AQIP Systems Portfolio

Central Arizona College

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2018

Central Arizona College

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GLOSSARY

AACC: American Association of Community Colleges

Academic Program: An organized sequence or grouping of courses leading to a defined objective such as a certificate, degree, license, and transfer to another institution, job, career, or acquisition of selected knowledge or skills.

Academic Year: Thirty-two weeks of instruction encompassing the fall and spring semesters.

Access: A student's opportunity to enter an institution for instruction and services, enabling students the fullest opportunity to achieve their goals successfully.

Academic Leadership Committee: An informal committee comprised of academic leaders (e.g., deans and division chairs) that assists the vice president of academic affairs in coordinating and improving education functions.

Academic Program Review: The process by which CAC reviews the efficacy and currency of its academic programs. The Academic Program Review Committee (see below) reviews each program once every five years.

Academic Program Review Committee: This committee oversees the academic program review process (above).

Accreditation: An indication that a college or university that has a purpose appropriate to higher education and sufficient resources, programs, and services to accomplish this purpose on a continuing basis. "Accreditation provides assurance to the public, in particular to prospective students, that an institution has been found to meet the accrediting agency's clearly stated requirements and criteria and that there are reasonable grounds for believing that it will continue to meet them" (North Central Association Handbook for Accreditation).

Accuplacer: The Accuplacer platform consists of tests that evaluate students' skills in reading, writing, and math to assess their preparedness for college. CAC replaced the COMPASS placement tests with Accuplacer in 2016 since ACT phased out COMPASS in that year. (ACT is the company that developed and administered COMPASS.)

ACRES: Academic Curriculum Review and Evaluation System. ACRES is a statewide database of community college curricula.

ACT: A standard achievement examination used in college admissions.

Advisor: A faculty or staff member who assists a student in class selection, planning a college schedule, or choosing a major.

Advisory Board: Business and industry representatives who advise an academic or vocational program. They make programming recommendations. A program's accrediting body often requires that the program has an advisory board.

AFIT: Alliance for Innovation and Transformation. AFIT is a learning community of higher education leaders and future leaders. Before 2017, the organization was known as CQIN - Continuous Quality Improvement Network.

AGEC: Arizona General Education Curriculum. A 35-credit block of coursework that meets the lower division general education requirements at all of Arizona's ten community colleges and public universities. There are three AGEC programs: (1) AGEC-A (for transfer to liberal arts, social science, and fine arts); (2) AGEC-B (for transfer to Business and Computer Information Systems); and (3) AGEC-S (for transfer to natural, physical or life sciences). Students

completing the AGEC will be guaranteed admission to the public universities. If a student ultimately chooses a baccalaureate major, which differs from the completed AGEC, he or she may have additional math and science requirements to complete for graduation. The community colleges will identify the courses that are part of the AGEC and indicate "AGEC Complete" on the transcript. All courses included in the AGEC must be completed with a grade of "C" or better.

AQIP: Academic Quality Improvement Program. AQIP is CAC's governing accreditation program. It is overseen by the Higher Learning Commission (HLC), North Central Association of Colleges and Schools, which accredits many universities and colleges.

AQIP Action Project: A project to improve a process. CAC submits its action projects to the Higher Learning Commission (HLC) for approval, monitoring, and guidance.

A.R.S.: Arizona Revised Statutes

Articulation: A planned process that links educational institutions and experiences to assist students in making a smooth transition from one level of education to another. Courses designed to provide students a timely and on-duplicative sequence of progressive achievement. Articulation occurs between high schools, colleges, community colleges, and universities.

Assessment: The ongoing process of analyzing and evaluating CAC's functions and activities by examination, performance assessments, surveys, focus groups, interviews, follow-up studies or other methods. The information gathered enables the college to understand its effectiveness and improve educational offerings and services.

Assessment Committee: This committee

oversees assessment (above) and reviews the CSLOs (see CSLO) annually to ensure that these measures align with the college's mission, educational offerings, and degree levels.

ASSET: Placement test used at CAC (for math, English, and reading courses).

ASSIST: Arizona State System for Information on Student Transfer. ASSIST is a transfer data warehouse for tracking CAC's students after they transfer.

Associate of Applied Science (AAS): This degree prepares students for entry-level employment or upgrades skills of students already employed. It requires a minimum of 60 credit hours.

