Education to help revise some science lab manuals
For the FY 12 budget, some professional development allocations have been reduced in various employee categories. These funds have been reallocated to the Teaching and Learning Center budget to increase the number and availability of employee scholarships. This reallocation of professional development funds will enable the Teaching and Learning Center to compensate for the curtailed funding for individual employee travel and assist with access to external professional development opportunities.

PROFESSIONAL DEVELOPMENT RESOURCE MATERIALS

The Teaching and Learning Center provides access to professional development resource materials in electronic and hard copy formats (RRD 7-24 Faculty and Staff Professional Development Resources intranet site). The Teaching and Learning Center also has an extensive Professional Development Library (RRD 7-28 TLC Library intranet site).

COMMITTEES

Several committees devoted to faculty and staff professional development are supported at CCC. The Training and Development Committee assists in planning College-wide professional development and evaluates applications for scholarship funds for external professional development (RRD 3-29 Committee List and Charters, page 35). The Employee Development Day subcommittee facilitates the semiannual Employee Development Days, and another subcommittee plans the biennial Teaching and Learning Conference. To assist with online course development, the College’s Distance Learning Committee (RRD 3-29 Committee List and Charters, page 25) created rubrics and resources for development and assessment of online courses and programs. This committee fosters cross-departmental communication, ensuring that distance learning stakeholders are heard and represented.

COLLABORATIONS

The Teaching and Learning Center participates in internal collaborations to increase professional development opportunities. In spring 2009, with the economy in decline, the Teaching and Learning Center worked within the Human Resources Department (HR) to implement a series of resiliency workshops to address state funding reductions to community colleges. These workshops included budgeting skills, benefits, and dealing with adversity. In fall 2010, a more comprehensive New Employee Getting Started program was developed with HR to improve and expand the College’s existing New Employee Orientation. A Basic Administration 101 presentation and pamphlet for new employees were developed in cooperation with Business and Administrative Services to ensure efficiency in administrative tasks. The Teaching and Learning Center worked with the HR and CCL departments to develop an internal Leadership Academy, now held every spring semester (RRD 5-12 Leadership Academy intranet site).
The College partners with the NAU Professional Development department to expand professional development opportunities. Presenters from NAU provide sessions at Employee Development Days and the Teaching and Learning Conference. The Teaching and Learning Conference is one of the strongest collaborative efforts between CCC and NAU. It focuses on applied learning, community connections, and sustainability within higher education (RRD 7-30 Teaching and Learning Conference intranet site). In May 2009, CCC faculty and staff presented at and attended NAU’s Employee Development Day, initiating a new partnership between CCC and NAU.

PROFESSIONAL DEVELOPMENT CREDITS

Effective in 2009, CCC began to document in Banner professional development sessions attended or facilitated by employees through the Teaching and Learning Center. The credits provide a permanent record of this aspect of the employee’s professional development and skills that contribute to lifelong learning and increased effectiveness in their roles at CCC.

FACULTY AND STAFF FEEDBACK

Every semester, anonymous feedback is gathered from employees in response to professional development events, piloted activities, individual training, and workshops. The Training and Development Program seeks to be responsive to employee needs and uses the data as the basis for future professional development offerings. Based on the 2010 HLC self-study survey for faculty and staff, 66% of respondents agreed that “Faculty and Staff are provided with professional development activities,” and 71% agreed with the statement “CCC does a good job in supporting staff in learning to use technology effectively” (RRD 3-27 Self-study faculty and staff survey results).

4a.5 The College publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

Coconino Community College recognizes the academic and scholarly achievements of students and faculty in numerous ways. These include public ceremonies, acknowledgement on the College website, public relations postings, press releases, and relevant awards or certificates.

PUBLIC CEREMONIES AND OTHER STUDENT RECOGNITION

The annual May commencement ceremony recognizes the successful completion of students’ degrees or certificates. During this ceremony, students are encouraged to wear cords and stoles acknowledging their academic achievements. Students may also apply to receive a Presidential Medallion, the highest student award for scholarship, stewardship, and service, if their grade point average is 3.5 or higher. In fall and spring semesters, the Nursing Graduation and Pinning Ceremony celebrates successful completion of the nursing program. Each spring at the Flagstaff and Page campuses, faculty from different disciplines honor and recognize students at Student Awards
Night. Selection of the recipients of these awards is based on academic excellence, intellectual curiosity, and future goals. The local chapter of the Phi Theta Kappa International Honor Society, Beta Gamma Chi, honors and encourages scholarly achievements and outreach by CCC students. New members are annually inducted in a College ceremony attended by faculty and administrators. In addition, the College hosts a recognition or graduation ceremony for students completing the following programs of study in Career and Technical Education division:

- Detention Academy Graduation in cooperation with the Sheriff’s Office
- Northern Arizona regional Dispatch Academy
- Fire Sciences Academy
- Paramedic training
- Youth Build

Each semester, students with exemplary grade point averages are recognized by the offices of the President and the Vice-President for Academic Affairs. Letters of commendation are sent to students with a grade point average of 4.0 on behalf of the President. The Vice-President acknowledges students who have a GPA of 3.5 or higher. Finally, in 2010, through the efforts of a part-time faculty member, the College recognizes students employed in local sciences outside of the nursing program. Student names are posted on a plaque, which will be continually updated in a classroom hallway.

**COLLEGE WEBSITE AND PRESS RELEASES**

Student accomplishments from various departments are featured on the College home page (RRD 7-31 CCC website) and in College press releases. Examples in the Adult Education (AE) program include a “Student Success Story,” regarding students in each of the three AE programs:

- GED
- AE, which includes Adult Basic Education (ABE) and Adult Secondary Education (ASE)
- English Language Acquisition by Adults (ELAA) (RRD 7-32 CCC Adult Education web page)

The College annually recognizes successful GED completers in a ceremony held the first week in June. In 2010, this event was featured in the local newspaper (RRD 7-33, Hillary Davis, “It’s gonna be better,” Arizona Daily Sun, 4/6/2011 and “Finally passing the test,” Arizona Daily Sun, 6/5/2011). The ABE program also awards certificates of achievement to students who successfully attain a higher level of achievement after 60 hours or more of instruction in the ABE/ASE and ELAA programs.

There are other examples of College recognition. The Community and Corporate Learning department provides specialized training for County employers; in 2009, the first Leadership Academy Graduation of students from Tooh’ Dineh’ Industries in Leupp, Arizona, took place (RRD 7-34).
Community and Corporate Learning web page). The College’s Advancement Office recognizes student scholarship recipients at the September annual meeting and through its annual report (RRD 7-35 CCC Foundation annual reports, 2009-2010 and 2008-2009). The College newsletter, CocoNotions, publishes achievements of students and faculty (RRD 7-36 CocoNotions 2011 web page). Some staff feel the College puts forth little effort to publicize College events. Various departments such as Fine Arts or Languages help facilitate promotion of their own events. The Marketing and Public Relations department is working on different modes of recognition, and it is possible that their efforts will alleviate some of these perceptions.

FACULTY

Each year, one full-time and one part-time faculty member are recognized by students and peers for excellence in teaching (RRD 7-37 Nomination for Outstanding Faculty of the Year form). In a small ceremony, these faculty members are awarded a “Faculty of the Year” plaque, plus a $1,000 scholarship stipend to attend an academic conference of their choice (RRD 7-38 Procedure 306-01). Beyond these honors, a recent survey indicates the faculty were split about the current venues of public recognition for faculty.

4a.6 Faculty and students have produced scholarship and basic and applied research to stimulate organizational and educational improvements.

College faculty and students pursue educational opportunities that stimulate organizational and educational improvements in numerous areas, including Languages, English, Physical and Biological Sciences, and Social and Behavioral Sciences. Evidence of scholarship and research include applied projects, collegial Learning Circles, advanced education, and community contributions in their fields.

SCHOLARSHIP

College faculty and students have engaged in numerous projects that produced scholarship. These projects include American Sign Language (ASL) students and faculty who planned and coordinated the Northern Arizona Deaf Expo (2008, 2009, 2010), reaching 400 attendees and 40 vendors from northern Arizona.

Two examples of scholarship come from the English and Liberal Studies department. A full-time English faculty member oversees the publications of Curios, a student-produced publication whose purpose is to publish art and literature from the northern Arizona community, and OnCourse, an annual publication of student poetry, prose, and art selected for publication from courses taught at CCC. Curios and OnCourse are produced online and in print by students enrolled in COM 180 and COM 181 (RRD 7-39 English and Liberal Studies Department Publications web page). Since 2006, the English and Liberal Studies Department Chair (DC)/full-time English faculty member has been editor of the Arizona English Bulletin, a journal published by
the Arizona English Teachers Association dedicated to the improvement of language instruction.

Between 2009 and 2011, 75% of CCC online instructors participated in collegial Learning Circles on online course quality (RRD 7-40 Online Instruction Learning Circle intranet site). In spring 2009, a cross-departmental group including numerous CCC faculty members piloted a review process and rubric to improve the quality of existing courses through guided online course revision and new course development. Based on the pilot results, the process and rubric were revised and are now used as a guide.

Scholarly resources on education and research are available in the Teaching and Learning Center, as are resources and tutorials to improve instruction. In addition, the Teaching and Learning Center facilitates academic inquiry through Learning Circles centered on relevant topics such as Critical Thinking and Building Learning Communities.

There is a strong perception that more could be done to support scholarly and creative endeavors on behalf of the institution. Furthermore, while 65% of the faculty indicate they believe good teaching means staying informed and trying new pedagogical approaches, only 30% of respondents feel the institution provides adequate support to enable pursuit of scholarly and creative activities. Clearly, issues such as what support faculty need to pursue scholarly and creative activities merit further examination (RRD 7-11 Results from past CCC Employee surveys web page).

FURTHERING FACULTY EDUCATION AND RESEARCH

College employees continue to acquire advanced degrees and pursue basic and applied research in their respective fields. Since 2002, the following individuals have received advanced degrees:

- Dr. Ingrid Lee, Dean of Arts and Sciences: EdD (2005)
- Dr. Monica Baker, Dean of Career and Technical Education: EdD (2008)
- Ms. Alex Wright, CCL Coordinator: MA (2008)
- Dr. Paul Holbrook, business faculty and DC of Business, Education, and Development: Doctor of Management (2010)
- Mr. Alex Terwiliger, Budget Analyst: MBA (2010)
- Ms. Jami VanEss, Vice President for Business and Administration: MBA (2010)
- Ms. Linda Barker, sociology faculty: MA (2011)

FACULTY RESEARCH

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<tr>
<th>FACULTY MEMBER</th>
<th>TEACHING AREA</th>
<th>FIELD OF RESEARCH</th>
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<tbody>
<tr>
<td>Mr. Jerry Bacon</td>
<td>• Anthropology</td>
<td>• Petroglyphs in the San Francisco Peaks</td>
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Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

INTRODUCTION TO CORE COMPONENT

Students who pursue any degree at CCC are required to complete a comprehensive program of study and demonstrate they have acquired the scope of knowledge and critical thinking skills necessary for a solid foundation of success in higher education (RRD 7-42 General Education Values Statement). The College has a comprehensive process for creating curriculum, maintaining its integrity (RRD A-1 Curriculum manual), and measuring its quality (RRD 7-52 Quality Enhancement reports web page).
GENERAL EDUCATION

All CCC degree programs include general education courses such as English composition, mathematics, social and behavioral sciences, arts and humanities, physical and biological sciences, and options that may include foreign languages and other courses. Some certificates include general education courses although not to the extent of degree requirements. Embedded within general education courses are special requirements that develop an objective view and understanding of the diverse nature of the world (RRD 7-41 General Education web page).

The general education curriculum adheres to the General Education Values Statement found in the College Catalog:

The General Education curriculum provides the core of learning in all degree programs and demonstrates the commitment of Coconino Community College to student success. This core of learning includes skills in reading, writing, quantitative and critical thinking, which provide a basis for university study or lifelong education. Specific courses emphasize the principles of mathematics, science, or technology. Others focus on greater awareness of self, society, and the history and culture of humankind. General Education presents skills and knowledge for students to succeed in academic, career, and life goals (RRD 7-42 General Education Values Statement).

This core of learning provides students with broad knowledge and an appreciation of the arts and sciences as well as the intellectual skills that provide a basis for effective communication, problem solving, and evaluative thinking. Specifically, the general education experience at CCC gives students the opportunity to:

- Improve their communication and thinking skills
- Develop an objective view of diversity
- Increase their global awareness
- Further develop their ethical and civil values (RRD 4-27 General Education Outcomes web page)

ARIZONA GENERAL EDUCATION CURRICULUM

Since its inception, the College has adhered to Arizona’s statewide agreement for a general education curriculum policy and articulation in concurrence with the Arizona General Education Articulation Task Force (GEATF) (RRD 7-43 Arizona General Education Core (AGEC) Statewide Agreements). The College has been consistently represented by a full-time faculty member who attends semiannual state meetings with other representatives from
all Arizona public and tribal colleges and state universities. This full-time faculty member has participated in a national conference on general education as well.

The complete, approved 35-credit hour Arizona General Education Curriculum (AGEC) is an essential element of all Associate of Arts (AA) and Associate of Science (AS) degrees at CCC and is transferrable to all Arizona public universities as meeting lower division general education requirements. All Associate of Applied Science (AAS) degrees include a modified general education core curriculum comprised of a minimum of 19 credit hours.

Special Requirements for Intensive Writing and Critical Inquiry, Ethnic/Race/Gender Awareness, and Contemporary, Global/International, or Historical Awareness are included in the AGEC to develop the attitudes and skills needed for lifelong learning in a diverse society. General education learning outcomes and assessments are defined in CCC programs and course outlines and are included in the General Education Student Outcomes Checklist for each general education course (RRD 7-44 General Education Student Outcomes checklist).

READINESS AND PLACEMENT

The College utilizes a variety of evaluation criteria to determine a student’s readiness for college-level coursework. These include acceptable scores on exams such as the ACT, SAT, or AP (RRD 7-45 Course Placement Criteria), course prerequisites, or demonstrated success with previous college coursework. When a student cannot demonstrate readiness in English or mathematics, the College requires placement testing. The College has a dedicated Testing Services department with a full-time coordinator whose responsibility includes administration of the Accuplacer Placement test for mathematics and English. To that end, the philosophy of Testing Services states:

The purpose of the course placement test is to enhance student success in all courses that require the skills and knowledge of English, mathematics or language. The placement test is designed to accurately place students into coursework that will ensure a sound foundation and success in future coursework.

With the specific exceptions of mathematics and English classes, not all general education courses require placement testing. However, College faculty have regular discussions about student readiness and consequently adjust curriculum and course prerequisites when warranted (English or mathematics as co-requisites for a science class) to support student success (RRD 7-45 Course Placement Criteria).
GENERAL EDUCATION COMMITTEE AND TASK FORCE ACTIVITY

During FY 07, a task force was created to review the general education learning outcomes that had been in place (RRD 7-46 Eickmeyer, B. “A Faculty Report on Assessment of General Education at Coconino Community College, 2000-2001,” ERIC ED 459 868, 2001). The task force consisted of faculty from English, economics, history/political science, math, and science. After researching best practices at other institutions, this group revised the general education outcomes statements to better reflect current practices and assessment goals. The revised statements were presented to faculty, the Curriculum Committee, and the College community for further input. Based on feedback, revisions were made to the statements. In the spring of 2008, faculty and the curriculum committee adopted the final statements. In 2009, CCC faculty remapped course outcomes in all 125 general education courses to the updated general education outcomes checklists (RRD 7-44 General Education Student Outcomes Checklist).

During Fiscal Year 2010, the Vice President of Academic Affairs (VPAA) formed a second task force to review the College’s general education statements. Full-time faculty from history/political science, sociology, mathematics, business/economics, and biology served on the task force along with the Dean of Arts and Sciences. In spring 2010, this task force completed its work and forwarded revised statements to Arts and Sciences faculty for review since most of the general education courses are in Arts and Sciences.

In fall 2010, at the impetus of faculty and supported by the VPAA, an ad hoc committee on general education was created. The General Education Committee recently gained approval of its charter (RRD 7-49 General Education Committee charter). This new committee is a standing, recommending committee chaired by the College’s full-time chemistry instructor. Other committee members include faculty from English, social and behavioral sciences, history, and mathematics, and the Dean of Arts and Sciences. The committee has met monthly to:

- Finalize general education statements
- Review and guide general education implementation
- Ensure faculty in each general education category have reviewed that criteria for their category is current and correlates with the new general education statements
- Discuss general education assessment.

4b.2 CCC links curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

CURRICULUM FOR TRANSITIONS

The College has various activities that support inquiry and create continuity between its Mission documents and Core Values (RRD 8-1 Mission documents) and the effectiveness of its general education program, whether
academic and classroom-based or activity and community based. In academics, the College gathers student feedback in direct quantitative surveys, such as the Individual Development and Educational Assessment (IDEA) (RRD 7-47 IDEA Center website) or other department-sanctioned classroom evaluations with questions directly related to the CCC general education outcomes. Students report how the CCC course experience impacted their knowledge, acquisition, and familiarity with the general education learning outcomes of communication and thinking skills, diversity and global awareness, and ethical and civic values. All CCC graduates are asked to complete the Graduate Survey, which gives additional and meaningful feedback to various College departments for their programs (RRD 7-48 Graduating Student Survey webpage).

The College links other curricular and co-curricular activities. Faculty participate in learning circles to provide feedback to colleagues regarding online course delivery, including components of the general education learning outcomes as one of the goals for discussion and improvement (RRD 7-50 Critical Thinking Forum, TLC Learning Circles). Some classes have service learning opportunities available to students in which they are asked to reflect on the experience and to explain how it affected their overall learning goals. Many students report favorably on these courses and enroll in similar, experiential courses. Finally, the College president shares a monthly report with employees to recognize current student and employee academic achievements, new programs, curriculum changes, and extracurricular activities in which employees or students participated (e.g., fundraisers for fellow employees or charity, science fairs, blood drives, local community events) (RRD 7-51 Strategic Plan Implementation Status Reports, Office of the President).

COMMUNITY AND SOCIAL RESPONSIBILITY

On the activity or community side, the College celebrates various partnerships and events that showcase student learning and reflect its Core Values. These opportunities include student clubs and the community college honor society Phi Theta Kappa, class field trips, travel abroad, cultural performances, and science-based learning activities. In addition, annual events, competitions, and publications showcase student performances and talents (e.g., Palette to Palate Fine Arts fundraiser, Celebrating Cultures Week in the Languages Department, Encore Dance Troupe, OnCourse student publications), the community garden (linked to a sustainability curriculum), and partnerships or student internships with local businesses and industries such as at the Flagstaff Medical Center. The CCC biennial Teaching and Learning Conference provides a forum for academic practitioners to discuss and share the challenges of instruction and to network applied learning experiences with colleagues. Other local conferences, specifically with NAU, are available free of charge so that employees can attend and improve their skills. They are encouraged to return to the organization and share what they learned at the conference.
ALUMNI

The Office of Marketing and Public Relations developed a system for communicating the achievements and social accomplishments by alumni (RRD 7-36 CocoNotions web page). Alumni success stories are reported on the CCC website and in CocoNotions, an internal newsletter that is also distributed to more than 200 influential statewide constituents. The College president can choose to recognize an outstanding student or graduate at commencement for achievements beyond his/her coursework at CCC. One CCC graduate became a District Governing Board member. Several have returned to teach at CCC as part-time faculty, including the first graduate from the Page campus who now teaches German part-time for CCC as she completes a master’s degree at NAU.

4b.3 Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills as well as the capacity to exercise intellectual inquiry.

The introduction to the CCC General Education Outcomes states, “Students who complete the general education program, whether as part of degree program or the AGEC, can expect to acquire or improve their skills in the following areas: Communication Skills, Thinking Skills, Diversity and Global Awareness [and] Ethical and Civil Values” (RRD 4-27 General Education Outcomes web page). The courses that comprise the AGEC have clearly defined learning outcomes or competencies that provide students with a solid foundation of inquiry and problem-solving skills and allow academic programs to conduct ongoing assessment and measure student achievement in these courses.

Direct measures of student achievement of general education skills at CCC are collected at the classroom and program level. At the end of each academic year, department chairs (DCs) complete and file assessment reports to the Office of Institutional Research and Assessment (IRA Office) (RRD 4-53 Assessment of student learning web page). Departments conduct program-wide assessment of skills on a rotating basis and report the results, challenges, and accomplishments in the assessment reports. The IRA Office then compiles an overview of the results in the annual “Quality Enhancement Reports” (RRD 7-52 Quality Enhancement reports web page). In September 2010, the IRA Office published the General Education Assessment Techniques and Baseline Measurements with First Year Updates (RRD 7-53). This document provides a list of the assessment tools used across the College in systematic classroom and program-level measuring and reporting of student achievement.
DEMONSTRATING SKILLS AND ACHIEVEMENT

The IRA Office report ([RRD 7-53](#) General Education Assessment Techniques and Baseline Measurements with First Year Updates) lists the following tools used by CCC faculty to assess the levels of student learning progress within their programs.

### GENERAL EDUCATION ASSESSMENT TECHNIQUES

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<td>• Portfolio evaluations</td>
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<td>• Pre and post tests</td>
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<td>• Skills and Beliefs Surveys</td>
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Core Component 4c. The organization assesses the usefulness of its curriculum to students who will live and work in a global, diverse, and technological society.

INTRODUCTION TO CORE COMPONENT

Coconino Community College assesses the usefulness of its curriculum for students who will live in a global, diverse, and technological society through an inclusive curriculum development process, regular academic program reviews, and continuous formal and informal curriculum review and evaluation. Faculty, DCs, and deans participate in regular review of courses and programs for quality, currency, and relevancy. Faculty meet annually with colleagues from Arizona colleges and universities to update and facilitate articulation of curriculum. Additionally, alumni and community partners, such as high school administrators and instructors, as well as community business partners, have opportunities to provide input in the development and review of curriculum offerings. Finally, CCC provides opportunities for diversity training. The general education learning outcomes are designed to address and document skills and competencies needed in a diverse and global society, including opportunities for experiential learning.

4c.1 Regular academic program reviews are conducted which include attention to currency and relevance of courses and programs.

ACADEMIC PROGRAM REVIEW

In 2008, CCC department chairs (DCs) and division deans analyzed program review documents from other colleges and investigated best practices. They began development of a comprehensive program review model (RRD 7-54 Academic program review web page) and piloted it in FY 09. Based on feedback from DCs who participated in the pilot, modifications were made to the model. All departments now annually participate in program review, and a review cycle was established in 2010 (RRD 7-55 Academic program review schedule). Each department chair conducts at least one departmental program review annually with an occasional year-long hiatus from the process. Results are shared with Institutional Research and Assessment (IRA) and posted on its website (RRD 7-54 Academic program review web page). The results of annual program reviews are also shared with the College President and Board. In addition, deans, DCs, faculty, Curriculum Committee, and Articulation Task Forces (ATFs) continually review the currency and relevancy of CCC programs.

ASSESSMENT REPORTS

Annual department assessment reports (RRD 4-53 Assessment of student learning web page) include how course learning outcomes are measured, what changes or improvements are made as a result of the data collected, what impact the assessment activity might have on the College budget (if any), and which outcome(s) the department plans to assess for the follow-
ing academic year. IRA also collects and formally reports on curriculum improvements that result from assessment of student learning (RRD 7-52 Quality Enhancement reports web page).