Associate of Arts (AA): This degree requires a minimum of 60 credits and is appropriate for students who plan to transfer to a university to earn a baccalaureate degree in the arts, the humanities, interdisciplinary studies, communications, or the social sciences.

Associate of Business (ABus): A degree designed for students planning to transfer to a university to earn a baccalaureate degree in business-related areas. It requires a minimum of 60 credit hours.

Associate of General Studies Degree (AGS): A degree designed for students who wish to broaden their knowledge, but have no university major or vocational goal in mind. This degree requires a minimum of 60 credit hours with a cumulative CAC grade point average of 2.00 or higher.

Associate of Science (AS): A degree designed for students who plan to transfer to a college or university to earn a baccalaureate degree in physical or biological science areas.

ASU: Arizona State University, Tempe, AZ

ATF: Articulation Task Force. Groups established with faculty from across the state to facilitate course articulation.

AZTransfer: A non-profit statewide organization that facilitates articulation and transfer among Arizona's ten community colleges and three public universities.

AZ2020: An initiative that involves Arizona's ten community colleges sharing a vision and data for student success.

BANNER: An administrative software application for campus-wide information that resides on an Oracle relational database management system. CAC recently replaced BANNER with CampusNexus (see Campus Nexus).

CAC: Central Arizona College

CAC Foundation: This organization has 501(c)(3) (nonprofit) status and is committed to assisting CAC through providing and overseeing scholarships and securing funding.

CAC2NAU: A joint admission program that allows a student to be admitted to Northern Arizona University (NAU) while earning his or her associates degree at Central Arizona College.

Cabinet: The CAC president's senior executive team. The elected presidents of the Student Government Association and the three employee constituency groups (faculty, managerial/technical, and support) also attend cabinet meetings.

CampusNexus: A student data information system with Enterprise Resource Planning (ERP) and Customer Relations Management (CRM) functions. (See ERP and CRM.) CAC transitioned from BANNER (see BANNER) to CampusNexus in 2018. CampusNexus stores all of its functions in the Cloud.

Catalog: The catalog provides the CAC's official information, including program requirements, various procedures, general information, admissions information, financial aid information, and academic programs. It is updated once a year and is on the web at www.centralaz.edu.

CCSSE: The Community College Survey of Student Engagement. The biannual CCSSE survey results help colleges focus on good educational practice (defined as a practice that promotes high levels of student learning and retention). It helps identify areas in which community colleges can improve their programs and services for students. The University of Texas at Austin administers CCSSE.

Certificate Program: These programs are designed to help students improve existing skills or prepare them for entry-level employment. Some certificate programs build toward an AGEC certificate (see AGEC) and their credit hours may be applied toward other certificates and an AAS or AGS degree.

Class Schedule: A listing of all CAC classes available for the coming semester; it includes days and times of class meetings, the name of instructor, building and room, and other registration information.

CLEP: College Level Examination Program

COLA: Cost of Living Adjustment

CQI: Continuous Quality Improvement

CSLO: Common Student Learning Outcome. Central Arizona College has four CSLOs, which are measurable learning objectives developed by CAC faculty for courses and programs. The CSLOs closely align with the institution's guiding documents and programs.

Continuing Education: Formal courses of study for adult part-time adult students

seeking to increase their work-related skills and knowledge.

Community Education: Non-credit courses students take for personal interest.

Co-Requisite: Concurrent enrollment in a specified class.

Core Curriculum: A specific group of courses required to obtain a particular certificate or degree.

Credit Hour: The unit of credit received upon completion of a course. CAC is on a semester calendar. Therefore, all credits earned are semester credits.

CRM: Customer Relations Management. CampusNexus, the student data information system in use at CAC, features a CRM module. The CRM allows CAC to manage and analyze student interactions with the institution and student data, with the goals of improving student enrollment, retention, and graduation and student satisfaction with the college's services.

CQIN: Continuous Quality Improvement Network, CQIN is a learning community of higher education leaders and future leaders. In 2017, CQIN changed its name to AFIT – Alliance for Innovation and Transformation.

Curriculum: The approved courses required for a degree or certificate.

Curriculum Committee: This committee provides oversight to ensure that every CAC degree program incorporates opportunities for all students to achieve the outcomes prescribed by the CSLOs (see CSLOs).