CURRICULUM DEVELOPMENT

Curricula are developed and evaluated through a formal process on an ongoing basis in accordance to the College’s Curriculum Development Policy and Procedure (RRD 7-56 Policy 301-00 and RRD 4-45 Procedure 301-01). Throughout the academic year, the Curriculum Committee considers and approves proposals for new courses and programs or for revision of current courses and programs. Faculty initiate curricular changes by completing or modifying standard program and course outline templates that require goals, outcomes, assessment, and content. Each proposal is entered through an electronic routing system, Academic Curriculum Review and Evaluation System (ACRES), which requires justification and supporting data and documentation.

The ACRES system routes curriculum proposals to the interrelated constituencies for review and comment so that when the course or program appears on the Curriculum Committee agenda, it has been reviewed and approved by stakeholders. All curriculum changes must be approved by the Committee and the VPAA with new or retiring programs routed for the President’s and District Governing Board approval. The ACRES system provides historical documentation of all curricula that have been reviewed through the College’s formal process (RRD 7-57 ACRES login page and course data entry screens). Note that you will need to sign into the ACRES system in order to view the data entry screen. Use Username: hlc and Password: hlc for this purpose.

CURRICULUM REVIEW

In addition to the formal curriculum review and approval process in ACRES, faculty and DCs regularly review course and program outlines to determine if curricula need updating. The College’s entire program and course banks were reviewed in 2009 to develop plans for program and course retirement and modification (RRD 7-58 Memo K. Corak to L. Bornstein, 2/6/2009). Program learning outcomes for all programs were revised and posted on the College website (RRD 7-59 Learning Outcomes web page) and all general education courses were mapped to the revised general education learning outcomes. Additionally, 50% of the courses and over 60% of the programs have been updated over the past two years through the formal curriculum process. The 2009 program retirement planning memo (above) and annual Curriculum Activity reports are documented on the intranet (RRD 7-60 Curriculum Activity Report 2008-2010).
ARTICULATION

The College sends faculty representatives to annual statewide ATF meetings. The ATFs are comprised of discipline-specific faculty from all public university, tribal, and community college districts in Arizona, who gather to discuss issues of course articulation and transfer between institutions.

The results of statewide articulation collaboration are posted to a site that provides transfer planning information for faculty, advisors, and students (RRD 7-61 AZ Transfer website). This website includes an access portal for high school students where they can begin to strategize and plan their post-secondary pathways. Additional transfer information found at this site includes an interactive e-advising tool for students (RRD 7-62 u.select E-advising tool website), course and exam equivalency guides, and transfer and major planning guides. The College participates with the Arizona Transfer and Alignment System to review a Shared Unique Numbering System that will provide a common virtual number for all Arizona community college and university equivalent general education and common courses (RRD 7-63 Shared Unique Number Matrix).

4c.2 In keeping with its Mission documents, CCC’s learning goals and outcomes include skills and professional competence essential to a diverse workplace.

CCC exhibits the concepts, values, goals, and professional competencies needed in a diverse workplace throughout its Mission documents, general education curriculum, and employee development activities. As a learning-centered college, CCC strives “to enrich lives by embracing diversity and transforming the future through quality education” (RRD 4-6 Policies 1 through 4). The mission, along with Core Values that include People, Community, Respect, Learning and Growth, Quality, Ethics, and Sustainability (RRD 4-6 Policies 1 through 4) supports a learning community in which diversity is respected and integrated into learning outcomes and professional training.

DIVERSITY TRAINING FOR CCC FACULTY

Diversity training for faculty is part of the required course, The Community College, EDU 250 (or EDU 247, 248, and 249 collectively). In the beginning-level Community College course, EDU 247, diversity is highlighted in two three-hour modules in Diversity in Student Backgrounds and Diversity in Student Learning Modalities (RRD 3-17 EDU 250 packet). Diversity in Student Backgrounds explores socioeconomic diversity, cultural diversity, and generational diversity. Diversity in Student Learning Modalities covers learning styles, Universal Design, and students with disabilities.
2009 and 2011, 132 CCC instructors completed these modules on diversity in the classroom. In addition, professional development sessions for faculty and staff are periodically conducted to address and model behavior that honors and understands the importance of a diverse workplace.

**DIVERSITY TRAINING FOR COLLEGE LEADERS**

The College’s Leadership Academy for CCC Supervisors devotes two four-hour sessions to diversity ([RRD 5-12 Leadership Academy intranet site](#)). Included in this training is an overview on how to respond to differences, and how to apply these strategies to multiple areas of diversity within the CCC community. These sessions are designed to increase self-awareness and understanding of local demographics, which include Native Americans, and integrate current political issues that affect the College’s Hispanic students.

**EMPLOYEE DEVELOPMENT DAYS AND DIVERSITY**

Sessions on generational diversity, Universal Design, veteran students, and teaching to diverse learners are regularly offered at CCC’s biannual college-wide Employee Development Days ([RRD 7-64 Employee Development Day intranet site](#)). Between 2003 and 2011, CCC offered 40 sessions on diversity.

**COMMUNITY, ADVOCACY, RESPECT, AND EXCELLENCE (CARE) PROGRAM**

During FY 11, CCC’s Teaching and Learning Center collaborated with Registration and Enrollment Services, Student Support Services, and Community and Corporate Learning to design and implement a new program, CARE, that integrates community building and diversity training into basic service skills training. This training will be available to all CCC employees, but focuses on those with direct contact with students to assist them in internal and external service interactions.

**ADDITIONAL DIVERSITY TRAINING OPPORTUNITIES AND RESOURCES**

The College partnered with the NAU Faculty Development Program to participate in NAU’s ongoing Diversity Symposium. This monthly symposium explores diversity and scholarship in a wide range of areas and is posted on CCC’s professional development calendar ([RRD 3-14 Professional Development Calendar](#)). The Teaching and Learning Center Professional Development Library currently contains over 25 titles that relate to diversity ([RRD 3-18 TLC assets intranet site](#)).
DIVERSITY IN GENERAL EDUCATION LEARNING OUTCOMES

Coconino Community College offers general education courses that provide students with the highest quality experience. Students completing the general education program, whether as part of a degree or the AGEC, can expect to acquire or improve their skills in the following areas (RRD 7-44 General Education Student Outcomes Checklist):

- Diversity and Global Awareness:
  - Analyze the complexity of humanity and its significance for the individual and for society
  - Describe the interaction between individuals, their culture, and the physical environment
  - Evaluate the continuity of events/issues over time

- Ethical and Civil Values:
  - Recognize the consequences and significance of one’s actions
  - Understand social values and the implications of those values

TRAVEL AND STUDY ABROAD OPPORTUNITIES

In spring 2010, the Curriculum Committee created a generic course outline and designated course number 296 for courses that incorporate travel/study abroad (RRD 7-65 296 Course Outline). Students experience diverse learning environments through these programs. Twenty-two students have participated in cultural immersion programs since 2006 through travel to San Jose, Costa Rica; Madrid, Spain; and Florence, Italy. Art history students have traveled to France and Italy to experience the architecture and art of Europe firsthand, and anthropology students traveled to the Yucatan Peninsula, Mexico, to study the Mayan mysteries. In spring 2011, environmental studies students prepared to attend a travel/study course to study and participate in forestry research in Ghana.

NEW PROJECTS IN DIVERSITY

The College will participate with the University of Arizona and 27 other Arizona higher education institutions in a grant from the Arizona Department of Behavioral Health Services to conduct a statewide needs assessment on student abuse of alcohol and other drugs among self-identified Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) students. As a participant in the project, CCC will conduct interviews with staff, faculty, health services providers, and at least one focus group among self-identified LGBTQ students. The results can be used to develop future campus policies and programs.

FACULTY, STAFF, AND STUDENT PERCEPTIONS

Results of CCC students, faculty, and staff surveys (RRD 3-27 Self-study faculty and staff survey results and RRD 4-10 Self-study student survey results) indicate that CCC is an organization that supports and promotes diversity awareness:
PERCEPTIONS OF ACCEPTANCE OF DIVERSITY AT CCC

<table>
<thead>
<tr>
<th>CCC CONSTITUENT GROUP</th>
<th>STATEMENT</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENT AGREEING WITH THE STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>CCC does a good job of making its commitment to diversity public and clear.</td>
<td>77</td>
<td>91%</td>
</tr>
<tr>
<td>Faculty</td>
<td>Increasing student’s ability to work with people of different backgrounds than their own.</td>
<td>77</td>
<td>69%</td>
</tr>
<tr>
<td>Faculty</td>
<td>Increasing students’ understanding of issues that may impact society globally.”</td>
<td>77</td>
<td>78%</td>
</tr>
<tr>
<td>Staff</td>
<td>CCC does a good job of making its commitment to diversity public and clear.</td>
<td>75</td>
<td>69%</td>
</tr>
<tr>
<td>Students</td>
<td>CCC is a place where human diversity is present and appreciated</td>
<td>365</td>
<td>90%</td>
</tr>
</tbody>
</table>

4c.4 Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

The College evaluates curriculum through formal and informal processes that provide opportunity for input for courses taught in the classroom and online. Curriculum evaluation includes both internal and external stakeholders, such as deans, DCs, faculty, students, alumni, employers, and other constituents who understand the relationships between the courses of study and the skills and knowledge students need today.

CURRICULUM EVALUATION PROCESS

Coconino Community College’s Curriculum Committee is the foundation for the formal curriculum evaluation process (RRD A-1 Curriculum Manual). A screening and advisory committee reviews and evaluates the standards, integrity, clarity, quality, and purpose of curriculum to ensure that all proposals conform to the College Mission documents and meet the standards of College policy and procedure. The Committee includes a representative from NAU, the VPAA, Registrar, Arts and Sciences/Career and Technical Education deans, faculty from both divisions and two campuses (full-time and part-time), an advisor, a high school Transitions representative, the Curriculum Coordinator, and includes a seat for a currently enrolled student.
In addition, the formal curriculum process requires the development of a business plan for every new degree program. This business plan includes input from the community (including alumni and employers) to establish the currency and relevancy of the curriculum (RRD 7-15 Business Plan Outline).

The College recently focused on evaluation and update of online course sections, creating a process and ad hoc committee for ongoing evaluation and quality control. The committee consisted of online faculty, training and development staff, the Curriculum Coordinator, Instructional Technology professionals, and representatives from Disability Resources and Academic Affairs. A pilot program was conducted in spring 2009 to assess the quality of online courses and to create guidelines and resources for their future development. At the close of this pilot, CCC revised and stabilized the process and rubric, and then formalized them in fall 2009 as a resource for online course revision and design (RRD 7-66 Online Course Review form).

A charter for CCC’s Distance Learning Committee was written, and the Learning Circle on Online Course Quality was created. Online faculty have the option to revise and improve their courses by (a) having them reviewed by an Online Faculty Learning Circle or (b) submitting their courses to the Distance Learning Committee. Over 75% of CCC online faculty have participated in, or are currently participating in, the Online Course Quality review process (RRD 7-40 Online Instruction Learning Circle intranet site).

In addition, faculty use feedback from CCC students and colleagues at other Arizona colleges to evaluate and update curricula to better meet student needs and streamline transfer to the State universities. One example includes a redesign of the developmental math sequence based on student success and retention rates. This resulted in changes to prerequisites to better align with required skills for areas of study, replacing courses that no longer provided the appropriate transfer pathways, and creating new courses to fill skill gaps or better facilitate transfer. In another example, when developmental reading students requested more of the type of lessons being presented in class, the instructor began writing a text to help them master textbook reading and comprehension.

Curriculum development for external partners is facilitated through the Community and Corporate Learning (CCL) department. The CCL department works directly with employers and businesses throughout the county to develop customized curriculum and training to meet their specific workforce needs. Curriculum for Community and Corporate Learning is created by collaborating with employers and are evaluated by the employer and employees each time it is presented (RRD 7-67 Center for Lifelong Learning Course Evaluation Form).
Additional curriculum input and evaluation is received from Advisory Councils that consist of College faculty and community members ([RRD 3-29 Committee List and Charters]). These councils provide additional perspectives and make recommendations regarding how curriculum can best meet industry or workforce needs. As an example, the Environmental Studies Advisory Board recommends curricular and extra-curricular activities that will better prepare students to succeed in that field, and members help set up internship opportunities each year. The Computer Information Systems (CIS) department is currently considering a change from Microsoft Access curriculum to SQL Database curriculum as a result of advice from a member of the Computer Information Systems Advisory Council. The Small Business Development Center (SBDC) Advisory Board recommends additions to course offerings, changes in business related curriculum, and overall services provided by the Small Business Development Center (SBDC)/CCL. Current Advisory Councils include:

- Administration of Justice Advisory Council
- Allied Health Advisory Council
- Arts Advisory Committee
- ASL/ITP Advisory Council
- Basic Grant Advisory Council
- Business Advisory Council
- CCC/NAU Coordinating Council
- Computer Information Systems (CIS) Advisory Council
- Dual Enrollment Advisory Council
- Environmental Studies Advisory Council
- Fire Science/Emergency Medical Services Advisory Council
- Construction Management Technology Advisory Committee/SEDI
- Page Campus Advisory Council
- SBDC Advisory Council
- Student Publications Advisory Council

4c.5 Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Courses within the Career and Technical Education/Arts and Sciences divisions offer a variety of opportunities that allow students to learn independently. Interdisciplinary and applied critical thinking projects are included in course content and outcomes. These courses are designed for students looking for paid or voluntary, practical learning experiences through internships or service learning that allow students to apply their academic and occupational education to real-life, on-the-job situations.
CAREER AND TECHNICAL EDUCATION

Graduates from CCC are well represented in the community workforce, providing 11% of Coconino County nurses, 11% of paramedics, 51% of firefighters, and 43% of detention workers (RRD 4-14 CCC Pocket Facts). Of the December 2010 Nursing Program graduates, 17 took the NCLEX-RN examination, and 16 passed the first time. In addition, CCC graduates earned $122 million more than they would have earned without receiving the skills and training CCC provides. Certificate graduates earn an average of $34,324 per year (RRD 7-68 CCC Economic Impact flyer).

In CIS programs, students participate in hands-on activities and internships to develop applied skills. In CIS internships, students are required to work with the CIS DC but are encouraged to come up with new ideas and review them with the DC. The DC documents that internship assessments demonstrate evidence of student self-motivation and accomplishment (RRD 7-77 Internship documents). Students’ journals provide a record of accomplishments and contributions. Additionally, CIS students are given the opportunity to assist and instruct other students in the College computer lab. As noted in the CCC Economic Impact flyer (RRD 7-68 CCC Economic Impact flyer), students who graduate with an AAS are placed at a higher level and higher pay than those who have not completed an AAS. One example is a CIS graduate who improved his work opportunities as a result of completing an AAS in Network Engineering. He passed the industry-standard Certified CISCO Network Administrator examination and obtained a full-time faculty position at CCC, starting at $38,000 annually.

In the web-enhanced business and economics courses, students respond to open-ended critical thinking questions. Students must apply core concepts from the courses to provide original answers and respond to other students with constructive analysis. To reinforce course concepts, students are encouraged to use examples and participate in class activities.

The Nursing and Certified Nursing Assistant (CNA) Programs interface with the community in many ways. Each semester 80 CNA students complete 40 hours of clinical practice at two local assisted living/skilled nursing facilities and at the Flagstaff Medical Center (FMC). Students apply the skills they are learning in the classroom to the real world. Additionally, nursing students spend at least 180 hours each semester in supervised clinical experiences at FMC, the Verde Valley Medical Center, North Country Health Clinic, Forest Canyon Endoscopy, Summit Center, and physician offices. In addition, nursing students conduct free blood pressure evaluations at CCC, assist the county Health Department with school immunizations, and help at long term care facilities, veterans’ centers, and behavioral health facilities. Nursing students also travel to the Tuba City Regional Health Care Center to work with Native Americans.
ARTS AND SCIENCES

The College also provides service learning opportunities to its students. In the Social and Behavioral Sciences Department, the Introduction to Social Work course offers students an opportunity to enhance their learning through participation in service learning that meets the outcomes in the course outline and the needs of a local social service agency. Service learning fosters civic responsibility and is integrated into and enhances the academic program while providing structured time for the students to reflect on the service experience.

The Environmental Studies program requires an internship in which students have the opportunity to work with Arizona Game and Fish, Flagstaff or Coconino County Sustainability Offices, or private environmental firms. The objective of the internship is to provide students with hands-on field experience and apply concepts learned in class. Exposure to these internship sites allows students to be more selective with their emphasis within Environmental Studies.

Many CCC programs offer capstone courses as a degree requirement. The capstone course for the Associate of Fine Arts degree is ART 290, a Visual Arts Practicum that benefits students by developing their portfolio to apply for subsequent academic programs, grants, scholarships, or art galleries, and by giving them practical service-learning experience working with local arts organizations to develop and present a fine arts or cultural program. In the ART 290 course, students:

- Learn techniques for photographing their artwork
- Develop a professional portfolio of their work
- Develop their personal résumé
- Conduct a service learning project with a community or cultural arts organization

The Colorado Plateau Studies (CPS) capstone course, CPS 290, serves as a forum for reflection and synthesis of the variety of topics students covered throughout the CPS program. This course brings these topics into a contemporary focus and, ideally, instills a sense of stewardship for the Colorado Plateau by familiarizing students with its art, history, geology, culture, and geography. In addition to their reading and discussion, students collaborate on two major interdisciplinary projects. Students then collaborate on developing a web page with maps and photos based on their findings. The second project, also compiled into a web page, involves identifying and writing brief biographies and bibliographies of the most influential people over the past 500 years who shaped the understanding and appreciation of the Colorado Plateau.

APPLIED PRACTICE

Opportunities allowing students to learn independently include the following courses:
<table>
<thead>
<tr>
<th>DEPARTMENT AND TYPE OF ACTIVITY</th>
<th>DESCRIPTION OF ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 289: Accounting Internship</td>
<td>Designed for students seeking paid or voluntary, practical application of applied accounting principles (Agreed upon internship will have a direct link to responsibilities regarding the business aspects of transaction analysis, journalizing, adjusting, posting, creating financial statements, and doing fundamental evaluation of the statements.)</td>
</tr>
<tr>
<td>AHS 289: Allied Health Sciences Internship I</td>
<td>Designed for students seeking paid or voluntary, practical learning experiences that apply academic and occupational education to real-life, on-the-job situations</td>
</tr>
<tr>
<td>AJS 289: Administration of Justice Internship I</td>
<td>Designed for students seeking paid or voluntary, practical learning experiences that apply academic and occupational education to real-life, on-the-job situations</td>
</tr>
<tr>
<td>ANT 250: Anthropology Peoples of the World Capstone Course</td>
<td>Designed for students who want to apply anthropological theoretical perspectives and methodologies to topics of interest, including both historic and contemporary subject matter</td>
</tr>
<tr>
<td>ART 289: Art Internship I</td>
<td>Designed for students seeking paid or voluntary, practical learning experiences that apply academic and occupational education to real-life, on-the-job situations</td>
</tr>
<tr>
<td>ART 290: Art Practicum and Service Learning</td>
<td>Designed for visual arts majors who want portfolio development and community-based service learning experience</td>
</tr>
<tr>
<td>AUT 289: Automotive Internship I</td>
<td>Designed for students seeking paid or voluntary, practical learning experiences that apply academic and occupational education to real-life, on-the-job situations</td>
</tr>
<tr>
<td>BIO 289: Biology Internship I</td>
<td>Designed for students seeking paid or voluntary, practical learning experiences that apply academic and occupational education to real-life, on-the-job situations</td>
</tr>
<tr>
<td>BUS 289: Business Internship</td>
<td>Designed for students seeking paid or voluntary, practical application of applied business principles (Agreed upon internship will have a direct link to responsibilities regarding the business aspects of management, finance, customer service, or marketing.)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>CPS 289</td>
<td>Colorado Plateau Studies Internship I</td>
</tr>
<tr>
<td>CIS 289</td>
<td>Computer Information Systems Internship I</td>
</tr>
<tr>
<td>CTM 289</td>
<td>Construction Technology Management Internship I</td>
</tr>
<tr>
<td>DFT 289</td>
<td>Drafting Internship I</td>
</tr>
<tr>
<td>ECE 289</td>
<td>Early Childhood Education Internship I</td>
</tr>
<tr>
<td>EDU 289</td>
<td>Education Internship I</td>
</tr>
<tr>
<td>ELT 289</td>
<td>Electronics Internship I</td>
</tr>
<tr>
<td>FOR 289</td>
<td>Forensics Internship I</td>
</tr>
<tr>
<td>HRM 289</td>
<td>Hotel and Restaurant Management Internship I</td>
</tr>
<tr>
<td>LDR 289</td>
<td>Leadership Internship I</td>
</tr>
<tr>
<td>MCH 289</td>
<td>Machine Shop Internship I</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>PSY 250:</td>
<td>Social Psychology Capstone Course</td>
</tr>
<tr>
<td>PSY 289:</td>
<td>Psychology Internship I</td>
</tr>
<tr>
<td>SOC 220:</td>
<td>Sociology Service Learning</td>
</tr>
<tr>
<td>SOC 250:</td>
<td>Contemporary Social Problems Capstone Course</td>
</tr>
<tr>
<td>SOC 289:</td>
<td>Sociology Internship I</td>
</tr>
<tr>
<td>SMT 289:</td>
<td>Sheet Metal Technology Internship I</td>
</tr>
<tr>
<td>WLD 289:</td>
<td>Welding Internship I</td>
</tr>
</tbody>
</table>

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

**INTRODUCTION TO CORE COMPONENT**

In keeping with the institution’s Core Values of Ethics and Respect, responsible use of knowledge is expected of all CCC employees and students. To ensure an understanding of these expectations, a review of College policy regarding ethical use of knowledge is offered through training sessions and is available through paper and electronic venues including:

- Institutional Policy and Procedures Manual
- Teaching and Learning Center
- College Catalog
  
  [RRD 8-1](RRD 8-1 Mission documents)
Coconino Community College has adopted specific policies and procedures to ensure ethical conduct in research and instructional activities.

**ETHICAL CONDUCT IN RESEARCH AND INSTRUCTIONAL ACTIVITIES**

Coconino Community College maintains high standards regarding ethical conduct in research and instructional activities as evidenced by the College’s policies and training sessions on ethical behavior. All new faculty members are given a hard copy of the Faculty Reference Guide (RRD 7-69 Faculty Reference Guide) during new faculty orientation. The College has developed resources and provided presentations to ensure that faculty are current on copyright law. Presentations on copyright restrictions are now provided for faculty every semester for in-person and online learning environments, and *Creating Your Coursepack*, a compendium of information from Premium Source Publishing, is presented at the New Faculty Orientation. Research integrity for those interested in conducting research at CCC is covered in section 4a.1 of this document.

Ethical conduct in the workplace is addressed in CCC’s Policies and Procedures (RRD 7-70 Policy 430-00 and RRD 7-71 Procedure 105-01) and in the faculty job description (RRD 4-44). Policy 302-00 specifically addresses assessment and ethical standards. Procedures 302-01 and 302-02 outline protocols to ensure these standards are upheld in the process of conducting research when human subjects are involved (RRD 7-3 Procedure 302-01 and RRD 7-72 Procedure 302-02).