Declaration of Civility (and CAC Bill of Rights): Guiding documents affirming CAC's commitment to a civil, respectful, and supportive work and learning environment.

Developmental Courses: Courses intended to raise skill levels in writing, reading, and math to college-level; generally considered any course below the level of 100.

Dual Enrollment: CAC's dual enrollment program enables high school students from several Pinal County high schools to start earning college credit while in high school. CAC provides dual enrollment classes at the high schools during the regular high school day to high school students who meet the Accuplacer and academic prerequisites, register properly and pay tuition and fees.

Early College: The Early College program provides eligible Pinal County high school students the opportunity to complete CAC college-level classes while still in high school.

ENDS Monitoring Reports: CAC's president and vice presidents provide the Governing Board with monthly ENDS reports that enable the board members to monitor the institution's performance in several areas, using criteria they established and benchmarked data. ENDS Monitoring Reports are part of Policy Governance®, an integrated board leadership paradigm created by Dr. John Carver. This model enables the board to provide oversight without being overly involved in operational issues.

ERP: Enterprise Resource Planning. ERP is business process management software that allows an organization to use integrated applications to manage operations and automate many functions such as finance, human resources, and payroll. CampusNexus, the student data information system in use at CAC, features an ERP module.

ETS: Educational Testing Service Proficiency Profile test. CAC uses this test as well as CCSSE (see CCSSE) to measure student achievement in the CSLOs (See CSLOs).

Expenditure: Any authorizations made for the payment or disbursement of funds during the fiscal year.

Faculty Senate: Serves as the faculty's voice on academic and faculty issues. It provides a formal process for reviewing policies and serves as the governing body for decisions concerning these employees in CAC's Shared Governance model. (See Shared Governance.)

First Step: A high school to college program that CAC provides in partnership with several Pinal County high schools.

FTE: Full-Time Equivalent. FTE is the conversion of the number of hours authorized for a position into a full-time equivalent position. One faculty FTE equals the teaching load hours divided by 15 credit hours per semester.

FTSE: Full-Time Student Equivalent. FTSE equals 15 credit hours per semester. Arizona's community college districts receive state aid appropriations based on FTSE.

Full-Time Student: A student enrolled for twelve or more credit hours in a semester as of the 45th day of the semester. For financial aid, the measurement starts when the student enrolls.

FY: Fiscal Year. A twelve-month period to which the Annual Budget applies and at the end of which the college determines its financial position and reports the results of its financial transactions. The fiscal year for the college is July 1 through June 30.

GADIE: A planning and brainstorming model. Gather, Analyze, Develop, Implement, Evaluate.

GCWF: The Chronicle of Education's Great Colleges to Work For survey.

Governing Board: CAC's Governing Board

consists of five elected members who represent distinct districts within Pinal County.

Graduate: A CAC student who earned either a basic/advanced/technical certificate or an associate degree by meeting the appropriate requirements and filing a graduation application with the institution

Guided Pathways: Guided pathways involve students following clear and coherent academic program maps that include progress milestones, specific course sequences, and program learning outcomes.

Higher Education Partnership Satisfaction Survey: CAC participates in this annual survey, which gauges the college's partners' satisfaction with their relationship with the institution.

Hispanic Serving Institution (HSI): Colleges and universities whose Hispanic students comprise at least 25 percent of their total enrollment are eligible to apply for HSI designation from the U.S. Department of Education.

HR: Human Resources. CAC's Department of Human Resources is now known as Talent Development.

IGA: Intergovernmental Agreement

IT: Information Technology

ITV: Interactive Television
Institutional Effectiveness: Institutional effectiveness is the goal of the institutional-wide processes through which the college plans, assesses, and improves its services related to its mission. The process of institutional effectiveness considers resources, processes, and results of an educational institution and its programs and services.

IPEDS: Integrated Postsecondary Education

Data System. Administered by the National Center for Educational Statistics, IPEDS provides comparative data with similar colleges and universities.

JTED: Joint Technology Education District

Maxient: The software program CAC uses to collect and track student complaints.

MTSA: Managerial and Technical Staff Association. MTSA is an association for all CAC managerial and technical employees. It provides a formal process for reviewing policies and serves as the governing body for decisions concerning these employees in CAC's Shared Governance model. (See Shared Governance.)