Two committees oversee different aspects of ethical conduct in research and instructional activities: (a) the Research Integrity Committee (RRD 7-73 Research Integrity and Human Subjects Protection web page) and (b) the Academic Standards Committee. The Research Integrity Committee was created, in part, to address requests from NAU students and faculty to use CCC as a research site. This committee reviews research applications to ensure ethical and appropriate research protocols. Members of this committee convene as needed or requested by the IRA Office director (RRD 7-74 Office of Institutional Research and Assessment web page).

The Academic Standards Committee evaluates, revises, and recommends academic policies and procedures regarding issues of academic progress and success, such as academic integrity (RRD 7-75 Procedure 303-11). This procedure addresses academic dishonesty, including plagiarism, cheating, and violation of copyright. The Academic Standards Committee’s goals include ensuring academic policies and procedures are appropriate, accurate, and clear, and support learning-college principles. This committee, which meets twice a month, includes the VPAA, the Registrar, the Curriculum Coordinator, the Financial Aid Director, the Student Support Services Director, a student representative, a business administration representative, and four faculty, ideally two from each division.
Within the first year of teaching at CCC, new faculty are required to pass a course on community college teaching (EDU 250) or provide official transcripts from another institution noting that the equivalent course was completed. The EDU 250 course at CCC includes a unit devoted to academic integrity and classroom management. Other issues deal with ethics, sexual harassment, FERPA regulations, and consensual amorous relationships (RRD 7-76 Procedure 105-02). These topics are available in video form and hard copy in the Teaching and Learning Center (RRD 3-18 TLC assets intranet site).

**RESPONSIBLE USE OF KNOWLEDGE**

Coconino Community College demonstrates its commitment to the responsible use of knowledge in various ways. Procedure 142-01 details protocol governing the reproduction of copyrighted material and materials placed on reserve for student use with regard to the Copyright Revision Act of 1976 (RRD 7-78 Procedure 142-01).

The College offers its employees instruction on the responsible use of knowledge. For example, the College contracts with Premium Source Publishing, a business that reviews faculty course packs to ensure all materials have copyright approval and are legally copied for sale to students. Regularly scheduled presentations on copyright law and the development of course packs are conducted by a Premium Source Publishing representative.

The Teaching and Learning Center posts information on the educational use of copyrighted materials on their intranet (RRD 7-79 TLC Copyright Resources intranet site). This module includes instructional sessions and links to external resources regarding copyright issues, tools for determining copyright status of documents or images, and locations housing public domain works.

Finally, the CCC Library Coordinator is available to conduct sessions on plagiarism and proper documentation of cited resources. Faculty can also access *The Purloined Paper: A Plagiarism Workshop for Faculty* (RRD 7-80 Purloined Paper) which discusses how to recognize, prevent, and detect plagiarism. Because it is an online PowerPoint presentation, faculty can access this information at their convenience.

The College has established a procedure outlining criteria for compliance with the Family Educational Rights and Privacy Act (FERPA). Procedure 502-01 addresses management of student records and student rights about their records (RRD 9-8 Procedure 502-01). In addition, a summary of FERPA regulations can be accessed through the faculty orientation module on the Teaching and Learning Center intranet (RRD 3-12 New Faculty Orientation intranet site). Finally, the CCC FERPA officer is the College Registrar and Director of Enrollment Services who helps employees interpret and adhere to FERPA regulations.
Students are advised of appropriate use of resources in several ways. A tutorial regarding plagiarism was created by library staff (RRD 7-81 Library Documentation web page). The College Library Coordinator provides class presentations on plagiarism, correct use of copyrighted materials, and appropriate citation practices. Because of the new partnership between the CCC and NAU libraries, CCC will work on revision of existing library procedure on plagiarism (RRD 7-78 Procedure 142-01) using NAU’s resources as a model to ensure consistency of service to students.

Furthermore, CCC publishes its Student Code of Conduct procedure in the online College catalog (RRD 7-82 Academic Standards and Procedures section of the CCC Online Catalog). This procedure outlines ten specific acts of misconduct, including behavior which interferes with “… an individual’s pursuit of an education, or disrupts the learning environment,” along with sanctions and disciplinary actions to be taken if ethical conduct is not maintained. These procedures are also referenced on all course syllabi on the required Syllabus Statements Page that is distributed each semester to faculty (RRD 7-83 Syllabus Statements). Follow-up to violations of ethical behavior is conducted by the Director of Student Support Services, as needed.

4d.2 Coconino Community College encourages curricular and co-curricular activities that relate to responsible use of knowledge to practicing social responsibility.

Social responsibility is valued by the institution. Of the seven cores values identified in the College’s Policies and Procedures, section 1-99, policy 4 (RRD 7-12 Policy 4-00) the following are reflective of the College’s commitment to social responsibility and to the communities in Coconino County:

• Learning and Growth
• Community
• People
• Respect
• Sustainability

These values are strengthened through curricular and co-curricular activities that foster social responsibility and are further described below.

CO-CURRICULAR ACTIVITIES AND SOCIAL RESPONSIBILITY

The Core Values of Learning and Growth and Respect are fostered by increasing awareness of and knowledge of contributions by individuals from diverse backgrounds. The College regularly provides co-curricular activities to engage students in socially-relevant topics through the Student Life program and student clubs and organizations. Through featured monthly topics such as Hispanic Heritage, Women’s History, Gay and Lesbian Awareness, and Disability Awareness, the Student Life Coordinator provides information and regular activities to engage students in socially relevant topics (RRD 4-72 Student Life web page). These topics raise awareness of cultural traditions,
contributes, and struggles of diverse groups of Americans, and include activities such as essay contests, which are open to all students. Relevant community events are advertised in venues such as the Student Life newsletter (RRD 7-84 example of Student Support Services newsletter, March 2011) and via flyers posted on campus.

Students can learn about or develop new programs through regularly scheduled Student Forums and the recently established Associated Student Body (RRD 7-85 Associated Student Body Constitution). These venues provide an opportunity for students to discuss topics of interest and strategize new programs or events encouraging social responsibility. The Associated Student Body (ASB), chartered in 2010, provides many students with their first opportunity to participate in student government. The meetings are student-driven with the support and guidance of a staff advisor. Through the ASB, students are encouraged to become educated about and participate in issues that affect college students, locally and across the State, such as recent legislative decisions regarding state funding for higher education. Student Forums give students the opportunity to provide feedback to the College on issues that affect them. Staff welcomes the opportunity to present at Student Forums because of the invaluable information and insight CCC students can contribute to College decision making.

Student civic engagement is further exemplified by members of CCC’s Beta Gamma Chi Chapter of Phi Theta Kappa International Honor Society (RRD 7-86 President’s Report, 1/2010, page 3). Participation in regional and international conferences exposes students to social and environmental issues on a national and international scale. The impact of these conferences on student understanding of social responsibility is evidenced by the various student-promoted initiatives and community service. Some Beta Gamma Chi Chapter accomplishments include:

• The development and implementation of a glass-recycling service at CCC
• Assistance with voter registration in 2008
• Collection and distribution of food items for St. Mary’s Food Bank
• Participation in a book re-cycling program
• Participation in the annual Big Brothers/Big Sisters of Flagstaff “Bowl for Kids’ Sake” Community Event Day
• The facilitation of regular blood drives in partnership with United Blood Services
• Facilitation and participation in Flagstaff’s “Climb for the Cure” in conjunction with the American Cancer Society

Inspired by these efforts, individual members have taken it upon themselves to participate in relief efforts for Hurricane Katrina and the Haiti earthquake.

The CCC Volunteer Club is in its fledgling stages. A faculty sponsor has been identified and students have begun meeting. Various classes have inspired creation of other clubs, such as Astronomy Club, Clay Club, and the Gaming Club.
CURRICULAR ACTIVITIES THAT FOSTER SOCIAL RESPONSIBILITY

The College offers curricular activities that relate knowledge to social responsibility primarily through service learning opportunities. Courses that include service learning are identified in the table Courses Designed for Practical Application of Student Learning. To this end, instructors across various disciplines embed service learning in their curricula, thus providing practical experience in the content area. For example:

- In EDU 235, a teacher education class, students must complete 30 hours of service learning in public schools. Students are partnered with a teacher and may tutor children individually, work in small groups to reinforce skills, and can assist with the preparation of lesson plans.

- In an introductory sociology course, the instructor requires students to apply the concept of the social construction of reality to community issues by volunteering at a charitable organization serving the community. In the process, students must research the management, clientele, and business aspects of the organization.

- The Visual Arts Practicum, ART 290, the capstone course for an Associates of Fine Arts degree, requires students to work with a local arts or cultural organization and assist in the development and presentation of an exhibit.

- Students in the Construction Technology Program have varied opportunities each semester to gain practical experience in the field. For example, in fall 2010, students in the Construction Technology Management Internship, CTM 289, conducted an energy audit of an old building in need of restoration on Flagstaff City property. Their results were presented at a meeting of the Northern Arizona Sustainable Economic Development Initiative in late 2010. Other CTM 289 students developed construction skills by building greenhouses for community gardens and local organizations (RRD 7-89 Flagstaff Community Solar Greenhouse: Preliminary Analysis, Observations, and Recommendations, 2011).

4d.3 The organization disseminates and enforces clear policies on practices involving intellectual property rights.

The CCC Intellectual Property Protection policy and procedure (RRD 7-87 Policy 305-00 and RRD 7-88 Procedure 305-01) were created by the Academic Standards Committee in 2004. To date, only one issue has surfaced. This involved a request to use an online course developed by a CCC instructor at another institution, but it was concluded that release of the course would result in a conflict of interest. As a result of this matter, wording regarding course ownership is currently under review.
SUMMARY

Coconino Community College demonstrates its commitment to the acquisition and responsible use of knowledge through policies and training opportunities. Academic and professional standards are reflected through College documents regarding policy and procedure and address ethical conduct expected of faculty, staff, and students. Clearly-written policies and procedures that address ethical conduct in research and instructional activities are readily available. Regularly-scheduled training and workshops keep faculty, staff, and students informed of changes that affect educational practices.

STRENGTHS

- Support of freedom of inquiry through shared governance and open forums with all areas of the College
- Development of cross-departmental learning circles on focused topics
- Policies, resources, and learning modules devoted to research and academic integrity
- Planning strategies that include a three-year Strategic Plan with a high completion rate, a Sustainable Financial Plan, and NAU partnerships
- Innovation in funding new programs, such as the Title III Grant, which initiated CCC’s Distance Learning Program
- Recognition of CCC success stories through public ceremonies, press releases, and the CCC home page to honor accomplishments of students, faculty, and staff
- Access to professional development opportunities that are continuously assessed and evaluated for effectiveness:
  - Employee Development Days and the free training sessions for CCC employees
  - The Teaching and Learning Center, which provides workspace and tutoring to employees
  - A professional development library of virtual and physical resources
  - Training and development scholarships for external professional development, and stipends for part-time faculty to attend internal professional development sessions
  - Partnerships with NAU employee and faculty development programs
  - Continued funding for professional development, albeit reduced
- Has a strong general education core that:
  - Is shared by Arizona colleges to facilitate transfer between Arizona colleges and universities
  - Meets the criteria of the General Education Values Statement
  - Has clearly defined learning outcomes
  - Recognizes and accommodates diverse cultural backgrounds and values
  - Has procedures in place to continuously review general education
  - Is under continuous review and revision to retain currency and relevancy
  - Is augmented in mathematics and English courses by developmental education courses and support services, such as the Learning Enhancement Center
- Is reinforced by placement testing that is assessed by Testing Services in collaboration with the English and mathematics departments to ensure congruency between the placement test, course outcomes, and curriculum for student success
- Promotes intellectual exchange as an essential part of the learning process
- Uses IDEA survey results to improve curriculum and delivery of instruction

- AGEC or degree completers can expect to leave with a broad range of knowledge and skills reflecting the College’s Core Values (RRD 8-1 Mission documents).
- Many opportunities to participate in and learn about diversity
- Regular and comprehensive review of curriculum and a strong curriculum review process
- Simple and expedient use of the ACRES system
- A comprehensive and well thought out business plan template
- Advisory councils that are actively involved in CCC curriculum
- Community support of service learning and internships
- Informal curricular review now noted on course outlines
- Strong, coherent policies and procedures regarding responsible use of knowledge
- Numerous opportunities to learn about responsible use of knowledge
- Student interest in outreach to the communities, both local and global
- Nascent student involvement in College activities and Student Life organizations

**OPPORTUNITIES**

- Employee perceptions of exclusion from College decision making and important discussions
- Unequal access to professional development opportunities for employees at remote sites, due to, in part, periodically unreliable Interactive Television service
- Dissatisfaction with or underutilization of pedagogical sessions by CCC faculty
- Dissatisfaction with current venues of recognition and opportunities for scholarly or creative inquiry
- To offset a severe economic crisis, measures imposed that could compromise the quality of lifelong learning for some employees, such as:  
  - Reduced staff, which increased workload for some employees
  - Reduced course sections and increased class sizes
  - Tuition increases, making CCC the state’s most expensive community college
  - Reductions of students’ tuition and fee discounts
  - Reallocated/reduced travel funds for professional development in most departments
- Difficulty ensuring that assessment activities are fully comprehended due to the limited time part-time faculty can devote to these activities and limited funds available for assessment training
- Difficulty finding convenient times for the collective faculty to discuss departmental assessment activities
Based on faculty recommendations, placement testing is primarily utilized for mathematics, science (because of the mathematics prerequisites), and English courses. No assurances students in other general education courses have reading or writing competencies to succeed in those courses.

Service learning and internship opportunities primarily offered based on interest and energy of full-time faculty. The amount of time and outcomes required for these opportunities have varied, so they could be more consistent and standardized.

Continued challenge to consistently collect general education information.

Difficulty tracking and getting feedback from alumni due to transient nature of former students.

Delays in program review implementation due to other pressing initiatives—utilized only a short time but promises to be an effective document reflective of CCC needs.

Process to establish and sustain advisory councils not well understood by those new to the process.

Despite multiple opportunities to learn about proper recognitions of others’ works, students plagiarize.

Training to offset the lack of widespread faculty awareness of Premium Source Publishing services for creating course packs or the full implications of copyright violation.

Reduction in the amount of paper/ink used for making copies in order to promote sustainability—issues that impede this opportunity include:
  ◦ Some students do not have access to the internet from their homes.
  ◦ Some students and faculty are uncomfortable with the College’s course management system.
  ◦ Some students print online materials at the computer lab, which is more costly than faculty making copies of the materials.
  ◦ Necessity of hard copies of some documents to use during classes.

Student Life grapples with CCC being a commuter school; it is difficult to recruit students to participate in Student Forums, Associated Student Body, and in College clubs and organizations.

**RECOMMENDATIONS**

- Engage all areas in College Council meetings and the shared governance process.
- Increase informal and formal open forums with College leaders.
- Provide additional opportunities for personal resiliency, professional enrichment, and scholarly and creative inquiry, including faculty sabbatical or release time.
- Investigate the best possible delivery method of pedagogical sessions for faculty and all professional development for remote sites.
- Integrate curriculum more clearly into future College strategic plans.
- Implement an ongoing assessment and prioritization of community needs.
- Seek alternate funding sources through creativity and improved partnerships.
- Continue to strengthen CCC’s partnership with the NAU library.
- Continue to assess affordability of education with regards to the high
cost of living in Flagstaff and numerous other economic challenges CCC students face

- Investigate additional scholarship or tuition reduction programs to ensure that CCC remains an affordable option for the lifelong learning of its constituents
- Increase training and development scholarships for employees to offset reduced departmental travel budgets
- Ask HR (and the Compensation Committee) to analyze ways employees may feel undervalued and identify the most sustainable and meaningful ways to acknowledge them
- Ask Marketing and Public Relations Department to explore best use of CCC home page to promote College’s Mission documents and to acknowledge students, faculty, and staff
- Provide opportunities and funding for full- and part-time faculty to discuss assessment activities
- Continue to explore other opportunities to expand service learning and internships
- Reinvestigate using placement test scores as prerequisites into other general education courses to improve student success
- Continue to explore other broad, direct measures of general education
- Expand opportunities for service learning and internships
- Expand opportunities and develop and fund oversight for service learning and internships, contingent upon the College budget
- Identify ways to assist faculty in establishing and maintaining community partnerships for service learning and internships
- Investigate employee perceptions of diversity and global awareness education
- Consider expansion of advisory councils into other program areas
- Bring Premium Source Publishing or other potential course pack developers to the College more frequently during the semester
- Consider inviting a copyright lawyer or another expert to come to the College to speak about online copyright issues
- Encourage faculty to develop course packs rather than making excessive, and potentially illegal, copies
- Train students and faculty on the College’s course management system and encourage the use of this system for distributing some course materials
- Continue to investigate putting a limit on the number of pages that students can print for free in the Computer Lab
- Feature student clubs and organizations during registration periods
- Develop promotions to encourage student participation in College clubs, organizations, and the ASB
- Regularly review the effects on policy and procedure to address the changing institutional structure and budget, due to ongoing College reorganization
CRITERION FIVE:
ENGAGEMENT AND SERVICE
CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

INTRODUCTION

Coconino Community College employees are clearly focused on delivering services throughout the region by working closely with its constituents in a shared and valued partnership. CCC is driven by its Mission, Vision, and Core Values. CCC and its constituencies create strong, long-lasting relationships as an integral part of the education process.

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

INTRODUCTION TO CORE COMPONENT

The College’s Mission, Vision, and Core Values (RRD 8-1 Mission documents) reflect a commitment to community engagement and to providing learner-centered educational opportunities that meet the diverse needs of its constituents. Innovation, diversity, quality, and community are the themes evident throughout the Strategic Plan and Mission documents. The College’s Mission and Vision Statements, Purposes, and Core Values (RRD 8-1 Mission documents) serve as the foundation for the College’s Strategic Plan.

5a.1 CCC’s commitments are shaped by its Mission documents and its capacity to support those commitments.

The College’s Mission, Vision, and Core Values are on the website and posted in classrooms and in public areas. This results in increased accountability to constituents. The Core Values are incorporated into the Annual Staff Performance Evaluation (RRD 8-2 Annual Staff Performance Evaluation form, Section IV) providing accountability and recognition of community engagement.

The College’s pathway to the creation of high-quality, learner-centered education is outlined by the College’s 2008-2011 Strategic Plan (RRD 3-26 CCC Strategic Plan). The College’s commitment to community engagement was evident from the inception of the Strategic Plan. In 2008, community members were invited to provide feedback on the Strategic Plan through open forums and community events. These opportunities were publicized on the radio and in local newspapers. Community feedback—in combination with responses from students, faculty, and staff—resulted in a Strategic Plan designed to meet the needs of a diverse community through innovative, learner-focused education.
BY JUNE 30, 2011, CCC WILL IMPROVE THE USE OF TECHNOLOGY TO ENHANCE LEARNING BY:

- Improving access to and delivery of distance learning

  Coconino Community College serves the second largest county in the United States and is largely a rural area. In an effort to meet the needs of distance learners, the College has increased bandwidth, increased services available to all students via the learning management system, and increased the effectiveness of video through distance learning. Student email was introduced in 2008, and the ITS office also introduced online student survey tools to maximize communication and feedback opportunities. A summary of these services can be found on the Information Technology Services web page (RRD 8-3 Information Technology Services web page).

BY JUNE 30, 2011, CCC WILL BUILD GREATER AWARENESS OF ITS SERVICES THROUGHOUT THE DISTRICT AND COLLABORATE WITH COMMUNITY PARTNERS TO PROMOTE THE HEALTH AND ECONOMIC VITALITY OF THE COUNTY BY:

- Strengthening collaborations with Northern Arizona University

  - In 2008, the College created and implemented the CCC2NAU program in collaboration with Northern Arizona University. This program assists with ease of transfer from the Community College to the University by maximizing transfer credits and providing access to NAU student services. Program participants receive academic advising from an NAU academic advisor while taking courses at CCC and have access to student services at the University prior to transfer. Since its inception in 2008, the program has grown from less than a dozen students to nearly 500 students in 2011, demonstrating its popularity in the community (RRD 8-4 NAU-CCC Coordinating Council Handout 2/3/2011). Collaborations will continue with implementation of a reverse transfer program which will allow students to achieve an Associate Degree and Bachelors Degree by maximizing credits earned.

  - In 2010, NAU and CCC merged library services allowing for unduplicated quality services.

  - In 2011, CCC increased the number of “MAT X” classes to meet NAU’s need for developmental math

- Strengthening high school collaborations

  - The Department Chair of Math and Science is working with the Flagstaff Unified School District to review curriculum and to address critical areas of student need to assure college readiness.
The Office of Financial Aid has partnered with Flagstaff Unified High School Counseling Centers to conduct FAFSA workshops for high school students in their local computer labs.

The Tech Prep and Dual Enrollment programs articulate high school courses to CCC courses through a rigorous review of the curriculum and teacher qualifications to meet CCC standards. Those high school courses accepted by CCC as equivalent may be transferred as college credit through Tech Prep and Dual Enrollment programs. In 2008, a Dual Enrollment Task Force was created to identify opportunities for feedback, assess services, review course offerings, and maximize opportunities for students.

The Coconino Association for Vocations, Industry, and Technology (CAVIAT) is a joint technical education entity formed by the voters of Arizona and funded by a tax levy to create vocational education opportunities for students while still in high school. CCC partners with CAVIAT to provide college credit and college programs to these students.

- **Forming collaborations with outside entities and developing ways to measure and understand the diverse learning needs of the County**

The College meets regularly with the Alliance Groups (with representation from Flagstaff Unified School District, NAU, CCC, City of Flagstaff, and Coconino County), program advisory councils, and the President’s advisory councils throughout the region.

The College collaborates with the Northern Arizona Center for Emerging Technologies and Coconino County Sustainable Economic Development Initiative (SEDI) through training needs and hosted events, such as the Business Appreciation Breakfast, community instructional presentations, and the Workforce Training and Economic Development Center.

Multiple approaches—including open forums, community surveys, and participation on advisory and community boards—are used to gather information from constituents. These methods of communication permit the College to cultivate and maintain relationships with stakeholders.

The College actively participates on statewide articulation task force (ATF) groups to foster relationships among educational institutions and to increase transferability of credits from the community college to the universities.

In addition to these efforts, the College conducts regular environmental scans (RRD 3-9 CCC Environmental Scanning web site) and focus groups to assess learning needs in the community.
resources produced as a result of these scans are made available to constituents on the College’s website (RRD 8-5 Environmental Scanning Resources).

CCC ENGAGES IN INNOVATIVE STRATEGIES TO ENABLE ACHIEVEMENT OF INDIVIDUAL LEARNING BY:

- Promoting and expanding post-secondary opportunities for high school students
  
  ◦ The College is using multiple approaches to partner with high schools and to maximize outreach efforts to these students. The Director of Student Support Services and the Director of Financial Aid and Veteran’s Services are members of the Advisory Board for the Northern Arizona College Resource Center (NACRC), which opened in 2010. NACRC provides resources for students who are interested in pursuing secondary education.

  ◦ The College is also represented on the Coconino County Workforce Investment Board and Youth Council, which partners to prepare youth for careers and lifelong learning. Since 2008, the Office of Student Support Services and the Dual Enrollment and CAVIAT programs have successfully collaborated with these groups to coordinate the annual Teen Job Fair, providing job opportunities and career exploration for teens.

- Expanding non-credit offerings to correlate with demographic opportunities
  
  ◦ In 2008, the Community and Corporate Learning Division (CCL) and an Executive Director position were created and filled. A business plan for corporate learning was created in conjunction with a needs assessment (RRD 8-6 Community and Corporate Learning business plan). This department is responsible for corporate learning, contract training, lifelong learning/non-credit programs, job training, career development, fee-based testing services (GED, HESI, etc.), and the Small Business Development Center. Since its inception, CCL has expanded educational opportunities including customized Leadership and Supervisor Training Academies and workforce training in the Coconino County Detention Center. Formerly these duties were encompassed in the department of Extended Learning. Services and job descriptions have changed substantially, resulting in the newly formed division of Community & Corporate Learning.

The commitment of the College to its Vision, “Leading our communities in lifelong learning,” has resulted in a diverse array of learning opportunities, programs, and services that have positively impacted the County and workforce development. One example is a partnership with the Northern Arizona Electrical Contractors’ Association (NAECA) and its partner the American Electrical Training Center (AETC) to offer a certificate and an Associate of Applied Sciences degree in Electricity.
5a.2 CCC conducts periodic environmental scanning to understand the changing needs of its constituencies and their communities.

The College uses multiple approaches to assess the needs of its constituents and ensure that these needs are considered when making decisions and planning for the future. Assessments and initiatives include:

- Environmental Scans
- President’s Advisory Councils
- Open Forums
- Northern Arizona Workforce Training Center Demand Study

ENVIRONMENTAL SCAN

The College understands that the needs of its constituents evolve and change. The College has performed environmental scans since its early years. In 2008, the Office of Institutional Research initiated a three-year cycle for these scans, and the survey results are used to assess and understand the diverse learning needs of the County.

The scan addresses goal three of the College’s Strategic Plan: “By June 30, 2011, CCC will build greater awareness of its services throughout the District and collaborate with community partners to promote the health and economic vitality of the County.”

Considerable effort was made to promote the 2010 environmental scan in the Williams, Tusayan, and Grand Canyon areas (RRD 8-7 Coconino County Community Surveys web pages, 2010 Grand Canyon/Tusayan/Williams Survey Results PowerPoint). The online survey was promoted in local newspapers, newsletters, notifications in water utility bills, and in marketing materials placed in popular business areas. Despite the marketing strategies, only 91 citizens participated in the two-month survey. Although responses were too few to be representative of the community, the survey did produce a collective viewpoint of citizens.

Overall, survey results (RRD 8-7 Coconino County Community Surveys web pages, 2010 Grand Canyon/Tusayan/Williams Survey Results PowerPoint) indicate satisfaction with the services offered by CCC. When asked the question, “What four words come to mind when you think of CCC?” these were the top four responses:

1. Locations throughout Coconino County
2. Programs that lead to good employment opportunities
3. Small class sizes
4. College at a reasonable cost
William/Tusayan/Grand Canyon Survey Results 2010 to the question, “How satisfied are you with the programs and services provided by CCC?”

The College gained high marks from the 21% of respondents who had previously enrolled at CCC. This group rated instruction, programs, and courses offered as 84% to 94% positive.

**PRESIDENT’S ADVISORY COUNCILS**

The membership of each of the President’s Advisory Councils (PACs) is designed to be informally representative of the diverse constituencies within the County. The College coordinates PACs in three geographic areas: Greater Flagstaff, Williams/Tusayan/Grand Canyon, and Northern Coconino County, which includes the cities of Page, Tuba City, and Fredonia. These groups meet two to three times a year unless additional meetings are convened by the College President.

The purpose of the PACs as stated in the Statement of Purpose (RRD 8-8 PAC Statement of Purpose) is to:

- Advise College leadership on the long-term educational needs of the area served by the College and on other matters identified by the College leadership
- Serve as liaison between the College and area employers to facilitate assessment of employment, training, and educational needs within the service area
- Serve as liaison between the College and community leaders (i.e. local school boards, County officials, city councils, other local officials, and other relevant groups or persons)
- Promote the College’s programs, services, and activities among the communities and constituencies in the College’s service area
- Provide feedback to College leadership through community representation on local issues, sentiments, and concerns
OPEN FORUMS

In addition to the monthly Presidential Brown-Bag Lunches and open forums that take place at each campus, the College hosts open forums in the areas of Technology, Business and Administrative Services, and Academic Affairs. The Office of Student Support Services also coordinates monthly Student Forums. These forums are publicized on the website and offer the opportunity for constituents to stay informed and to provide feedback on services. Forum participation by individuals at remote sites is available through a variety of interactive technology. Student Forums have provided invaluable information on communication needs, tuition and fees, and ideas for student engagement. The college website, class schedule, and the formation of a student government were influenced by the feedback received from Student Forums.

NORTHERN ARIZONA WORKFORCE TRAINING CENTER DEMAND STUDY

In 2009, a Northern Arizona Workforce Training Center Demand Study was completed. It produced valuable data informing the need for a training center in the County. Notably, business responses indicated a need for additional training in formal programs such as those offered by the College for an average of 28% of their current employees (median was 15% of current employees) (RRD 8-9 NAWTC Demand Study, 2009). The survey also produced information on the types of skills needed, opinions on regional and industry availability of a qualified workforce, and resources spent on training. While the College is already offering many programs (such as the Leadership and Supervisor Academies, Workforce Readiness, apprenticeship programs, degrees and certificates, and many industry recognized certification courses and programs), the information gained in the survey reinforced the need for the development of additional local workforce training programs to be offered through CCC.

5a.3 The College demonstrates attention to the diversity of its constituents and develops programs responding to community needs.

The College acknowledges the diversity of its constituents in its Mission, Vision, and Core Values. Respect, Community, and People are three Core Values reflected in the College’s approach to education, the learning environment, and community outreach. Staff and faculty have been offered training to support this Mission and promote its incorporation into practice through:

- Employee Development Day sessions - including an entire day devoted to Universal Design
- Social Justice Training for the College Council, spring 2010
- Diversity Training in the Leadership Academy
- Customer Service Training
CURRICULUM AND SCHEDULING

The diversity of the County is reflected in the College’s curriculum and learning environment. The American Sign Language Interpreter Training Program responds to the needs of a significant deaf and hard-of-hearing community with limited access to local interpreters. In addition, the Colorado Plateau Studies program celebrates the vibrant culture and environment of the American Southwest.

The format and schedule of courses meet the needs of the rural county students by offering a variety of times and modalities. The College has expanded the number of online courses offered to meet the needs of distance learning students. The U.S. Department of Agriculture awarded the College a $300,000 grant to enhance distance learning including educational offerings to the Havasupai Tribe located in a remote area of the Grand Canyon. This grant will enhance training opportunities in Early Childhood Development funded by the Professional Career Pathway Project Education Grant.

In 2009, the College initiated a “Fast Fridays” schedule at the Lone Tree Campus that allows students to take a block of general education classes one day a week. “Fast Fridays” provide a more manageable schedule for students commuting from rural areas and the reservations, employed students, and students with child care needs.

FINANCIAL AID

The Office of Financial Aid and Veteran Services coordinates a number of activities to engage the community and provide education on financial assistance opportunities for potential students in response to the needs of low-income families:

• College Goal Sunday
  The Office of Financial Aid and Veterans Services has coordinated College Goal Sunday annually in February since 1998 in cooperation with the Arizona Commission for Post-Secondary Education. This event offers families the opportunity to receive free assistance with completing the FAFSA from financial aid counselors and trained volunteers (RRD 8-10 College Goal Flyers, Lone Tree and Page campuses, 2010).

• Community Outreach
  Staff members representing the Office of Financial Aid and Veterans Services make high school visits with the Coordinator of College Recruitment, and they participate in the annual Northern Arizona Financial Aid Night.

• Financial Aid Workshops
  Staff members facilitate annual financial aid workshops at local high schools in Flagstaff. They assist with FAFSA completion and answer questions about financial aid opportunities.
STUDENT SUPPORT AND STUDENT ACTIVITIES

Retention programs have been implemented at the College to provide support to the student community. These programs are designed to meet the needs of students most at risk of non-completion. Included are:

• TRiO Student Support Services Program
  In 2010, CCC was awarded a $1.1 million federal grant to create and implement a retention program for students with disabilities, first generation college students, and low income students. Participants in the program benefit from a low staff-to-student ratio, individualized support, and advisement (RRD 8-11 CCC Lands TRiO Grant, press release, 8/10/2010).

• Passages Program
  The Passages Program is funded by the Basic Grant and is a retention program for Career and Technical Education students who are displaced homemakers. Benefits of this program include textbook, transportation, and childcare assistance, in addition to academic and career advisement (RRD 8-12 Passages Program web page).

• AZ LGBTQ Higher Education Network
  The Office of Student Support Services partners with AZ LGBTQ Higher Education Network to enhance awareness of issues related to the Lesbian, Gay, Bisexual, Transgender, and Questioning student community and to coordinate activities that foster an inclusive environment for LBGTQ students (RRD 8-13 GLBT Education Network web site).

• Student Activities
  ◦ The Office of Student Support Services coordinates monthly celebrations of cultural and social issues through the use of passive educational materials.
  ◦ “Celebrating Cultures Week” is coordinated by the Languages Department.
  ◦ “CCC Karaoke Idol” is coordinated by Student Publications to raise money for various charities and to generate funds for publication printing costs.
  ◦ The Teen Job Fair collaborates with the Coconino County Youth Council to address teen employment and provide opportunities for career exploration.
  ◦ Social activities include events such as Café y Pan which was hosted in October 2010 to celebrate Hispanic Heritage month.
  ◦ Community Services events include annual participation in the Big Brothers/Big Sisters of Northern Arizona “Bowl for Kids Sake” and the coordination of annual blood drives.
COMMUNITY ENGAGEMENT ACTIVITIES

- **Native American Students and Potential Students**
  - CCC is adjacent to the largest Native American reservation in the nation, and 28% of the CCC student population identifies themselves as Native American. Students from a Native American reservation encounter unique challenges as they transition into a college environment. This situation was addressed by writing inclusive attendance policies that take into account religious ceremonies ([RRD 8-14 CCC Procedure 303-02 Attendance Procedure](#)). CCC offers the opportunity to participate in the Native American Student Society and has created course scheduling (i.e. Fast Fridays) that takes into account students who want to maintain a residence on the reservation and commute to Flagstaff.

  - In spring 2011, Student Support Services collaborated with tribal nations, Northern Arizona University, and other community colleges to coordinate a Tribal Summit on Higher Education ([RRD 8-15 Summit focuses on Native American students, communities, Inside NAU, 4/21/2011](#)).

- **Northern Arizona Deaf Expo**
  The College has served as a sponsor to and host of The Northern Arizona Deaf Expo since 2007. Staff and faculty assist in the coordination of this event that connects members of the Northern Arizona deaf and hard-of-hearing community to resources, social activities, and educational opportunities.

- **Northern Arizona Veteran Support Community**
  The Northern Arizona Veteran Support Community (NAVSC) is a network of agencies and groups providing support to veterans who reside in northern Arizona. This group identifies existing resources for students as they transition back into communities and schools. Services of this group include a resource book and regular visits from the mobile VA RV to the Lone Tree and Fourth Street campuses. The Director of Student Support Services serves as the co-chair of this community group.

The vibrant diversity of Coconino County inspires the College to offer a variety of programs and services that continually evolve and reflect the community it serves. The College has met this challenge with innovative, community-centered, educational offerings.
Other examples of College offerings and partnerships based on identified community needs include:

- CCC ROTC partnership with NAU
- CCC partnership with Northern Arizona Veterans Employment & Training Department
- CCC partnership with Coconino County Detention Facility for the Northern Arizona Education and Re-entry Program
- CCC collaboration with Navajo Nation Gaming Enterprise to identify training needs
- CCC CCL’s Executive Director serves on Coconino County Workforce Investment Board
- CCC collaboration with Goodwill Industries of Northern Arizona to produce “First Jobs” and “Safeway Training Center,” which are providing training opportunities for disabled residents, youth, and dislocated workers

Other examples of College offerings include:

- TRiO grant to provide resources to student in advising and career placement
- Nursing classes that include nontraditional and cultural relationship considerations
- Faculty incorporation of county-wide issues and interests in the classes they teach (RRD 3-27 Self-study faculty survey results)
- Dual enrollment and CAVIAT classes to promote the continuum of education from post-secondary academia
- Youthbuild provides connectivity between impoverished youth and educational resources

5a.4 The College serves its external constituencies well through such efforts as continuing education, outreach, customized training, and extension services.

The College offers community education and training through various divisions and departments including Adult Education, High School Partnerships, and Community and Corporate Learning.

**ADULT EDUCATION AND ENGLISH AS A SECOND LANGUAGE EDUCATION**

GED preparation classes are offered in Flagstaff, Page, and Williams. English language classes are offered in Flagstaff and Williams. These courses are also offered in a distance learning format to students in rural areas of the County.
HIGH SCHOOL PARTNERSHIPS

The College offers a number of opportunities for County high school students to start early on college courses and to receive training in career fields considered vital to the County’s workforce. These programs include:

• **Tech Prep**
  This is a federally-funded program linking high school and college career and technical programs. Local high school students can earn community college credit for taking specific high school courses.

• **CAVIAT**
  The Coconino Association for Vocations, Industry, and Technology (CAVIAT) has partnered with CCC and the Flagstaff Unified School District to provide classes for high school juniors and seniors at no cost to students. CAVIAT offers the following programs:

  ◦ Alternative Energy Technician
  ◦ Business
  ◦ Computer Software Technology
  ◦ Elementary Education
  ◦ Law Enforcement
  ◦ Network Engineering
  ◦ Nursing Services
  ◦ Pre-Health Careers

• **Dual Enrollment**
  Dual enrollment courses are high school courses that allow students to earn both high school and CCC college credits. Upon completion of the course, the student will receive college credit at no cost to the student.

COMMUNITY AND CORPORATE LEARNING

The Community and Corporate Learning (CCL) division and the Career and Technical Education (CTE) division offer an extensive list of training and educational opportunities to external customers. These opportunities include specialized training, continuing education programs, customized workforce programs, as well as traditional certificate, degree, and transfer programs.

The CCL and CTE divisions endeavor to make available any and all training necessary for community members to succeed. CCL provides the overall support for four interrelated departments: Corporate Learning, Lifelong Learning, Testing Services (GED, HESI, etc.), and the Small Business Development Center. Within the CTE division, students can earn degrees and certificates in business, nursing, allied health, education, construction trades, public safety, law, and allied health. CCL and CTE are the primary points of contact at CCC for businesses and organizations throughout the region.
Services offered by Community and Corporate Learning follow:

• **Contract Training**

  The contract training facet of CCL offers customized workforce training based on an individual company’s needs. The department conducts an on-site needs assessment for the company requesting services. From the needs assessment, a schedule of training is derived that specifically addresses those “needs” in demand. The Leadership/Supervisor Academy has been well-received and is in demand by the larger corporations in the region.

  CCL is currently working with fifteen agencies and companies in the region with plans for expansion of services to an additional six in FY11.

• **Continuing Education Units (CEU)**

  CEUs are a variety of educational units or certificates that contribute to increased wages in industry by recognizing industry driven workplace training, educational workshops, and any other documented learning as college recognized training. The process does not necessitate that the College offer classes. Rather, the College maintains a record of the qualification required for continuing education units from a plethora of industries and companies. The College provides the student with CEU transcripts and certification for the employee to show their respective employer. These certificates carry state, national, and industry standards recognition. Credits include, but are not limited to:

  ◦ Teacher In-Service Units
  ◦ Department of Environmental Quality Certified Operator Exams
  ◦ Specialized training for government employees
  ◦ Real Estate Industry
  ◦ National Association of Bookkeeping Certification
  ◦ Payroll Certification

  Programs that offer community members the ability to increase their skill sets in a cost-effective manner are in high demand given the current economy. Due to this demand, CCL has determined that a focus on workforce development is essential to the development of human capital in the region.
• **Lifelong Learning**
Lifelong Learning provides non-credit workshops involving a myriad of topics throughout the year. These programs are designed to meet the needs of a wide variety of community members who want to enhance their learning in a non-traditional way. The non-credit workshops do not require texts, tests, or transcripts and are available at a reasonable cost to all students.

The current economic climate has required restructuring between credit and non-credit offerings. This restructuring has afforded additional non-credit classes previously located in credit-bearing curricula (e.g., scuba, music performance, physical education). Due to the limitations of curriculum development, these classes were limited in their structure and types of course objectives. CCL may now expand class objectives to include other topics of interest to community members. Here, consistency is sought between the way in which non-credit and credit courses are constructed at CCC. This type of program design will ensure quality of non-credit courses.

• **Small Business Development**
The Small Business Development Center (SBDC) is a business assistance program intended to promote and support entrepreneurship in Coconino County by providing the highest quality and most responsive outreach, training, and counseling services. The center provides confidential, one-on-one counseling for existing and potential small business owners in addition to a series of workshops that cover basic business administration. These workshops include business planning, accounting methods, personnel management, financing, and marketing.
• **Testing Services**
  Fee-based testing services include the proctoring of exams for distance learners, prior learning assessment (DSST), certification exams (Office of Pest Management), General Education Diploma testing and registration, and HESI testing and registration.

• **Additional Work Force Training**
  The Northern Arizona Education and Re-entry program is a partnership between the Coconino County Detention Center and CCC. The goal of the program is to reduce recidivism and to prepare inmates with the skills needed to seek employment post incarceration. The State Energy Sector Partnership (SESP) has provided the College with the ability to subsidize training in top “green job” fields.

In 2009, the CCC Williams and Grand Canyon sites were realigned under CCL. One objective is to use these sites to increase the capacity of CCC to deliver instruction in the region. Historically, these sites have been used to deliver credit-bearing courses for distance learners. They are now also used for Workforce Development, CEU delivery, and Community Enrichment programs. This increased community outreach should help CCC gain a better understanding of community needs in outlying areas.

CCL and the CTE division play a vital role in contributing to an educated workforce, providing community enrichment, and assisting current and prospective entrepreneurs. As outlined in the Coconino Community College Strategic Plan, one goal is that CCL will be self-sustaining at the end of a five-year term. The business plan addresses that end. However, continual assessment, review, and modification of the plan are likely. As evidenced in the recent Economic Impact Study completed by CCC’s Institutional Research Office, “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.”

**OTHER PROGRAMS:**

Programs throughout CCC work closely with the community through advisory councils. The Volunteer Income Tax Assistance Program (VITA)—through a partnership with local United Way—prepares income tax returns for citizens throughout the community who could not otherwise afford it. The College has traditionally been the second highest tax preparation site in the area. Generally, students are given the opportunity to experience In-Service-Learning. Unfortunately, this year the United Way’s trainer retired and CCC students were unable to participate in the preparation of tax returns. Still, the College made its facilities available for training. Presently, three full-time business faculty are planning a “train the Trainer” to resume active tax preparation on site.
The department chair of CIS is developing a dual enrollment class at Flagstaff High School that is pilot testing the use of CCC’s learning management system for portability into that environment. Preliminary results are promising.

**SUMMARY**

The College continually endeavors to learn of constituency needs and further develop its capacity to serve those needs in the most effective way possible.

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

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**INTRODUCTION TO CORE COMPONENT**

Coconino Community College serves a vital role in providing undergraduate education and workforce development in a large region that supports several diverse communities throughout northern Arizona. For this reason, it is essential that CCC build strong partnerships with educational institutions, community organizations, and businesses throughout the County. The most effective way of accomplishing this is through its multiple efforts to engage faculty, staff, and students. This objective is accomplished through the guidance of the College’s Strategic Plan, which supports the on-going engagement and service to its communities. CCC has several campuses, facilities, and other sites identified throughout the region to support this commitment. All of these facilities and programs are financially supported through the CCC Foundation, the College budget, grants, and partnerships.

**5b.1 The College’s structures and processes enable effective connections with its communities.**

The importance of connecting CCC with its many constituent groups and communities is clear. The College’s current Strategic Plan provides the foundation for all such activities (RRD 8-1 Mission documents).

**CCC Goal 3:** CCC will build greater awareness of its services throughout the District and collaborate with community partners to promote the economic health and vitality of the County.

- Through various events—internal and external—the College is continually collaborating with various community partners:
  - CCC Foundation Annual Meeting and Awards ceremony
  - Fine Arts Theatre Department performances on and off campus
  - Student and faculty art shows on campus
  - Community orchestra performances on the Lone Tree Campus
Fine Arts fundraiser Palette to Palate (includes community members, local restaurants, and artists) (RRD 8-16 Palette to Palate documents)

Annual Page fundraisers
  • Golfers and Scholars Golf Tournament (RRD 8-17 Page Golf Tournament flyer, 2010)
  • Life’s a Ball at the Balloon Regatta (RRD 8-18 Life’s a Ball flyer, 2010)

Annual FUSD Science Fair with CCC faculty and staff participation (RRD 8-19 Family Science Night, email message from Kathryn Kozak to Scott Talboom, 2/8/11)

Encore dance troupe teaching and entertaining at schools and incorporating junior high and high school participants in performances

Phi Theta Kappa Honor Society’s blood drives and food drives (RRD 8-20 Phi Theta Kappa Blood Drive, email message from Scott Talboom to CCC employees, 11/15/10)

CCC2NAU (building a strong working relationship between the College and Northern Arizona University) (RRD 8-21 CCC2NAU brochure)

Faculty, staff, and students volunteering to support KNAU public radio at Northern Arizona University (RRD 8-22 KNAU pledge drive volunteers, email message from Bryan Bates to Kathleen Corak, 02/04/11)

These instances demonstrate how faculty, staff, and students build greater awareness of the College’s services and collaborate with the communities the College serves in order to promote the economic health and vitality of the County.

CCC Goal 5: CCC will establish a high quality workplace that values its employees and promotes a learner-centered environment.

The “community” of workplace is as important as other communities; therefore, CCC promotes a fair and equitable environment for learning. Not only does the College teach students, but also employees. Faculty, staff, and students take time to help each other on a daily basis and still find time to help the many communities served.

• CCC’s Life Events Committee holds regular appreciation events for all employees:
  ◦ Quarterly birthday celebrations
  ◦ Spring BBQ
  ◦ Winter holiday event
  ◦ Employees’ personal successes

In addition, the Life Events Committee supplies cards and provides other communications for employees experiencing family losses or personal hardships.
• Faculty and staff volunteer their expertise, time, and resources by serving on various committees nationally and locally, which benefit the County:

◦ Arizona Association of Student Financial Aid Administrators
◦ Flagstaff Unified School District Citizens Committees
◦ Flagstaff Chamber of Commerce membership and service
◦ Sustainable Economic Development Initiative (SEDI)
◦ Flagstaff 40 and Flag 40 Education Task Forces, formed in 2004 by a small group of committed Flagstaff-area business leaders as a mechanism for discussing, studying, and, where appropriate, addressing critical needs of the community and state
◦ President’s Advisory Councils in Flagstaff, Williams/Grand Canyon/Tusayan, and northern Coconino County (RRD 8-8 PAC Statement of Purpose)
◦ Flagstaff Food Bank
◦ Intertribal Council on Higher Education addressing higher education needs for Native American students
◦ Northern Arizona Veterans Support Committee, to share information and resources regarding the transition and success of veterans in higher education (RRD 8-23 Community Engagement and Service Report, Student Support Services, 10/25/10)
◦ DGB members from all sectors of the County
◦ Advocacy groups
◦ Service learning projects embedded in the curriculum
◦ PR Marketing department, producing press releases, a community calendar, and advertising at the local theatre and on city busses
◦ Co-sponsoring events like sustainable lecture series

5b.2 The College’s co-curricular activities engage students, staff, administrators, and faculty with external communities.

Administrators, faculty, staff, and students are highly engaged in community activities and are committed to both serving and engaging the district through a wide range of co-curricular activities.

COMMUNITY SERVICE

Coconino Community College is very active in the community—from event sponsorships to volunteer efforts—when a community need arises. Some examples of community events in which CCC employees and students participate are:

• Student Job Fair
• Student Resource Fair and Teen Job Fair
• Science in the Park and Science Night at CCC
• Page Golf Tournament
• Page Arizona Balloon Regatta Sponsorship and Life’s a Ball
• Holiday Clay Sale and Spring Clay Sale
• Northern Arizona Home Builders Show and Flagstaff Home and Garden Show
• Palette to Palate
• Annual City Independence Day Parade and Chamber of Commerce Holiday Parade of Lights.

CCC employees and students regularly volunteer for community projects. Some examples include:

• Disaster relief
• “First Frost” Food Drive
• KNAU Pledge Drive
• Phi Theta Kappa Exclusive Events
• United Way Participation

Additionally, CCC hosts many events at no cost or at reduced cost for nonprofit organizations.

Examples of other community service projects include:

• Service learning internships, including but not limited to clinical experience and nursing students providing free blood pressure checks in the campus commons
• Student and community publications: OnCourse and Curios respectively
• CCC mass e-mail to market for multiple community drives and events
• Annual Diversity Symposium at NAU, which involves multiple community organizations
• “Encore” program, a collaboration with NAU to provide musical advancement for students
• Internships that link students with entrepreneurs such as the Northern Arizona Center for Emerging Technologies (NACET) partnership, which has two positions reserved for CCC students
• CCC partnerships with various private organizations to provide training and support local endeavors
• CCC SBDC partnerships with the Chamber of Commerce, NACET, NAU’s Center for Business outreach, and SEDI

5b.3 The College’s educational programs connect students with external communities.

The College provides students with a variety of service opportunities that both enhance a student’s education and benefit other organizations and agencies within the community. All of the following programs and activities provide students with relevant exposure to the issues and needs of the community. They provide active opportunities for service and are designed to encourage a life of service within their communities.
CCC NURSING PROGRAM

The Registered Nursing Program and Nursing Assistant program engage in the community in many ways. Students participate in clinical experiences at the following hospitals and clinics:

- Flagstaff Medical Center (FMC)
- Tuba City Regional Health Center
- Ponderosa Pines
- The Peaks
- Northland Hospice
- Forest Canyon Endoscopy
- Mountain View Pediatrics
- The Guidance Center
- Coconino County Health Dept
- North Country Health Clinic
- Summit Center

Directly related to CCC nursing programs and student activities are:

- CCC, Northern Arizona University (NAU), Northland Pioneer College (NPC) and FMC student utilization committee
- Arizona State Board of Nursing
- Nursing Assistant Test and Competency Review Committee
- Medication Technician Test and Competency Review Committee
- Statewide Nursing Educators Conference
- Statewide Nursing Assistant Educators Conference

Additionally, CCC 1st year Nursing students provide free on-campus blood pressure checks several times a year

BETA GAMMA CHI CHAPTER OF THE PHI THETA KAPPA

CCC’s Phi Theta Kappa (PTK) Honor Society is active in the community providing service projects such as:

- Monthly community clean-up (Rio De Flag, Flagstaff urban trail systems, and forest service land)
- Gardening at the Olivia White Hospice
- Volunteering at the Northland Family Help Center
- Participating in the Climb for the Cure (Cure for Cancer)
- Recycling projects
- Providing—for scholarship—service to voter registration drive, election forum, Iraq War Forum, Constitution Day, Materials Recovery Facility Tour, and an Environmental Services Presentation
- Hosting a blood drive with United Blood Services
- Fundraising for the Big Brothers, Big Sisters Bowl-a-Thon
- Fundraising for Hearts for Haiti
- Fundraising for water for Uganda (current project)
“FIRST FROST” FOOD DRIVE

Recently, a team of CCC staff, faculty, and students canvassed a large neighborhood during the Saint Mary’s Food Bank “First Frost Food Drive.” CCC’s role was to distribute empty bags and instructions to over 1000 households. The filled bags were retrieved one week later by another team of volunteers.

KNAU PLEDGE DRIVE

CCC students answered phones during the KNAU Public Radio Pledge Drive.

HOLIDAY CLAY SALE

One of the College’s most popular community events—the Clay Club sale—attracts many community members who are shopping for holiday gifts. All of the items are produced and sold by students, with the proceeds split between the students and the ceramics program.

CAREER FAIRS

CCC hosts several career fairs that provide students with an opportunity to meet community members and employers to exchange information on careers and future employment opportunities. The College has sponsored or partnered with organizations and employers to provide this important activity. The career fairs include:

• **Student Resource Fair**
  This is an on-campus event designed to inform students about the resources available to them. Vendors from non-profit organizations and for-profit businesses attend the event to interact with and inform the students about the available resources. The end goal is to make students aware of the resources available to them and to retain students.

• **Student Job Fair**
  Every fall semester, the career services counselor sponsors a job fair for students seeking employment.

• **Science in the Park**
  This is part of Flagstaff’s Festival of Science event, where various organizations from the scientific community set up booths at a local city park to promote the sciences. CCC has participated for over two years and plans to continue involvement with this event.

• **Sechrist Elementary School Family Science Night**
  The Sechrist Elementary School Family Science Night is part of the annual city science fair. Children who attend the school participate in science activities around the school. Seven CCC students assisted children with these activities and helped to explain the concepts introduced to them.
CCC FINE ARTS DEPARTMENT

The CCC Fine Arts Department organizes programs for Flagstaff and Northern Arizona. These programs include:

• Attracting community members to the Lone Tree Campus Commons through student art shows

• Partnering with the Flagstaff Community Orchestra—offering the Lone Tree Commons area for performance space—and including CCC Encore dancers in the programming

• Combining faculty and student musical and dance programs with outreach to the community
  
  ◦ Babar the Elephant (spring 2009) – Music faculty played piano and narrated the story while college dancers performed for community children. CCC hired a local Flagstaff Junior Academy art teacher to create the masks for “Babar” with students producing all of the artwork.

  ◦ Rodeo (spring 2010) – CCC dancers worked with high school dancers from Northland Preparatory Academy and Canyon Dance Academy to choreograph and perform the classic ballet. A CCC faculty member played the piano during the performance.

• Acting students worked side by side with Flagstaff community members to produce “Doubt” (fall 2010). This was also performed in the CCC Commons and again had CCC students working together with high school and adult actors from the community.

• CCC dance students teach at Coconino High School, Northland Preparatory Academy, YMCA daycare, and The Peaks residential community. Acting students performed for the W.L. Gore Company Christmas event. The students created a “mystery dinner” in which they acted and interacted with the employees.

• Dancers visit local high schools on a yearly basis to entertain and recruit students to the CCC dance program.

SCIENCE SERVICE LEARNING DAY

For the past two years, CCC has worked with the City of Flagstaff, the Arizona Game & Fish Department, and Coconino National Forest Service in creating erosion control projects along the Rio de Flag. Two projects that have been very successful have been building check dams southeast of the city/county jail, and a project at the headwaters of the Rio de Flag just north of the Pulliam Airport parking lot. Both of these efforts helped prevent further erosion during last winter’s “big flake.” CCC also has science
students who attend field trips to the landfill, the water reclamation plant, and the recycling center. They also participate in a fairly extensive research project on water quality along the Rio de Flag.

**5b.4 The College’s physical, financial, and human resources support effective programs of engagement and service.**

Coconino Community College supports a continuum of effective and cooperative programs of engagement and service with its physical, financial, and human resources. CCC hosts the following service programs on its campuses and cooperatively funds these programs with other entities:

- Adult education offered through the Federal Workforce Investment Act
- Carl Perkins Basic Grant for vocational programs for disadvantaged populations
- Financial Aid assistance through Federal, State, local, and private scholarship, grant, and loan assistance
- Small Business Development Center (SBDC) with additional funding from the U.S. Small Business Administration, Coconino County, Cities of Flagstaff and Page, and private grants designed to serve the small business community for Coconino County
- Tech Prep provides support services for high school students to prepare them for college or business/industry workplace learning experiences
- CCC-NPC Title III for Cooperative Grant, a partnership with Northland Pioneer College, that developed both colleges’ distance learning programs and infrastructure
- Prop 301 Workforce Development, primarily funded through a sales tax initiative in 2002, includes a number of vocational and technical programs mostly housed at the Fourth Street Campus
- Educational Opportunity Centers (EOC) as part of Northern Arizona University’s TRiO grant; one office is hosted at CCC and helps adults pursue higher education

These programs enable CCC to serve community members of all ages, and non-traditional students such as first-generation college attendees, business people, and populations in remote areas such as the Grand Canyon.

**PHYSICAL RESOURCES**

With full-service campuses in Page and Flagstaff, a site in Williams, plus classes offered through cooperative sites in Grand Canyon, Fredonia, and Tuba City, CCC is deeply engaged throughout Coconino County with students, community members, and organizations. CCC facilities host many fully and partially grant-funded programs such as TRiO, the Educational Opportunity Centers (EOC), Adult Education, the Small Business Development Center (SBDC) and others. These offices support staff, events, and public outreach efforts bringing community members, students, and organizations together ([RRD 8-29](#)) FY10 Facilities Budget).
CCC also hosts many events annually at a reduced cost for non-profits like Orchestra Northern Arizona, a local church, and many other organizations. The Lone Tree Commons is known as a community gathering place. The Page Campus has had many cooperative arrangements that have benefited the community such as hosting a satellite location for public radio, renting space on a temporary basis to the Page Chamber of Commerce, and assisting non-profit organizations with finding meeting places.

The Fourth Street Flagstaff Campus houses many Career & Technical Education programs, the Workforce Development (prop 301) programs, EOC, the Small Business Development Center (SBDC), and Community and Corporate Learning (CCL). The SBDC offers workshops in conjunction with many other community organizations ranging from public utilities and banks to municipalities and other business assistance programs. Workshops and training through the SBDC are open to the public and primarily focus on management skills training and one-on-one business consulting to improve the viability of the small businesses throughout the region. CCL features corporate training programs including software, leadership skills, and “workplace readiness” for job seekers, including a customized program for inmates at the Coconino County Detention Facility to help them improve their job skills and reduce recidivism. CCL hosts an enormous diversity of community enrichment and engagement opportunities “Understanding Investments & Retirement,” “Kids on Kampus” (a summer program for 10-15 year olds), “Canine Good Citizens,” and health and fitness classes from self-defense to dance and yoga (RRD 8-30 Career Toolbox).

CCC actively participates in community events hosted on campus:

- Student Resource Fair
- Student Job Fair
- Science Night at CCC
- Palette to Palate

The CCC Beta Gamma Chi Chapter of Phi Theta Kappa International Honor Society hosts events at CCC to promote scholarship, leadership, service, and fellowship. For example, the chapter raises money annually by participating in the Big Brothers/Big Sisters of Flagstaff “Bowl for Kids’ Sake” Community Day. In February 2011, the chapter raised over $1,400 and was awarded the top fundraising team traveling trophy for the second time in four years. In addition, the chapter has facilitated biannual United Blood Service blood drives. In a certificate of recognition presented to the chapter in April 2011, the coordinator states, “Since 2007 the 249 donations collected at Phi Theta Kappa Blood Drives helped save up to 747 lives.”
FINANCIAL RESOURCES

In addition to the comprehensive support of the aforementioned programs, CCC has sponsored a number of community events with external funding and volunteers. Some annually recurring events are:

• August Williams Chamber of Commerce mixer
• Science in the Park
• Page Arizona Balloon Regatta Sponsorship
• Holiday and spring clay sales: all of the items are produced and sold by students, with proceeds shared between the student and the ceramics program.
• Chamber of Commerce Parade of Lights
• Flagstaff Home and Garden Show
• Teen Job Fair
• Commencement and the Distinguished Service Award
• Page Golf Tournament
• Annual City of Flagstaff Independence Day Parade
• United Way Annual Campaign

Coconino Community College’s Advancement and Foundation non-profit arm has grown its endowed scholarship fund to more than $340,000 and funds more than 50 scholarships annually. In 2010, CCC Advancement received the remaining funding necessary to complete the telescope project begun when the United States Naval Observatory in Washington, DC, donated a Classical Cassegrain (CCT) 16” dimm telescope and an observatory dome in 2007. The completion of this project will enable CCC to continue the historic Flagstaff tradition of research and astronomical study and to enhance partnerships with Lowell Observatory (where former planet Pluto was discovered), the United States Geological Survey, the United States Naval Observatory, and the Flagstaff Unified School District.

HUMAN RESOURCES

In addition to the above-mentioned programs receiving comprehensive physical, financial, and human resource support, CCC’s Human Resources department has partnered with the following governmental agencies to form a consortium called Northern Arizona Public Employee Benefit Trust (NAPEBT): the City of Flagstaff, Coconino County, Flagstaff Unified School District, Northern Arizona Intergovernmental Public Transportation Authority (NAIPTA), Flagstaff Housing Authority, and Coconino County Accommodation School District. The purpose of this consortium is to pool resources and to provide a wider range of services to community members employed by the included agencies. CCC’s Human Resources office is also a member of the Human Resources Alliance. The NAPEBT group works together to share training opportunities, policies, and trends. These partnerships have been valuable for information sharing and providing affordable training and health benefits to all employees in these organizations.
CCC faculty and staff regularly donate time and effort in support of community service and engagement projects and events. Some of these include the “First Frost” Food Drive, the KNAU Pledge Drive, the Northern Arizona Home Builders Show, and the Flagstaff Home and Garden Show. Science Night at CCC is part of the Festival of Science and features many of CCC’s faculty presenting lectures and demonstrations on numerous scientific topics.

CCC staff and Phi Theta Kappa honor society regularly volunteer for community projects. The most recent examples include two disaster relief efforts:

- CCC employees volunteered to fill sand bags to help flood victims affected by the Schultz Forest Fire northeast of Flagstaff.
- CCC employees volunteered to help with cleanup after tornadoes struck the Bellemont area west of Flagstaff.

5b.5 CCC’s planning processes project ongoing engagement and service.

Beginning in 2008, the College started its Strategic Plan process, which would take the College through June 30, 2011. The development of this plan would encompass the entire faculty and staff for input. The Strategic Plan addresses all six Core Values of the College. A portion of the Strategic Plan tactics follow:

- **Growth & Ethics (86% completion of year two tactics reported)** – CCC will develop and establish sustainable funding options and optimize the utilization of existing resources by:
  - Improving internal efficiencies
  - Strengthening the CCC Foundation
  - Developing new revenue streams
  - Enhancing recruitment and retention through innovative enrollment management strategies

- **Quality (98% completion of year two tactics reported)** – CCC will improve the use of technology to enhance learning by:
  - Strengthening technology infrastructure
  - Maximizing technology and facilities for learning
  - Improving access to and delivery of distance learning
  - Enabling anytime, anywhere use of college technology services
  - Strengthening technology operations to sustain a geographically disbursed, multi-campus environment

- **Community (97% completion of year two tactics reported)** – CCC will build greater awareness of its services throughout the District and collaborate with community partners to promote the economic health and vitality of the County by:
Strengthening current and pursuing new collaborations with NAU
- Strengthening high school collaborations
- Forming collaborations with outside entities
- Increasing CCC’s visibility throughout the District
- Developing ways to measure and understand the diverse learning needs of the County
- Developing a clear branding for CCC describing how the College uniquely meets the needs of the County

**Learning (99% completion of year two tactics reported)** – CCC will incorporate more innovative strategies to enable achievement of individual learning goals by:

- Promoting and expanding post-secondary opportunities for high school students
- Expanding non-credit offerings to match opportunities present in the demographic profile of the County
- Developing new and signature programs
- Developing strategies to address the specific needs of distance learners
- Ensuring institutional quality

**People & Respect (100% completion of year two tactics reported)** – CCC will establish a high quality workplace which values its employees and promotes a learner centered environment by:

- Establishing multiple paths for high quality internal customer service and appreciation
- Implementing an enhanced total compensation philosophy and plan which enhances recruitment and retention of quality employees
- Ensuring institutional quality

**Sustainability** – is woven throughout the tactical plans of the document (RRD 8-24 CCC 2009-10 Strategic Plan Progress).

**SUMMARY**

The College employees know and understand the importance of being connected with many constituent groups and communities. The College’s current Strategic Plan is the foundation for all its activities and future projects.

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

**INTRODUCTION TO CORE COMPONENT**

Although the College is responsible for a large geographic area, the College continues to demonstrate its responsiveness to those constituencies that depend upon it for service through continued outreach. The College regularly...
communicates and assesses needs through various approaches such as media relations, environmental scans, telephone surveys, and community outreach via representation. The President’s Office has formulated advisory councils that include representation from constituent bases throughout the County.

5c.1 CCC has a variety of effective collaborative ventures with other higher learning organizations and education sectors (e.g. k-12 partnerships, articulation agreements, 2 + 2 programs).

CCC has a proven commitment to the preschool-through-20 educational continuum, collaborating with multiple entities throughout the region to facilitate educational growth and foster personal enrichment.

CCC has partnered with the following entities to provide educational opportunities:

- NACOG Head Start for Early Childhood Educator certification
- Havasupai tribe for Early Childhood Educator certification
- Summer youth programs offering enrichment opportunities to children 12-18 years of age at Page and Flagstaff campuses
- CAVIAT Central programs
- Dual Enrollment in high schools through the County and in other counties.
- Adult education
- GED testing
- CREC training for workplace readiness and weatherization
- “Youthbuild” training grant for at risk youth
- Coconino County Career Center as a provider of various trainings
- Statewide articulation agreements with Arizona public universities
- Articulation Task Force meetings with Arizona community colleges and universities
- CCC2NAU and TAG (Arizona State University) transfer agreements
- Membership on BIS council at NAU to foster AAS to BAS, 75 credit, and 90/30 transfers to NAU
- 90/30 transfers with other private baccalaureate institutions
- Teacher training programs held at CCC in summer semester
- Apprenticeship coursework
- Various corporations/agencies to provide customized training and curriculum in identified areas
- Offering industry-standard, continuing education, certifications and testing to various professional groups
- Lifelong learning opportunities for residents of the County

The College is always open to new partnerships that will allow CCC to move forward in promoting the Mission, Vision, and Core Values of CCC. The College maintains a flexible and cooperative stance when exploring new partnerships or continuing established partnerships, to ensure that the human and financial aspects of its Mission are maintained.
The College recognizes that students will come from a variety of areas and experiential backgrounds. To support learners without loss of time or credit, CCC has created an environment supportive of these mobile learners:

- AZtransfer.com provides students with the ability to plan transfer of coursework from community college to the three Arizona public universities.
- Reverse transfer allows students who have earned university credits to transfer them to the community college and count them toward a two-year degree. Students may leave the university for a number of reasons and find the community college environment beneficial to their academic success.
- CCC is currently investigating prior learning assessment options for adult learners through the Council for Adult Experiential Learning (CAEL) model.
- The state of Arizona is in the process of developing a virtual shared number system (state of Arizona transcript) that will enable students to facilitate consistent transfer of common courses throughout the state.
- CCC exchanges data with NAU to track the progression of students to completion of their educational goals. These data allow CCC/NAU to facilitate student completion and program improvement.
- The College offers specialized transfer opportunities including Associate of Applied Science (AAS) to Baccalaureate of Applied Science (BAS), 90/30, up to 75 credits with AAS, TAG, and CCC2NAU, which enables students to transfer the highest number of credit hours possible.
- CCC allows high school students the opportunity to start college early through CAVIAT, dual enrollment, or co-enrollment.
- CCC has a transfer policy that is clearly published for current and prospective students in the online or printed College catalog to enable students to easily gain transfer information.
- Opportunities for credit by exam are available through fee-based testing services as well as the acceptance of Advanced Placement (AP), DSST (formerly the Defense Activity for Non-Traditional Education Support (DANTES) program) and College Level Exam Program (CLEP) scores.
- The Arizona General Education Core (AGEC) as outlined at aztransfer.com enables students to complete and transfer general education required credits to the State universities.

CCC closely monitors the effectiveness of the transfer opportunities for students. CCC values feedback received from students and alumni as it relates to the ease of transfer to and from CCC. Studies done on transfer opportunities support CCC efforts and can be viewed at (RRD 8-25 Institutional Research Special Reports and Analyses web page).
5c.3 Community leaders testify to the usefulness of the College’s programs of engagement.

Leaders throughout Coconino County have expressed their satisfaction with the effectiveness of CCC’s programs and engagement within the community.

Community and Corporate Learning, with the assistance of the Public Relations and Marketing Department, created a document illustrating the “Return on Investment” that organizations have realized by using CCC services. Dietrich Sauer of Deckers Outdoors, Inc. stated, “CCL stepped in and listened to Deckers and developed a custom curriculum, using their leadership training module as a starting point, but then customizing a program just for Deckers and their training goals.” Gregg Westbrook of Wisconsin Tissue remarked, “Community and Corporate Learning at CCC developed a plan to provide leadership training for every employee at the Bellemont plant.” Bill Calloway from Nestle Purina said, “Community and Corporate Learning at CCC developed a curriculum to meet Purina’s basic leadership training needs” (RRD 8-26 CCC We know R.O.I. booklet). CCC has conducted several community surveys in an effort to remain focused on specific community needs. One example is a recent survey of residents from northern Coconino County (RRD 8-7 Coconino County Community Surveys web pages).

5c.4 CCC’s programs of engagement give evidence of building effective bridges among diverse communities.

CCC embraces the diversity of its communities by offering a multitude of services and opportunities for its students. The College seeks out unique partnerships and promotes student efforts that add to the diversity of the College:

- The College promotes student clubs and organizations.
- The annual calendar recognizes State and National awareness days and weeks.
  - The Student Services division holds a variety of events throughout the year that raise awareness.
- The Passages program for single parents and displaced workers supports students in providing resources that will enable them to reach their academic goals.
- Disability Resources provides services to students with identified disabilities.
- Specialty Programs for incarcerated individuals provide a greater opportunity for successful reentry into society after completing their sentences.
- The Associated Student Body provides a venue for student feedback.
- The College security staff members are well-versed in diversity issues and focus on exemplary customer service.
5c.5 The College participates effectively in partnerships focused on shared educational, economic, and social goals.

As an active partner in attaining educational, economic, and social goals in Coconino County, the College participates in the following collaborative partnerships:

- Assorted partnerships and collaborations focus on shared educational, economic, and social goals.
- The partnership with the Coconino County Workforce Investment Board provides training for displaced individuals with the goals of continuing education and successful reentry into the workforce.
- Collaborations with Goodwill Industries of Northern Arizona provide training opportunities to students with disabilities.
- The partnership with Northern Arizona Healthcare enables the College to train highly skilled nurses and paramedics. The nursing partnership addresses the current shortage of nurses throughout the region and the nation.
- North Country Community Healthcare and Mountain Heart Cardio-vascular and Sleep Institute have been supported through CCL, thus enhancing retention and expansion efforts.
- CCC has entered into a partnership with the Coconino County Detention Facility to provide life skills and workplace readiness training to inmates. This endeavor has advanced regional social goals.

5c.6 CCC’s partnerships and contractual arrangements uphold the organization’s integrity.

The College’s partnerships and contractual agreements uphold the integrity of the institution. The College first reviews the partnership to determine if it will promote and enhance its Mission, Vision, and Core Values, and once that determination has been made, the partnership is formalized in an official document. Examples include the use of intergovernmental agreements, memoranda of understanding, and educational services agreements. The process includes review by senior leadership and legal counsel when appropriate. Final review and approval are given by either the College President or the District Governing Board as outlined by policy or procedure.

SUMMARY

The College has increasingly engaged in collaborative ventures with multiple sectors and institutions of higher learning over the last decade. Thus, the College has increased its capacity to serve the educational needs of its constituencies.
INTRODUCTION TO CORE COMPONENT

Coconino Community College is committed to providing all of its constituents with valuable services. From academics, arts, facilities, and food service, to providing fun and entertainment, the College successfully serves its external and internal constituents and the campus community of students, faculty, and staff.

5d.1 CCC’s evaluation of services involves the constituencies served.

The College evaluates constituents throughout the year, including groups such as students, community members, and workforce professionals.

STUDENTS

Student surveys measure how students value the educational experience, services offered, and level of instruction received.

The Graduating Students Survey is an important part of evaluating the educational quality of CCC. Since its implementation in 2007-2008, the survey has measured College expectations, student services, educational experience, plans after graduating or employment status, and demographics. A six-point Likert scale (with 6 indicating “strongly agree” and 1 indicating “strongly disagree”) determines students’ levels of satisfaction. The 2009-2010 Graduating Students Survey (N=163) indicated that 96% of students were satisfied overall with the education received at CCC, with 69% of the students indicating that they strongly agreed with this statement (mean = 5.47). Furthermore, students indicated that CCC enhanced their ability to be productive and responsible contributors to the workforce and society.

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<th>STATEMENT</th>
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<th>2009-2010</th>
<th>2009-2010</th>
<th>3 YEAR CHANGE</th>
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<td>My program provided me a detailed understanding of my anticipated career.</td>
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<td>CCC prepared me well for my field of specialization.</td>
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<td>The education I received at CCC contributed to my personal growth in helping me recognize my rights, responsibilities, and privileges as a citizen.</td>
<td>4.80</td>
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</table>
The Graduating Students Survey measures students’ opinions of programs and services offered by the College. This section of the survey uses a four-point Likert scale. Students report most satisfaction with the Computer Lab and Advising and least satisfaction with the IT Help Desk.

### SELECTED GRADUATING STUDENTS SURVEY RESULTS RELATED TO STUDENT SERVICES SATISFACTION

<table>
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<td>3.44</td>
<td>.03</td>
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<td>Learning Enhancement Center</td>
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<td>Financial Aid</td>
<td>3.21</td>
<td>3.30</td>
<td>3.33</td>
<td>.12</td>
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</tbody>
</table>

Students provide feedback on faculty and courses through the student evaluation of Faculty and Course surveys. The results of these surveys provide another opportunity for feedback for the purpose of improving the quality of instruction. Ten items require students to rate the instructor and course on a scale of 1 to 4 with 4 being the top rate, and 17 items require students to rate the degree to which the course provided a learning experience. Data from fall 2010 indicate that “being treated fairly by the instructor” received the highest rating, whereas “increase in ability to express self in writing or in speech” received the lowest rating.

### SELECTED STATEMENTS FROM STUDENT EVALUATIONS OF FACULTY AND COURSES FOR FALL 2010

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>COLLEGE MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of course material was excellent.</td>
<td>3.3</td>
</tr>
<tr>
<td>Course was a positive learning experience.</td>
<td>3.4</td>
</tr>
<tr>
<td>I was treated fairly by the instructor.</td>
<td>3.7</td>
</tr>
<tr>
<td>Overall, the instructor was effective.</td>
<td>3.5</td>
</tr>
<tr>
<td>Understanding principles, theories, and generalizations within the subject.</td>
<td>3.4</td>
</tr>
<tr>
<td>Applying material learned in course to problem solving, making decisions, and improved learning.</td>
<td>3.3</td>
</tr>
<tr>
<td>An increase in my ability to express myself in writing or in speech</td>
<td>3.0</td>
</tr>
</tbody>
</table>
An increase in my ability to find and use information resources for answering questions, researching topics, and problem solving 3.2

Ability to critically evaluate ideas, analyze arguments, and understand points of view 3.2

Creative or original thinking was required to complete graded assignments. 3.2

An inclusive learning environment where expressing different points of view were discussed 3.3

Connections or expansion upon the material presented in other courses you have taken 3.2

This course helped me meet the learning goal that I have set for myself. 3.2

COMMUNITY MEMBERS

In a three-year cycle, Northern Coconino County Communities Surveys will be conducted to assess CCC’s image and community expectations as follows:

• 2010 Grand Canyon, Tusayan, Williams
• 2011 Cameron, Fredonia, Page, Tuba City
• 2012 Leupp, Flagstaff, Sedona

The 2010 survey results are interpreted with caution due to the small sample size; however, the data provide a good starting point because CCC now has more information. Major findings of this survey include the following:

• Twenty-one percent of respondents previously enrolled at CCC gave the College high marks for instruction and programs and courses offered (94% to 84% positive).
• No clear feedback was given on where CCC can improve services to this area.
• Sundry of responses were given regarding desired services and programs.
• Preferred type of course offerings requested were “traditional”: fall and spring semesters, Monday through Thursday, mornings.
• Online courses are an area of interest.
• Respondents did not have much interest in alternative delivery of instructions (i.e. intensive short courses, evenings, weekends, on-site training at businesses).
• When asked “How satisfied are you with the programs and services provided by CCC?” 39% were satisfied, 48% were neutral, and 13% were dissatisfied.
5d.2 The College’s economic and workforce development expertise and volunteer activities are sought after and valued by the community.

CCC is linked with many organizations, agencies, and businesses throughout the community. CCC recognizes the importance of creating a strong community as the key to success. The Board, President, administrators, faculty, and staff volunteer for numerous organizations, affirming their strong commitment to the community in which they work and live. College members serve in different capacities on economic and workforce development agencies and community organizations, bringing expertise to improve the quality of life in the community.

**ECONOMIC AND WORKFORCE DEVELOPMENT EXPERTISE**

CCC applies the expertise of faculty, staff, administrators, students, and its Board to enhance its various communities. CCC is actively involved in economic and workforce development, healthcare, and community agencies throughout the College district. These collaborations create important networking opportunities both for the College and agencies and broaden the understanding of issues in the community and workforce.

Community and Corporate Learning (CCL) specializes in professional and corporate development. The department offers a variety of accredited career development courses ranging from Customer Service to Spanish for Managers to Advanced Excel.

**CORPORATE LEARNING/CONTRACT TRAINING**

Corporate Learning/Training options at CCL consist of the basic Leadership and Supervisor Academies, which can be customized to fit the needs of public or private organizations. In addition, specialty courses and workshops emphasize technical skills. These training options are designed by the Executive Director and Corporate Coordinators, who have a variety of expertise and experience in workforce development and curriculum design. Coordinators are selected based upon aggregate educational, experiential background in workforce development and business best practices.

The basic Leadership and Supervisor Academies include the following six modules, which are supplemented by additional modules found below:

**Basic Supervisor/Leadership Academy:**

- Communication in the Workplace
- Performance Management
- Goal Setting
- Effective Delegation of Work
- Supervisor Liability Issues
- Meeting & Facilitation
Additional Modules:

- Coaching & Counseling
- Stress Management
- Listening Skills
- Giving Constructive Feedback
- Team Building
- Conflict Resolution
- Public Management
- Time Management
- Leadership Skills in the 21st Century
- Sexual Harassment
- Accounting/Business 101
- Workplace Ethics
- EEO/ADA

Specialty workshops may be designed depending on the needs of the organization with topics ranging from Advanced Excel and SQL to Spanish for Healthcare Workers. CCL provides distance training to Williams, Grand Canyon, Page, and Native American communities in Coconino County. There are also 35 courses available in job training and career development. CCL is prepared to consult on new programs for any client.

Career and Technical Education

The following departments within the division of Career and Technical Education respond directly to workforce development and career needs:

- Business, Education, & Development
- Computer Information Systems
- Construction Technology Management
- Nursing
- Public Safety, Law & Allied Health

Career Toolbox

Career Toolbox helps community members achieve career goals with CCL workshops. Twenty-four classes were offered in spring 2011, including nine specialty classes in Spanish and courses for healthcare providers, law enforcement, 911 dispatchers, and park rangers. Arts and Sciences, Career and Technical Education, and Community and Corporate Learning divisions have all made contributions to this important training.

Weatherization

The weatherization curriculum addresses energy efficient weatherization techniques. Courses include green construction fundamentals, retrofitting, and advanced weatherization techniques as approved by Department of
Energy and BPI. Five modules have been designed totaling 120 hours of training.

This unique program provides the northern Arizona region with essential green construction, energy auditing, and weatherization training to local residents and reservation communities in Coconino County and northern Arizona.

**SMALL BUSINESS DEVELOPMENT CENTER (SBDC)**

The SBDC is a premier, business assistance program co-sponsored by the U.S. Small Business Administration and Coconino Community College. Staffed with former business owners and managers, the center is part of the Arizona Small Business Development Center network. Its proven success in helping clients start, operate, and expand their businesses more effectively has resulted in a measurable, economic impact in the County by supporting the increase of taxable sales revenues and local capital investment. The SBDC prides itself in maintaining an active community presence with multiple organizations across the region including the cities of Flagstaff, Page, and Williams, the Northern Arizona Center for Emerging Technologies, NAU’s Center for Business Outreach, the Coconino County Career Center, and the Coconino County Sustainable Economic Development Initiative. The SBDC strives to **grow the local community one business at a time**.

Primary services include:

- Free one-on-one business counseling
- Business plan writing assistance
- Market feasibility and research
- Marketing strategy and development
- Cash flow analysis
- Financial projections analysis
- SBA loan assistance
- Import and export assistance
- Preparing for government contracting

Every month the SBDC offers a series of workshops including Business Basics, Business Plan Writing, and QuickBooks Level I & II. It additionally offers specialized workshops throughout the year covering importing and exporting products, all SBA loan products, intellectual property rights and patenting, federal and state procurement, as well as industry specific analyses such as forestry or high-tech manufacturing.

**VOLUNTEERS**

Students, faculty, staff, and administrators volunteer their time, expertise, and efforts to benefit the communities in which they live. The following are some examples of this volunteerism:
Volunteer Recognition Awards:
Alex Wright, Rueben Salazar- Certificate of Appreciation. Flagstaff Veterans & Families Benefits & Job Fair 2010

SUMMARY

Ample evidence shows that Coconino Community College is valued by economic and workforce development and service programs throughout the community. Its services are diversified, widespread, sought after, and valued by constituent groups and organizations. The Board, President, administration, faculty, and staff continue to provide volunteer services year after year.
5d.3 External constituents participate in the College’s activities and co-curricular programs that are open to the public.

The College offers numerous activities and co-curricular programs that respond to the ongoing growth, skill, and enrichment needs of the community. These activities are open to the public and allow constituents to reach personal and professional goals, such as:

- Palette to Palate
- Dance
- Music
- Concerts
- Sciences (Festival of Science)
- Audubon Society
- CCC Advisory Councils and Committees
- President’s Advisory Committees
- District Governing Board Meetings
- Other College meetings
- Business appreciation breakfasts
- CCC Foundation gatherings and events
- CCC Page Campus Balloon event

5d.4 CCC’s facilities are available to and used by the community.

The College extends its campus facilities to multiple public, private, and non-profit organizations in the County (RRD 8-27 CCC Facility Use form). Campus rental is coordinated by the Facilities department and a list of organizations that have rented facilities over the past two years is included below:

- Arizona Department of Education/Arizona State University
- Alliance of AZ Nonprofits
- Anomaly Entertainment
- Arizona MEP
- Artist’s Coalition
- AZ Army National Guard
- AZ Army/Student Services
- AZ Connections Academy
- AZ POST/CCC CCL
- Bashas’ Training Dept.
- Basis Schools, Inc.
- Bibles for America, Inc.
- CAVIAT
- CCC/CAVIAT
- Census Bureau
- Child/Family Resources
- Church of the Resurrection
- City of Flagstaff
- Climate Protection
- Coconino County Supervisors
- Coconino County Board of Supervisors/Community and Corporate Learning
- Coconino County
- Coconino County Emergency Management
- Greater Flagstaff Economic Council
- County Health/CCC HR
- DNA-People’s Legal Services Inc.
- East Valley Baptist Church
- EZ AZ Traffic School
- Flagstaff Arts & Leadership Academy
- Flagstaff High School
- Flagstaff Rotary Club
- Fontes Family
- Flagstaff Unified School District
- Flagstaff Unified School District/Student Support Services
- Goodwill of Northern AZ
- Gore & Associates
- Halette Meyer
- IQ Academy AZ
- Kaibab National Forest
- Law Office William P. Ring
- Northern Arizona Veteran Services
- Northern Arizona Coalition of Governments
- NASLA
- National Park Service
- Naturopaths International
- Northern Arizona University Nizhoni Academy
- Navajo Nation
- New School of Architecture & Design
- NNPSR
- Orchestra of Northern Arizona
- Phi Theta Kappa
- Pinnacle Education
- Route 66 Association
- Sam’s Club
- SBDC
- SCA Tissue
- Sustainable Development Initiative
- Teach for America
- TEACH/CCC ECE
- The Counters Firm
- United Way
- US Air Force
- US Oncology
- USA Hockey
- Wells Fargo Bank
- YMCA
The current economic climate has required educational institutions to expand and advance their curricula in the arenas of local workforce development. For this reason, Coconino Community College determined that in addition to providing professional development through the Career and Technical Education Division, a new division would be developed that is founded in non-credit offerings and focused on increasing the human capital of the labor force in the region. Since the inception of Community & Corporate Learning (CCL), Coconino Community College has become increasingly known for its professional corporate workshops and job training programs, run through its non-credit division.

The rural service area of the College constitutes a demand for different skill sets than are typically requested in urban areas. A series of interviews conducted by CCL with various private and public organizations, and augmented by data gathered from various annual conferences, determined a high demand for soft skills training for the local labor force. The Workplace Readiness program offered by CCL initially incorporated a four-hour class entitled “Preparing Yourself for the Workplace” taught by the Executive Director of CCL and the Dean of Career and Technical Education. This touched on topics ranging from interview skills and resumé writing to personal ethics and professional attire. This has expanded to either an eight- or a twelve-hour class emphasizing the following areas: reading comprehension, problem solving, time management, responsibility and accountability, financial literacy, basic work ethic, resumé writing and interview skills, customer relations, communication in the workplace, and critical thinking.

The curriculum was derived from labor analyses performed in 2007 and 2009 (RRD 8-31 GFEC Study of 2007, Nexus Study 2007, SEDI Labor Demand Study 2009); thus, these sections of the course directly relate to skill sets demanded by major employers in Coconino County (RRD 8-28 Information from Employers in the Region web page, CCC Environmental Scanning Resources web page). CCL held open enrollment sessions of the four-hour workplace readiness in addition to serving the CAVIAT constituency (over 125 students) summer 2009 and fall 2009. Summer youth employment programs have supported and continue to request the eight- and twelve-hour sessions, such as the Coconino County Career Center Youth Program in 2009 and the Goodwill First Jobs Summer Youth program that runs for six weeks. CCL remains an active participant on the local Workforce Investment Board which determines the direction of workforce development programs and allocations of public WIA funds for Coconino County. This participation aids in maintaining connectivity of CCL programs to County needs.

Critical thinking is a concept applied throughout the workplace readiness workshop, extending from the understanding of one’s own bias when entering a situation or problem, and including application of the eight other topics by critically thinking through a problem. Reading comprehension is
assessed and expanded upon through a series of exercises involving reading small paragraphs and answering specific questions related to the writing. Problem solving includes fundamental mathematical word problems and situational exercises. Time management includes literature and application of systems. Responsibility and accountability is instructed through a series of “true life” situational readings and further discussion. Financial literacy is instructed with the intention of having the student gain an understanding of personal finances with an introduction to business finances. Basic work ethic is instructed through a series of situational games and discussion. Resumé writing is instructed through the CCC Career Center. Customer relations includes basic knowledge of customer service and general concepts. Communication in the workplace includes a series of experiential games and discussion.

The following list details the inventory of short-term job training and professional development courses established by CCL. (This list does not include online learning modules.):

- Basic Computer Literacy
- Microsoft Office Beginning and Advanced: Word, Publisher, PowerPoint, Excel, Outlook
- MS Word ’03 to ’07 Transition
- Basic Photovoltaic Maintenance
- Advanced Photovoltaic Maintenance
- Customer Service Training
- Customized Technical and Mechanical Training
- SQL
- ASL
- MapScenes – Computer Aided Drafting
- Workplace Readiness (12-hour module)
- Spanish for Healthcare Providers
- Supervisor Academy (several modules available)
- Leadership Academy (six basic modules, 12 additional available)
- CPR
- Weatherization Techniques
  - Basic Safety and Introduction to Energy
  - Energy Efficient Construction Fundamentals
  - Tier I Retrofitting
  - Tier II Retrofitting
  - Advanced Weatherization
- Financial Management
- Social Media
- Adobe InDesign
- Realtors Certification
- ED 2 GO (300 on-line professional development classes)
- My Spanish Teacher (emergency operators)
- Lead Safe Workplace Certificate (required by EPA)
- Hydrogen Fuel Cell Production
- Energy Auditing Consulting
SUMMARY

Given the slow momentum of business attraction to Coconino County and the City of Flagstaff, CCL’s inventory of job training offerings is a welcome addition to incentive packages the Chamber of Commerce and the City can present to potential business re-locators. The Executive Director of CCL currently sits on the Chamber’s Education Committee and has participated in many collaborative training efforts with the Chamber over the last two years. CCL is advancing the relationships formed with the Chamber of Commerce and the City of Flagstaff’s business attraction department to provide job training opportunities to interested parties looking to do business in Coconino County.

Overall, CCL and CTE are quickly advancing their position in Coconino County as leaders in on-the-job technical training and workforce development. FY11 brings many welcome additions to the division including a second full-time coordinator and three part-time administrative aides. In FY11, CCC plans to maintain and enhance its professional reputation as the premier organization for any and all technical job training and workforce development needs in Coconino County.

Criterion Five: Engagement and Service
Strengths, Opportunities for Improvement, and Recommendations

STRENGTHS

• Consistent assessment and analysis to recognize and address changing community needs
• Development of long-term relationships and collaborative partnerships with public, private, and non-profit organizations
• Internal collaboration to identify specific needs for varying constituencies
• Identification of special populations and implementation of non-
  traditional methods of education so that all members of the community
  are engaged in educational opportunities

OPPORTUNITIES

• Continue identification of service to address complex needs of the
  community caused by the economic climate
• Increase demand for business retention and expansion strategies
• Increase and enhance short-term job training programs in growing
  “green job” industries

RECOMMENDATIONS

• The College should serve the multi-faceted educational needs of a grow-
  ing community through continued internal and external collaborations.
• The College should continue enhancing distance-learning technology to
  serve the needs of the vast geographical area of Coconino County.
• Enhance funding opportunities indirectly though participation in
  regional workforce development initiatives not initiated by the College
• Enhance “green job” programs and collaborations with tribal entities
ENSURING QUALITY: A SUMMARY OF CCC’S SELF-STUDY FOR CONTINUED ACCREDITATION
ENSURING QUALITY: A SUMMARY OF CCC’S SELF-STUDY FOR CONTINUED ACCREDITATION

This final chapter of Coconino Community College’s Self-Study presents a brief summary of the evidence in support of CCC’s request for continued accreditation. The self-study process itself has served to promote institutional quality by identifying areas that excel, need attention, and offer opportunities for improvement. The College has already begun incorporating the evaluative aspects of the self-study as the institution develops its next three-year Strategic Plan. Feedback from the HLC team—both in the Assurance and Advancement sections—should be of immense assistance to CCC in its planning activities. The chapter is divided into five sections:

1. Overview of Institutional History and Context
2. The Self-Study Process
3. Summary Response to Prior HLC Concerns
4. Summary Evidence Demonstrating Fulfillment of the Criteria and Core Components
5. Federal Compliance Summary and Request for Continued Accreditation

OVERVIEW OF INSTITUTIONAL HISTORY AND CONTEXT

Coconino Community College began offering its first classes in fall 1991 following voter approval for the formation of a community college district a year earlier. Classes were offered in a variety of rented facilities throughout Coconino County. Originally, the institution was thought of as a “college without walls” that would continue to use such facilities across the geographical and cultural diversity of Coconino County. However, the “college without walls” grew far more than anticipated, and in twenty years enrollment has increased from 970 students to 8,300 students annually. In 1997 County voters approved a $25 million bond issue to build permanent campuses in Flagstaff and Page. While the College has been successful at increasing enrollment to serve the needs of the expansive county, low property tax rates, coupled with declining state aid, have resulted in significant financial challenges for the institution.

Coconino County is the nation’s second largest county spanning 18,601 square miles and includes such diverse attractions as the Grand Canyon, Lake Powell, the Painted Desert, Sedona, Sunset Crater, and the San Francisco Peaks. The County is also home to five sovereign Indian nations, including the Navajo Nation, the nation’s largest Native American reservation. Coconino County boasts the highest proportion of baccalaureate degree holders of any county in Arizona.

Coconino Community College serves a diverse population of 129,849. While half of the county’s population resides within twenty-five miles of Flagstaff, the remaining half resides in rural, isolated communities.
Since its inception the College has enjoyed a strong partnership with Northern Arizona University. The College has also partnered with its communities, local school districts, businesses, civic organizations, and other governmental entities at all levels to meet the needs of the citizens of Coconino County.


THE SELF-STUDY PROCESS

Coconino Community College began its self-study for continued accreditation in October 2008 with the appointment of a chair and co-chair to lead the process. During late fall 2008 and spring 2009, the chairs gave PowerPoint presentations to each department throughout the College on the following accreditation topics: purposes and benefits, self-study and peer review, criteria and core components, and the self-study process. Following these early activities a faculty member was appointed to serve as an additional co-chair for the process. A self-study plan was developed that set forth the purposes of the self-study, created an organizational structure for the process, and set timelines for completion of the process. The self-study plan incorporated a design that focused on the criteria for accreditation and each of the Core Components.

Nine teams formed the primary structure of CCC’s self-study process:

- Steering Committee
- Five Criterion Teams
- Editing Committee
- Technology Support Committee
- Visit and Hospitality Committee

Departments throughout the College invited volunteers to serve on the various committees, and the College President made formal appointments. Representation on the various committees included faculty, staff, administration, students, alumni, and community members. The Steering Committee met at least monthly throughout the process. The chair and co-chairs of the self-study process served as the executive arm of the Steering Committee preparing meeting agendas and keeping the process on schedule.

Input was gathered from across the College community to use in conducting an evaluation of how well the institution addressed the concerns of the prior visiting team, met each of the five criteria for accreditation and the core components, and satisfied Federal compliance requirements.
The following list exemplifies input-gathering methods used for evaluation by the self-study teams:

- Individual departmental self-studies based on questions posed by the Steering Committee
- Faculty, staff, student, and graduating student surveys
- District Governing Board self-evaluation
- Feedback from advisory committees
- CCC documents collected and analyzed as part of CCC’s institutional effectiveness and academic assessment efforts
- CCC public documents and financial reports
- Archived minutes of various committees across CCC
- Feedback from employees and students at Brown-Bag Lunches
- Input from faculty and staff when chapters were published for comment

In addition, teams were encouraged to contact the Office of Institutional Research and Assessment if they had additional information and evidentiary needs.

Templates were developed for each of the five Criterion Teams to provide consistency from chapter to chapter and to guide teams in conducting an evaluative approach in addressing each of the criteria and corresponding core components. Early in the process the Editing Committee developed a style guide to be used by all Criterion Teams and chapter authors. As each chapter was written, it went through a thorough vetting process including review by the Steering Committee, review by all employees, and review by the Editing Committee. Comments received were forwarded back to criterion teams and chapter authors for revision. This process continued until a chapter was finalized and forwarded to the Marketing and Public Relations Department for final layout.

The Technology Committee provided support throughout the process and worked closely with the Office of Institutional Research in developing a comprehensive Virtual Resource Room.

The Visit/Hospitality Committee worked to arrange the logistics of the visit with the team chair.

Since many of CCC’s employees and most students were new to the process of self-study for continued accreditation with the HLC, a variety of professional development activities were conducted throughout the process. Activities included presentations on accreditation, student forums, guest lecturers from other colleges, Brown-Bag Lunches to gather input, meetings with Criterion Teams, Core Values geocache activity, a program known as Discover CCC: Self-Study for Continued Accreditation, First Friday check-ins at the Teaching and Learning Center, activities at Employee Development Day, reports to advisory committees, and others.
The process was inclusive, thorough, and evaluative. The resulting product and HLC team report will be helpful to the College as it develops its next three-year Strategic Plan.

SUMMARY OF RESPONSE TO PRIOR HLC CONCERNS

In summary, CCC has addressed the concerns of the 2002 HLC team as follows:

**HLC Concern #1:** “In view of the suspension of the centralized instructor certificate process previously administered by the State Board of Community Colleges, there exists an immediate need to review and update full-time and associate (part-time) faculty personnel files to ensure the presence of appropriate credentials, including but not limited to official transcripts.”

CCC Response: The College reviewed and updated personnel files to comply with HLC credentialing requirements and implemented a more efficient system to ensure the presence of appropriate credentials for new-hires.

**HLC Concern #2:** “The absence of a comprehensive marketing plan, including such elements as identified market segments and strategies for marketing the College’s services to target audiences, hinders realization of the institution’s full potential for service to residents of the District.”

CCC Response: The College has taken the following actions to address this concern:

- Commissioned a marketing study with STAMATS, an advertising agency specializing in higher education marketing
- Hired a public relations director
- Conducted an environmental scan
- Prepared a SWOT analysis
- Developed a College-wide marketing plan, guided by CCC’s Strategic Plan

**HLC Concern #3:** “The College is properly concerned with a low ratio of full-time to part-time (or associate) instructors each semester in addition to the 28 full-time instructors – a ratio of about 7 to 1. Data provided by the institution indicates that approximately 76% of credits generated in a recent semester were attributable to course sections taught by associate faculty. The challenge of recruiting, replacing, training, mentoring, and evaluating the large number of associate faculty constitutes a drain on the energies of full-time faculty and academic administrators and places responsibility for curriculum planning and management on a relatively small number of full-time faculty members.”

CCC Response: CCC has addressed this issue from several perspectives. Full-time faculty positions have increased from 28 positions in 2002 to 40 positions today. In addition, the College has restructured department chair responsibilities to allow for more effective recruiting, replacing, and evaluat-
ing of part-time faculty. New part-time faculty members participate in a detailed new faculty orientation and a mentor is appointed to help part-time faculty during their first semester. The College’s Training and Development Program and the Teaching and Learning Center provide part-time faculty with professional development sessions throughout the semester. Scholarships are available for part-time faculty development outside the College. Part-time faculty members are required to complete EDU 250 “The Community College” within their first semester of instruction through a series of online modules. Part-time faculty also have a representative on College Council. Finally, a full-time coordinator supports curriculum development.

**HLC Concern #4:** “While the College has devoted considerable time and effort to the design of a program of student learning assessment, substantial parts of the assessment plan remain to be implemented. It is not evident at this time that a regular cycle of assessment is in place across all curricular areas, and that assessment data is being systematically collected, appropriately disseminated, and used for the improvement of instruction.”

**CCC Response:** The College’s program of assessing student academic achievement and securing positive learning environments extends across all organizational areas. Measures of assessment are embedded in the College Dashboard, the Core Indicators of Institutional Effectiveness, and the Strategic Plan. In addition, curricular, co-curricular, student service, and technology service departments collect data that are interpreted and continually used for curricular change and program improvement through a process that is faculty-driven.

**HLC Concern #5:** “There are discernable threats to the institution’s financial stability. The College is dependent on continued state funding for approximately 32% of its general fund revenues. The property tax rate is already the lowest among two-year colleges in the state at $.40 per $100 of assessed valuation, and it can be increased by only 2% each year, plus any valuation increases. These circumstances place inordinate pressures on student tuition and fees as the principal visible source of potential revenue increases. At the same time, the opening of the Lone Tree Campus and the renewed operation of the Fourth Street Campus, and a commitment to needed but costly distance delivery modes, indicate that the College’s operating costs will be significantly increased.”

**CCC Response:** Despite the financial challenges facing the institution, CCC has developed the Sustainable Financial Plan which has allowed the College to maintain fund balances, improve bond ratings and financial ratios, and accomplish the Vision, Mission, Core Values, Purposes, and strategic goals of the institution. By following this plan, CCC will continue to seek new and creative solutions to prepare for reduced state funding and to overcome a low property tax rate.

**HLC Concern #6:** “While the institution embraces the notion of participatory governance and has adopted a model for participatory governance, there
is a broad perception that in practice governance is less participatory and more centralized than the concept of participatory governance or the model would seem to indicate.”

CCC Response: Since the 2002 comprehensive visit, the College has taken significant steps to embrace a culture and practice of shared governance, including the creation of a College Council in 2007 with representation from across the College, including representation from full- and part-time faculty, staff, students, and administration. College Council is now the primary policy and procedural decision-making body at CCC. The Council meets regularly and has addressed many important issues since its inception. The College recognizes that the development of a system of shared governance is an evolving process and takes time to become fully integrated into the culture of the organization. The College community continues to move through the cultural shift of fully adopting shared governance.

HLC Concern #7: “The College should continue efforts to diversify its workforce to more nearly reflect the representation of identified cultural groups in its service area.”

CCC Response: Efforts to diversify the workforce since the 2002 visit have resulted in improvement. The percent of ethnic minority representation has shown improvement among faculty, professional, and executive/administrative/managerial positions, as well as among all full-time positions at the College. CCC is committed to promoting and achieving human diversity in its workforce, evidenced by the College’s commitment to diversity in its Mission documents and Core Values, and measured by the College Dashboard and the Core Indicators of Institutional Effectiveness. The College’s Human Resources Department has taken specific steps to enhance recruiting of a more ethnically diverse workforce. A recent survey of CCC employees indicates that 77% of employees agreed that “CCC is a place where human diversity is appreciated.” Eighty percent agreed that “CCC maintains a campus climate that is inclusive of people from different backgrounds.” The College continues to strengthen relationships with its partners throughout Northern Arizona to attract the best candidates. CCC remains dedicated to Equal Opportunity Employment and recognizes the importance and benefits of maintaining a diverse workforce.

SUMMARY EVIDENCE DEMONSTRATING FULFILLMENT OF THE CRITERIA AND CORE COMPONENTS

This section contains summary highlights of evidence that the core components have been met for each criterion—typically, one evidentiary statement for each core component. These are intended as representative and not a statement of all evidentiary statements for each core component. More extensive evidence can be found in the previous chapters of this self-study. In addition, this section identifies representative instances in which core components may need further organizational attention.
Criterion One: Mission & 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.

Examples of evidence in support of Criterion One:

- CCC’s Vision of lifelong learning and Mission of a learning-centered college support high academic standards, quality, and learning. The purposes of general education, transfer education, occupational education, continuing education, and developmental education all prepare CCC learners for success and emphasize the College’s focus on quality and learning. Additionally, economic development, technology integration, student services, and cultural and community service support the Mission and Vision of the College. In addition to its Mission documents, the College can demonstrate its commitment to high academic standards in at least two ways: the results of its learning assessment program directed at enhancing student academic achievement, and documented student perception of faculty. (Core Component 1a)

- The College’s Mission states, “We enrich lives by embracing diversity and transforming the future through quality education.” It is clearly a commitment to inclusion of diverse students and employees representative of the community served. This Mission also recognizes the value of diversity to each individual and the improvement of lives achieved by embracing diverse cultures, ethnicities, and gender orientations. In its Purposes the College has identified one of its primary purposes as “Cultural and Community Service to provide programs that celebrate cultural diversity and awareness.” In the Core Indicators of Institutional Effectiveness 2009-2010 Survey, minority student respondents reported a 95% overall satisfaction with the College. Additionally, 85% agreed with the statement that “the College is a place that appreciates and celebrates human diversity,” and 87% agreed with the statement that “the College maintains a climate inclusive of different backgrounds.” Finally, the 2009-2010 graduating student survey indicates that approximately 75% of respondents agreed that the education they received at CCC helped them understand how diversity issues are interrelated in regional, national, and global relations. The College also engages in a series of programs to support the Mission documents’ commitment to diversity:

  ◦ The Disability Resources Office (DR) provides services to students with disabilities and informs faculty about services, student needs, and relevant laws to promote student success.
  ◦ Student organizations exist to promote diversity.
  ◦ The Learning Enhancement Center assists students in their studies to promote student success and retention.
  ◦ Courses exist to promote multilingualism.
  ◦ A general education core requirement promotes understanding of
ethnic, race, and gender issues, as well as awareness of contemporary
global and international issues.

- Outreach programs, such as the Coconino Association for Vocations, Industry, and Technology (CAVIAT) and the College’s dual enrollment program with local high schools, help to recruit a diverse student body. (Core Component 1b)

- The employees, District Governing Board, and CCC students understand and support the Mission of the College. Additionally, the Mission, Vision, and Core Values are an integral part of the College’s operations. A fall 2010 survey of students, staff, and faculty indicated that a majority of faculty, staff, and students concur that the Mission documents are readily available to them (College Catalog, website, in classrooms, and other publications). According to the survey over 60% of staff, 65% of faculty, and 55.5% of students stated that they understood the Mission, Vision, and Core Values of the College (MVCV). “Support” for the documents was stronger than “understanding” at over 90% among faculty and staff and 89% among students. Even more compelling, 90.6% of staff and 92.3% of faculty report that they understand their role in achieving the College’s MVCV. The District Governing Board has regularly reviewed the College’s Mission documents and approved the current MVCV at its September 16, 2009 meeting. (Core Component 1c)

- In addition, CCC’s Mission documents drive the planning and operation of the institution. As evidence of this, the College’s three-year Strategic Plan has identified five Strategic Goals and linked them directly to the Core Values. These strategic goals correspond respectively to the College Core Values of ethics, sustainability, quality, community, learning and growth, and people. Using data from the HLC Self-Study surveys, this understanding can be demonstrated from the micro-level to the macro-level. Fully 73% of the faculty and 73.4% of the staff agreed with the statement that the planning efforts of their respective units are closely aligned with the MVCV. Nearly 81% of the faculty and 85.3% of the staff agreed with the statement that CCC is committed to achieving the MVCV of the College. (Core Component 1c)

- CCC has established processes for governance and leadership so that the College can fulfill its Mission. Among these, the District Governing Board (DGB) provides effective leadership and ensures that policies and practices focus on the College’s Mission. The Board functions as the College’s legislative and policy-making body and operates in accordance with MVCV, institutional policies, and state and federal laws and regulations. The DGB consists of five elected members with combined experience of thirty-five years on the CCC Board. The DGB is knowledgeable of community college educational issues at the national, state, and local levels. The Board is a member of the National Association of Community College Trustees. New Board members receive a comprehensive orientation that includes meeting with the Board Chair and College President, discussion on the role of Board members, review of Mission documents,
annual goals, policies/procedures, common legal practices, overview of the College, a tour, and meetings with the Vice President of Business and Administrative Affairs to discuss the fiscal state of the College, the Vice President of Academic Affairs, and other College administrative personnel. Policy guidelines assist in identifying the DGB’s roles and responsibilities: employing, evaluating, and supporting a president as the institutional leader; monitoring the fiscal health of the institution, including approval of the annual budget; setting and monitoring policy direction; and advocating for the College. Each year the Board engages in a formal self-assessment and goal-setting process. Indicative of the DGB’s commitment to maintaining the financial stability of the College, the first DGB goal set for 2010-2011 was to “Establish financial sustainability for the future of CCC.” CCC’s DGB is committed to the institution and understands its role and acts with integrity. (Core Component 1d)

• The College has consistently developed and implemented clear and fair policies, procedures, and practices regarding the rights and responsibilities of each of its constituencies. CCC regularly evaluates policies and procedures to ensure they are clear, fair, and consistent with actual practice. College Council reviews and votes on proposed policy and procedure changes after carefully considering input from college faculty and staff. College policies and procedures are regularly reviewed through this process. The College’s policies and procedures are posted on the College’s website and available to the public. CCC adheres strictly to its published policies and procedures; for example, the College’s student complaint policy and procedure are included in the College’s official web-based catalog and the Student Handbook. A formal appeals procedure before a Personnel Board is available for employee complaints arising out of disputes regarding job loss, demotion, or salary reduction. Policies are also in place to ensure the physical safety of students, employees, and visitors. A process has been established by which information related to criminal activity and other emergencies is reported. Timely warnings about immediate threats to campus safety are issued immediately. The College maintains the security of data on its information technology infrastructure. Regular training is provided to Information Technology staff to protect student records. Virtual Private Network encryption is utilized to provide data confidentiality. All College policies and procedures are available on the CCC website. (Core Component 1e)

Examples of Criterion One issues needing further attention by the College:

• The Strategic Planning team should consider the opportunities identified during the self-study process as it develops its next strategic plan. A few samples of these opportunities are a decline in the number of employees feeling valued, a feeling among some that CCC does not live up to its Mission documents, a need for navigational improvements on the website, concerns about shared governance and upper management, and difficulty in meeting the needs of all residents of Coconino County.
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.

Examples of evidence in support of Criterion Two:

• CCC’s statements of Mission, Vision, Core Values, and the Strategic Plan are central in CCC’s planning process. The College has a number of planning documents that help explain the institution’s current capacity given internal and external changes. College planning documents include the Strategic Plan, Sustainable Financial Plan, Information Technology Services Tactical Plan, Marketing Plan, and Facilities Plan.

  ° Strategic Plan: CCC is in the final year of a three-year Strategic Plan. The plan was originally developed in 2008-2009 by CCC’s President and the President’s Advisory Council (a group later replaced by College Council) with input from internal and external stakeholders. Key findings in a 2008 environmental scan also provided crucial information for the planning process. The plan contained 87 discreet tactical areas/initiatives. Faculty and staff identified tactics for goals and sub-goals. The Strategic Plan ensures CCC’s sustainability through the current recession and has helped the College prepare for the future. Each year the College keeps track of the Strategic Plan percentage of completion.

  ° Sustainable Financial Plan: In spring 2008, CCC developed a Sustainable Financial Plan containing three levels:
    ▪ Level I-Efficiencies: Includes such measures as a hiring “chill,” out-of-state travel freeze, increasing class size, reducing dues and subscription costs, reducing paper costs, and reducing utility costs
    ▪ Level II-Critical: Includes departmental reorganizations, elimination of some positions, closing the Williams facility during the summer, and instituting a four, ten-hour day summer work schedule
    ▪ Level III-Crisis: Most serious level that includes a reduction in work force and potential closing of facilities

The College is currently in Level II. The Plan is designed to assist CCC in sustaining financial viability in the face of drastic cuts in state funding caused by one of the nation’s most severe and lasting recessions. The Sustainable Financial Plan was established as part of Goal One, sub goal one, of the Strategic Plan.

° Information Technology Services Tactical Plan: This plan is a collection of projects that have been identified to support the Strategic Plan and to ascertain technology-specific goals. The projects have included support of the College’s Mission by focusing on opportunities aligned to documented goals.
Marketing Plan: This plan was developed by the Marketing and Public Relations Department and a Marketing Task Force to align with the Mission documents. The plan also aligns with the Strategic Plan and the Sustainable Financial Plan while the College responds to declines in state funding. A 2009 environmental scan provided key data used in the development of this plan.

Facilities Plan: The Facilities Department has a deferred maintenance schedule through FY 2020. Arizona is no longer providing capital maintenance funds. The schedule in the Facilities Plan, along with the Strategic Plan and Sustainable Financial Plan, provides direction and tactics to prioritize urgent maintenance of buildings and equipment. (Core Component 2a)

- The College’s resources are adequate for achievement of the educational quality it claims to provide.

Financial Resources: CCC’s three major sources of revenue are tuition and fees, property taxes, and state appropriations. CCC manages the use of these funds to maintain and strengthen the quality of its educational programs, not only for today but also for the future. The strategic use of these funds is evident in financial planning, facilities and maintenance, technology, and human resources. The District Governing Board provides oversight of the College’s financial and business operations. The College has been challenged by dramatic declines in state appropriations and a property tax rate that is the lowest among community college districts in Arizona, while enrollment has continued to grow far beyond the expectations at the time the College was founded. The College has raised tuition and fees to compensate for the decrease in state revenues. In addition, the implementation of the College’s Sustainable Financial Plan has resulted in significant savings for the College. Despite the challenges facing the institution, CCC’s financial position is still strong. One indicator of increasing financial health is that with the exception of 2007-08, CCC’s Composite Financial Index (a combination of four core financial ratios) has increased during the past five years. In addition, Standard & Poor’s (S&P) current rating on the College’s general obligation bonds is AA-. The rating was raised in May 2008 on the rationale of sound financial operations and strong reserve levels, a low debt burden, a diverse tax base anchored by utility companies, and a growing economic base. In addition, the audited financial statements of CCC have received clean, unqualified opinions since the College’s inception.

Facilities: All facilities have been constructed or remodeled within the past ten years. The Facilities Department provides for regular maintenance of the facilities and maintains a deferred maintenance schedule for all campuses. Deferred maintenance was previously funded by state appropriations, but in fiscal year 2009 the state cut this funding
so deferred maintenance projects are now paid from the general fund. Annual inspections are conducted to maintain the structure and safety of each campus.

- **Technology:** Information Technology Services (ITS) at CCC has developed a five-year Tactical Plan that aligns directly with the College’s Strategic Plan and was created to use technology to improve services to the College community, create efficiencies, and support the academic needs of faculty and students. Recent projects completed include new technology acceptable use policy, library partnership with Northern Arizona University, new battery backup to the Data Center, installation of an enterprise identity management system, new College website, installation of new ITV equipment at remote sites, new voicemail system, and receipt of a USDA grant to support improved video delivery of instruction. The ITS Department was reorganized in October 2010 to better meet the current and future needs of the College. The department is now split into two core teams: User Support Services and Technical Services. The director of each team reports to the Chief Technology Officer.

- **Human Resources:** As part of the College’s Sustainable Financial Plan, CCC has implemented several major reorganizations and has realigned positions over the last two years. In addition, the Human Resources Department has revised policies and procedures, modified how benefits are managed to better address employee needs, and expanded training opportunities for faculty and staff. These efforts have resulted in greater efficiencies and savings to the College. The College takes steps to ensure that it accurately identifies the appropriate qualifications and credentials required for personnel and hires qualified personnel for all positions. For example, the College has developed a rigorous process for hiring new faculty—both full- and part-time—that is fully documented and ensures that faculty have the appropriate credentials to teach in their respective areas. The College provides evaluation and professional development opportunities for both faculty and staff. (Core Component 2b)

- CCC employs a variety of evaluation processes to assess its performance of its institutional effectiveness. These processes include a comprehensive program for the assessment of student learning outcomes, faculty and staff evaluations, departmental and District Governing Board self-assessments, surveys of students, faculty, staff, and graduates, community surveys, departmental surveys (e.g. feedback surveys from Information Technology Services, environmental scans, various SWOT analyses such as marketing and Strategic Plan tracking). Many of these are presented on the College’s Dashboard and Core Indicators of Institutional Effectiveness. The College’s Office of Institutional Research and Assessment provides leadership in the collection and analysis of much of this data. (Core Component 2c)
• Over the past ten years, CCC has worked to align strategic planning, budget planning, and technology planning with the College’s Mission documents. Various institutional planning processes—centered on the Mission, Vision, and Core Values of the College—have evolved over this time. The processes are broadly divided into:
  ▪ Strategic planning
  ▪ Budget planning (both capital and operational)
  ▪ Sustainable financial planning
  ▪ Technology tactical planning
  ▪ Grants planning

The College has developed plans for each of these areas, which work together to make sure all elements of the College’s Mission, Vision, and Core Values are achieved. (Core Component 2d)

Examples of Criterion Two issues needing further attention by the College:

• It continues to be a challenge to recruit and retain employees of ethnic and cultural diversity since the College campuses are located within small, isolated communities that potentially lose highly-skilled employees to large metropolitan communities or hometowns.

**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.*

Examples of evidence in support of Criterion Three:

• CCC practices developing outcomes for educational offerings, including courses, degree/certificate programs and for general education. CCC curriculum provides its learners with measureable outcomes so that they can match their interests to what will be taught. CCC learners know in detail the skills and sets of knowledge they will have obtained at the end of their educational experience. Assessments that will be undertaken to measure learning outcomes are also stated. Assessment of student learning is present at the course, program, and institutional levels and is based on recognized best practices. Assessment activities at each of these levels build upon and complement one another. (Core Component 3a)

• The result of these efforts is a college-wide culture of evidence that defines this learning enterprise. Expected learning outcomes are articulated for CCC courses. The course approval process overseen by the Curriculum Committee includes the establishment of course outcomes. Course outlines reviewed by the Curriculum Committee identify assessment practices to be undertaken by the instructor. The Curriculum and Articulation Coordinator and members of the Curriculum Committee review proposed course outcomes for coherency to course content and
performance expectations. These reviews also take into consideration whether the proposed outcomes can be measured by accepted assessment practices. Learning outcomes appear on the course syllabi for learners to see how course content will lead to obtaining the specified skills and knowledge required for mastery of the subject. This process allows learners to better match courses to the educational objectives they desire to achieve. (Core Component 3a)

- Program assessment is ingrained in the academic processes at CCC. At times, the entire academic division becomes involved in exercises, such as mapping courses to program outcomes. Program assessment occurs within each academic department on an on-going basis. Three primary CCC programs use licensure and certification exam pass rates as direct measurement of learning outcomes success—NCLEX-RN, AZ Fire Marshall’s Office Certification Practical & Written Exam for Firefighter I & II, and Emergency Medical Technicians Certification Exam. In general education, a standing committee has oversight of assessment used to measure learning levels in general education outcomes. (Core Component 3a)

- In 2008, faculty formulated specific outcomes for CCC’s general education program. The following year faculty built upon that effort by mapping approved general education outcomes to courses in these programs. The course mapping exercise is significant in ensuring that students enrolling in general education courses are provided with broad-based, up-to-date skills and knowledge that define college educated individuals. The mapping exercise also checked that students are introduced to these skills and knowledge in 100+ level courses and that this learning is expanded upon in 200+ level courses. Some of the assessment techniques used in general education include IDEA Course Evaluations, English Research Skills Rubric, ETS Proficiency Profile Exam, Minnesota Language Proficiency Assessment, Graduating Student Survey, student evaluations of instructors and courses, Library and Information Services data, Liberal Studies Critical Thinking Rubric, MAT 142 and 151 Common Final Questions and Grading Rubrics, Assessments in BIO 100, 105, and 181, and Skills and Beliefs Surveys in ANT 102, PSY 101, and SOC 101. The College has documented improvements made in its curriculum over the years, including substantive changes in developmental reading and mathematics classes. Assessment efforts enhancing student learning have also been documented in a number of other areas as well, including fire science, biology and science, online courses, and others. (Core Component 3a)

- CCC engages in a variety of activities that demonstrate how it values and supports effective teaching including the following:

  - The College has a process in place which documents that full- and part-time faculty have the requisite credentials for the area in which they are teaching. Faculty members reflect the pluralism present in
academe, and the richness of pedagogical practices and innovations that extend from the institution where they studied. Faculty personnel files indicate that CCC faculty have earned degrees from 165 different colleges and universities.

- A faculty-led Curriculum Committee oversees a rigorous process for curricular additions, modifications, and retirements. Faculty members determine curricular content and strategies for instruction.

- A Training and Development Program was implemented more than ten years ago. The Teaching and Learning Center (TLC) oversees this program through professional development events, one-on-one tutoring, and offering expertise and lab space to enhance faculty and employee skills with in-person support. The Information Technology Services Department and the Library augment the TLC’s services devoted to advancing the improvement of teaching and instruction on a continuous basis.

- The TLC hosts College-wide professional development twice a year at Employee Development Day (EDD). During the years 2003-2011 EDD offered an average of three sessions per year on learning pedagogies. In addition, faculty members attend conferences/seminars, enroll in upper-level courses and programs, and become members of professional organizations for their respective areas.

- New full- and part-time faculty members complete a College orientation which provides an overview of information that new faculty need to have prior to the first day of instruction at CCC. The user friendly orientation designed by the TLC places new faculty in position to succeed in the classroom and to alleviate confusion that may arise during the course of the semester.

- The College has developed a Mentoring Program that provides personal support and guidance to faculty. Under this program, experienced CCC instructors from the same discipline area provide guidance and support to new or inexperienced faculty for one semester. Additional pay is provided to mentors for providing this service.

- The TLC houses an extensive Professional Development Library of resources that can be checked out by any faculty or staff person. All of the accessible resources used in workshops or training activities are also available through the CCC website in digital format so that faculty and staff can access them at any time from any location.

- In 2008-2009 the TLC initiated a pilot process for the review of online courses. This project resulted in a revised rubric for online course quality and a cooperative learning circle process in which online instructors meet to review, share, and improve their online courses according to this rubric.
The College has a multi-faceted, multi-perspective full-time faculty evaluation and appraisal process. This process includes self-evaluation, peer review, classroom observation, a supervisor evaluation, and student evaluations of teaching and course effectiveness. Overall, results of student evaluations of faculty and courses reflect that learners themselves are reporting a high degree of teaching effectiveness at CCC.

Faculty members are recognized in a variety of ways, including a Faculty of the Year Award for one full-time and one part-time instructor. Each is invited to speak at commencement and each receives $1,000 for a professional development conference. (Core Component 3b)

CCC has created effective learning environments. Examples of evidence in support of this notion are the following:

- The College provides a safe environment and incorporates the use of current technology to support student learning.
- A modern, sound curriculum has been developed by experts in the field and has undergone peer review. Learning and curriculum are assessed on a regular basis and changes are made as appropriate. Curriculum and assessment processes are well-documented and are faculty-driven.
- Faculty work together during various meetings to:
  - Address visions and goals of the curriculum or program
  - Address ongoing needs, costs, enrollment trends, and retention
  - Identify strengths, weaknesses, and opportunities for the curriculum
  - Discuss the use of technology in the delivery of instruction in their field
  - Introduce the latest trends within the discipline
  - Plan community outreach events
  - Address assessment efforts
  - Ensure academic rigor
  - Maintain consistency across all course sections
  - Develop a means for implanting recommended changes
- Student Services offers students easy access to resources such as learning assistance, academic advisors, program advisors, disability resources, career counseling, financial aid, placement testing, test proctoring, a program to assist single parents and displaced homemakers who are beginning their college studies, library and information resources, computer access (desktop and wireless internet), language labs, conference/group study rooms, and a collaborative program with Northern Arizona University that reaches out early to
students intending to ultimately transfer to the University. Students have access to free learning resources and support services requisite to the degree programs offered by the College. Many of these services are also available online.

- The College employs, as appropriate, new technologies that enhance effective learning environments for students. Acquisition of new Interactive Television Equipment, creation of a full-time Help Desk position, completion of a student e-mail project, multi-media classrooms, modern computer labs, educational software, a variety of online services and the completion of a new website are examples of successful use of technology. Student satisfaction surveys report high levels of student satisfaction with these efforts. (Core Component 3c)

- The College’s learning resources support student learning and effective teaching. Of particular significance is the Teaching and Learning Center (TLC), which supports faculty and staff training and development needs, operates faculty tutorials and professional growth events, and provides related professional development information and guides. The TLC offers regular training sessions to faculty in the various technologies employed in teaching to improve instruction. Other related units supporting improvement in teaching and learning include the merged CCC/NAU library, multimedia assistance, a technical HELP Desk and staffed computer labs, and a Learning Enhancement Center for students. Each of these units undergoes regular review and evaluation. (Core Component 3d)

Examples of Criterion Three issues needing further attention by the College:

- 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 for more distance education delivery across the remote communities of Coconino County presents additional opportunity for the College. Many believe it is time for the College to offer more courses and programs online, as well as develop a capacity to deliver high quality, totally virtual instruction. Additionally, adequate learning assistance should be provided for all online courses.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes lifelong learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission documents.

Examples of evidence in support of Criterion Four:

- CCC’s mission and planning documents demonstrate that it values lifelong learning. A commitment to learning is stated in the College’s
Mission: “As a learning-centered college, we enrich lives by embracing diversity and transforming the future through quality education.” The Vision Statement commits to “Leading our communities in lifelong learning.” The Core Value of “Learning and Growth” states “We are dedicated to providing lifelong learning opportunities for our students, employees, and community to empower them to achieve their dreams.” These statements are posted in every classroom, but visibility could be improved by clearer placement on the College website. A commitment to lifelong learning is also evident in CCC’s planning processes—the College Strategic Plan, Sustainable Financial Plan, and program planning within Academic Affairs. (Core Component 4a)

• All CCC degree programs include general education courses such as English composition, mathematics, social and behavioral sciences, arts and humanities, physical and biological sciences, and options that may include foreign languages and other courses. Some certificates include general education courses although not to the extent of degree programs. The general education curriculum adheres to the General Education Values Statement in the College Catalog and states in part that “The General Education curriculum provides the core of learning in all degree programs the commitment of Coconino Community College to student success. This core of learning includes skills in reading, writing, and quantitative and critical thinking, which provides a basis for university study or lifelong education.” The College adheres to a statewide agreement for a general education curriculum policy and articulation. The complete, approved 35-credit hour Arizona General Education Curriculum (AGEC) is an essential element of all Associate of Arts and Associate of Science degrees at CCC and is transferable to all Arizona public universities as meeting lower-division, general-education requirements. Special requirements for Intensive Writing and Critical Inquiry, Ethnic/Race/Gender Awareness, and Contemporary, Global/International, or Historical Awareness are included in the AGEC to develop the attitudes and skills needed for lifelong learning in a diverse society. General education learning outcomes and assessment are defined in CCC programs and course outlines, and are included in a General Education Outcomes Checklist. Associate of Applied Science degrees include a modified general education core curriculum of a minimum of 19 credit hours. (Core Component 4b)

• Coconino Community College assesses the usefulness of its curriculum for students who will live in a global, diverse, and technological society through an inclusive curriculum development process, regular academic program reviews, and continuous formal and informal curriculum review and evaluation. Faculty, department chairs, and deans participate in regular review of courses and programs for quality, currency, and relevancy. Faculty members meet annually with colleagues from Arizona colleges and universities to update and facilitate articulation of curriculum. Additionally, alumni and community partners, such as high school administrators and instructors, as well as community business
partners, have opportunities to provide input in the development of curriculum offerings. Finally, CCC provides opportunities for diversity training. General education learning outcomes are designed to address and document skills and competencies needed in a diverse and global society, including opportunities for experiential learning. (Core Component 4c)

- Coconino Community College has adopted specific policies and procedures to ensure ethical conduct in research and instructional activities.
  
  - Research and Instructional Activities: CCC maintains high standards regarding ethical conduct in research and instructional activities as evidenced by the College’s policies and training sessions on ethical behavior. All new faculty members are given a copy of the Faculty Reference Guide during orientation. The College has developed resources and provided presentations to ensure that faculty are current on copyright law. Presentations on copyright restrictions are now provided for faculty every semester for in-person and online learning environments, and Creating Your Coursepack, a compendium of information from Premium Source Publishing, is presented at orientation. Research integrity for those interested in conducting research at CCC is also covered in this document. Ethical conduct in the workplace is addressed in several of CCC’s written policies and procedures and in the faculty job description. Two committees oversee different aspects of ethical conduct in research and instructional activities: the Research Integrity Committee and the Academic Standards Committee. The Research Integrity Committee was created, in part, to address requests from Northern Arizona University students and faculty to use CCC as a research site. This committee reviews research applications to ensure ethical and appropriate research protocols. The Academic Standards Committee evaluates, revises, and recommends academic policies and procedures regarding issues of academic progress and success. For example, policies under the purview of the Committee address such issues as academic dishonesty, including plagiarism, cheating, and violation of copyright. The Academic Standards Committee’s goals include ensuring academic policies and procedures are appropriate, accurate, and clear, and support learning-college principles. In addition, within the first year of teaching at CCC, new faculty are required to successfully complete a course on community college teaching (EDU 250) or provide official transcripts from another institution noting that the equivalent course was completed. EDU 250 includes such topics as academic integrity, classroom management, ethics, sexual harassment, FERPA regulations, and consensual amorous relationships. These topics are available in video form and hard copy in the Teaching and Learning Center.
\* Responsible Use of Knowledge: The College demonstrates its commitment to the responsible use of knowledge in various ways. As one example, the College offers its employees instruction on the responsible use of knowledge. CCC contracts with Premium Source Publishing, a business that reviews faculty coursepacks to ensure all materials have copyright approval and are legally copied for sale to students. The Teaching and Learning Center posts information on their webpage on the educational use of copyrighted materials. Sessions are also conducted on plagiarism and proper documentation of cited sources. College policy outlines the criteria for compliance with the Family Educational Rights and Privacy Act (FERPA) addressing management of student records and student rights about their records. Students are advised of appropriate use of copyrighted materials and appropriate citation practices. A tutorial is available for students along with class presentations on plagiarism, correct use of copyrighted materials, and appropriate citation practices. Finally, CCC publishes its Student Code of Conduct procedure in the online College Catalog. This procedure outlines ten specific acts of misconduct, including behavior which interferes with “... an individual’s pursuit of an education, or disrupts the learning environment,” along with sanctions and disciplinary actions to be taken if ethical conduct is not maintained. These procedures are also referenced on all course syllabi on the required Syllabus Statements Page that is distributed each semester to faculty. Follow-up to violations of ethical behavior is conducted by the Director of Student Support Services, as needed. (Core Component 4d)

Examples of Criterion Four issues needing further attention by the College:

- Some employees have experienced unequal access to professional development opportunities for employees at remote sites, due in part to reliability issues with Interactive Instructional Television.
- Some employees perceive that they have been excluded from College decision-making and important discussions.
- To offset a severe economic crisis, measures have been imposed that could compromise the quality of lifelong learning for some employees include:
  - Reduced staff
  - Reduced course sections
  - Increased class sizes
  - Increased tuition (making CCC the Arizona’s most expensive community college)
  - Reduced tuition and fee discounts for students
  - Reallocated/reduced travel funds for professional development in most departments
Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Examples of evidence in support of Criterion Five:

- Coconino Community College uses multiple approaches to assess the needs of its constituents and ensure that these needs are considered when making decisions and planning for the future. Assessments and initiatives include:
  
  ◦ Environmental Scan: The College is committed to understanding the changing needs of its constituents. CCC has performed environmental scans since its early years. In 2008, the Office of Institutional Research and Assessment initiated a three-year cycle for these scans. Survey results are used to assess and understand the diverse learning needs of the county. Environmental scanning addresses goal three of the College’s Strategic Plan: “By June 30, 2011, CCC will build greater awareness of its services throughout the District and collaborate with community partners to promote health and economic vitality of the county.”
  
  ◦ President’s Advisory Councils: CCC’s President has organized PACs in three major geographic areas of the county—Greater Flagstaff, Williams/Tusayan/Grand Canyon, and Northern Coconino County (Page, Tuba City, and Fredonia). The membership of each PAC is designed to be informally representative of the diverse constituencies within the county. Each of the PACs meets two to three times a year unless additional meetings are convened by the College President. The purpose of the PACs includes:
    ▪ Advising College leadership on the long-term educational needs of the College’s service area
    ▪ Serving as liaison between the College and area employers
    ▪ Serving as liaison between the College and community leaders
    ▪ Promoting the College’s programs, services, and activities in the community
    ▪ Providing feedback to College leadership through community representatives on local issues, sentiments, and concerns.
  
  ◦ Open Forums: For the past four years, the President has been conducting monthly Brown-Bag Lunches and open forums at each campus. As well, the College hosts open forums in the areas of Technology, Business and Administrative Services, and Academic Affairs. The Office of Student Support Services also coordinates monthly Student Forums. Forums are publicized on the website and offer the opportunity for constituents to stay informed and to provide feedback on services. Forum participation by individuals at remote sites is available through a variety of interactive technology. Student Forums
have provided invaluable information on communication needs, tuition and fees, and ideas for student engagement. The College website, class schedule, and the formation of a student government were influenced by the feedback received from Student Forums.

Northern Arizona Workforce Training Center Demand Study: This 2009 study produced valuable data suggesting the need for a training center in the county. The survey indicated a need for additional training in formal programs and also produced information on the types of skills needed, opinions on regional and industry availability of a qualified workforce, and resources spent on training. While the College is already providing much of this training, the information gathered from the survey reinforces the need for the development of additional workforce training programs to be offered through CCC. (Core Component 5a)

The College’s co-curricular activities engage students, staff, administrators, and faculty with external communities. Administrators, faculty, staff, and students are highly engaged in community activities and are committed to both serving and engaging the District through a wide range of co-curricular activities. Some examples of CCC’s participation and leadership in community events by students and employees include:

- Student Job Fair
- Science in the Park and Science Night at CCC
- Page Golf Tournament
- Page Hot Air Balloon Regatta and Life’s a Ball Fundraiser
- Holiday Clay Sale
- Palette to Palate
- Northern Arizona Home Builders Show
- Annual Independence Day Parade
- Chamber of Commerce Holiday Parade of Lights
- Student and Employee Volunteer Participation: disaster relief, KNAU pledge drive, United Way Participation, Phi Theta Kappa Events, “First Frost” Food Drive
- Service learning internships such as nursing, allied health, and others
- Student and community publications: OnCourse and Curios, respectively
- Annual Diversity Symposium at NAU
- “Encore” Program, a collaboration with NAU involving multiple community organizations
- CCC SBDC partnerships throughout the county
- CCC Partnerships Linking Students with Entrepreneurs such as the NAU Center for Emerging Technologies partnership, which has two positions reserved for CCC students
- Partnerships with various private organizations to provide training and support local endeavors (Core Component 5b)
CCC has a variety of effective collaborative ventures with other higher learning organizations and education sectors. The College has a proven commitment to the pre-school through-20 educational continuum, collaborating with multiple entities throughout the region to facilitate educational growth and foster personal enrichment. CCC has engaged in the following partnerships designed to provide educational opportunities:

- NACOG Head Start for Early Childhood Educator certification
- Havasupai tribe for Early Childhood Educator certification
- Summer youth programs offering enrichment opportunities to children 12-18 years of age at Page and Flagstaff campuses
- CAVIAT Central programs
- Dual Enrollment with high schools
- Adult education
- GED testing
- CREC training for workplace readiness and weatherization
- “Youthbuild” training grant for at-risk youth
- Coconino County Career Center as a provider of various trainings
- Statewide articulations with Arizona public universities
- Articulation Task Force meetings with Arizona community colleges and universities
- CCC2NAU and TAG (Arizona State University) transfer agreements
- Membership on BIS council at NAU to foster AAS to BAS, 75 credit, and 90/30 transfers to NAU
- 90/30 transfers with other private baccalaureate institutions
- Teacher training programs held at CCC during the summer
- Apprenticeship coursework
- Various corporations/agencies to provide customized training and curriculum
- Offering industry-standard continuing education, certifications, and testing to various professional groups
- Lifelong learning opportunities for residents of Coconino County (Core Component 5c)

CCC is committed to providing all of its constituents with services they value. The College regularly involves its constituents in evaluating the services provided to them to assess how well internal and external constituents value the services provided by CCC. Examples of these evaluations of services include:

- Student surveys measuring how students value the educational experience, services offered, and level of instruction received
- Graduating student surveys are administered to measure College expectations, student services, educational experience, plans after graduation or employment status, and demographics. The 2009-2010 Graduating Student Survey indicated that 96% of graduating students were satisfied overall with the education received at CCC. Students also expressed satisfaction with the quality of support services provided by the College.
A three-year cycle is observed in administering Northern Coconino County Communities Surveys to assess CCC’s image and community expectations. The President Advisory Committees (PACs) throughout the county also serve as a means for direct feedback to the College President about the quality of services offered to CCC constituents. (Core Component 5d)

Examples of Criterion Five issues needing further attention by the College:

- Several issues the Criterion Five Team believes the College should consider include:
  1. Continue internal and external collaborations to serve the multifaceted needs of a growing community
  2. Enhance distance-learning technology to serve the needs of Coconino County’s vast geographical area
  3. Participate in regional workforce-development initiatives beyond those initiated by the College
  4. Enhance “green job” programs and collaborations with tribal entities

FEDERAL COMPLIANCE SUMMARY AND REQUEST FOR CONTINUED ACCREDITATION

Coconino Community College satisfies each of the components of Federal Compliance:

- **Credits, Program Length, and Tuition:** The College follows a traditional semester structure with each credit hour equal to 800 instructional minutes over a 16-week period. Students are expected to spend at least two hours preparing for each hour of instructional time. Associate degrees are at least sixty or more credit hours. Tuition is consistent across degree programs and is based upon residency at the time of registration.

- **Student Complaints:** The College has a process in place for addressing student complaints which is outlined in the College Catalog and Student Handbook. Formal student complaints are recorded and processed by the Director for Student Support Services following the student complaint processes articulated in CCC Procedure 504.1. Summaries of student complaints are maintained by the Director of Student Support Services.

- **Transfer Policies:** College transfer policies and procedures are published in the College Catalog and on the College’s website. College Procedure 501.7 sets forth the criteria for evaluating transfer of credit to the College.

- **Verification of Student Identity:** The College delivers some courses at a distance via Interactive Instructional Television and online. The College validates all students’ identities, whether they are on-site or
distance education learners. This includes a College requirement for identification documents prior to admission, a signed declaration from the student, and the issuance of a unique Comet ID to all students. The College continues to explore and evaluate technological solutions as they become available to verify student identity. In addition, the College complies with all aspects of the Family Educational Rights and Privacy Act (FERPA).

- **Title IV Program and Related Responsibilities:**
  - The College maintains full compliance with all Title IV requirements. To help ensure compliance with Federal requirements, the College annually sends at least one financial aid staff member to the Federal Student Aid conference sponsored by the U.S. Department of Education. In addition, the College is audited annually by the state or a sub-contractor authorized by the state and complies with the Office of Management and Budget Circular A-133. The College has maintained strong compliance with Federal regulations and is not under any limitation, suspension, or termination actions prescribed by the Department of Education. Further, there are no reimbursements or exceptional statuses in regard to federal or state financial aid.
  - CCC’s 2-year Official Cohort Default Rate is 16.7%. While the default rate is higher than the national average, CCC’s rate is similar to other rural community colleges in Arizona. The College has a comprehensive default management plan to address the Cohort Default Rate. Loan entrance and exit counseling are required for all student borrowers. During the fall 2011 semester, the Director of Student Financial Aid began offering BUS 101 Personal Money Management to teach students financial literacy as an additional step to reduce student loan defaults.
  - The College is in full compliance with the Campus Crime and Security Reporting Act (Clery Act). Neither auditors nor the U.S. Department of Education have had any findings with regard to campus crime disclosures or procedures.
  - The College’s Satisfactory Academic Progress policy is posted on the Financial Aid website, referred to in communications to financial aid students, and linked from the College Catalog. All students receiving Title IV financial aid are required to maintain satisfactory academic progress according to Federal student aid regulations. Student academic progress is reviewed at the end of each semester to determine financial aid eligibility for the upcoming semester.
  - The College has no contractual relationships with non-accredited third party entities to deliver academic content for any degree program, and no consortia relationships with accredited third-party entities to deliver academic content.
• **Institutional Disclosures and Advertising and Recruitment Materials:** The College ensures that marketing, recruitment, and general information about its operations and programs are accurately described in its outreach materials. The Marketing and Public Relations Department acknowledges the importance of disseminating correct information and works collaboratively with academic departments and other College staff. CCC’s publications and website also accurately reflect the College’s affiliation with the Higher Learning Commission.

• **Relationship with Other Accrediting Agencies and with State Regulatory Bodies:** The College accurately discloses that its Associate of Applied Science in Nursing and its Nursing Assistant Certificate are approved by the Arizona State Board of Nursing.

• **Public Notification of a Comprehensive Visit and Third Party Comment:** In accordance with HLC policy, the College placed paid advertisements in local newspapers throughout Coconino County and on CCC’s website inviting public comment.

As demonstrated above, CCC satisfies all aspects of Federal Compliance.

**Request for Continued Accreditation:** Coconino Community College is dedicated to providing quality educational opportunities to its communities through achievement of its Mission, Vision, Purposes, and Core Values. The College engages in a three-year Strategic Plan to realize these goals. The institution’s assessment activities, along with ongoing monitoring of the Strategic Plan, help ensure achievement of CCC’s Mission documents. In the course of this self-study, CCC has provided evidence that it meets each of the five criteria for accreditation and their corresponding core components. The College has also provided evidence that it has engaged in serious efforts to address the concerns of the 2002 visiting team. Finally, the institution has demonstrated that it satisfies all aspects of Federal Compliance. Consequently, the faculty, staff, and students of Coconino Community College respectfully request continued accreditation from the Higher Learning Commission.