NAU: Northern Arizona University, Flagstaff, AZ

Non-Credit Course: Often associated with community education programs or continuing education programs.

Part-time Student: Student enrolled for less than twelve credit hours in a semester as of the 45th day of the semester. For financial aid purposes, the measurement is as of the first day of enrollment.

Persistence: Continuing enrollment in two or more subsequent semester(s) by a student.

PDSA: Plan-Do-Study-Act. PDSA is a key process improvement tool and a way of testing a change to a process. Organizations that practice continuous improvement often use PDSA (also known as Plan Do Check Act – PDCA).

Policy Governance®: An integrated board leadership paradigm created by Dr. John Carver. CAC uses ENDS Monitoring Reports (see ENDS Monitoring Reports), which are a tool of the Policy Governance® model.

Policy Committee: A CAC committee that revises or develops new policies for the college. The committee is comprised of representatives from faculty, administration, managerial/technical staff, and support staff.

Portfolio: A collection of representative student works over time. Faculty may use portfolios to evaluate a student's abilities and improvement in learning and knowledge.

Program Review: A critical self-study designed to review the effectiveness of a program systematically. Each CAC program is reviewed once every five years.

Property Taxes: CAC receives revenue from a tax levy on Pinal County's net assessed valuation.

Quality Council: This committee focuses on promoting systematic process improvement within CAC.

Reliability: The extent to which a test produces results that are dependable, stable, and consistent when administered to the same individuals on different occasions. Reliability is a statistical term that defines the extent to which errors of measurement are absent from a measurement instrument.

Remediation: An activity designed to teach basic competencies in such areas as reading, writing, oral communications, and math.

Retention, Course: Completion of a course by a student in the term stipulated in the schedule.

Retention, Term-to-Term: Re-enrollment of a student from one semester to the next.

Retention Fall-to-Fall (Spring-to-Spring): Re-enrollment of a student from one fall (or spring) term to the next fall (spring) term.

Shared Governance: According to the

American Association of University Professors, shared governance is "…shared responsibility among the different components of institutional government and specifies areas of primary responsibility for governing boards, administrations, and faculties."

Support Staff Association: This association represents all classified/nonexempt. It provides a formal process for reviewing policies and serves as the governing body for decisions concerning these employees in CAC's Shared Governance model. (See Shared Governance.)

Summer Bridge: Summer Bridge is a collection of workshops and other activities that prepare incoming students for their college experience. At CAC, Summer Bridge has been funded by Title V grants (see Title V grants) and TRiO grants (see TRiO) from the U.S. Department of Education.

STEM: Science, Technology, Engineering, Mathematics

Strategic Plan: CAC's guiding planning document for a defined period. CAC's current strategic plan is for 2018-2021.

Strategic Planning Goals: Broad, measurable outcomes that take from one to three years to complete.

Strategic Planning Process (SPP): The process CAC uses to develop its three-year strategic plan and mission, vision, and values statements.

SWOT: Strengths, Weaknesses, Opportunities, Threats

TAG: Transfer Admission Guarantee Agreement

TAP: Transfer Articulation Program

Talent Development: CAC's Department of Human Resources is now known as Talent Development.

The President's Pencil: The college president's monthly electronic newsletter for employees.

Title V grants: Strengthening Hispanic Serving Institution grants. As a Hispanic Serving Institution (see Hispanic Serving Institution), CAC is eligible to apply for federal Title V Strengthening Hispanic Serving Institution grants.

TRiO: Federal grant programs dedicated to assisting disadvantaged, first generation, and low-income students, as well as students with disabilities. Central Arizona College has TRiO Upward Bound and Student Support Services projects.

TRUST: Arizona School Risk Retention Board

Trust Edge: The Trust Edge is an approach to strengthen an organization by enhancing trust among its employees, between the employees and the leadership, and between the organization and its customers.

UA (or U of A): The University of Arizona, located in Tucson, AZ.

Validity: The extent to which a test measures what it was intended to measure. Validity indicates the degree of accuracy of either predictions or inferences based upon a test score.

PRESIDENT'S LETTER

Greetings HLC,

It is my pleasure to introduce you to Central Arizona College's (CAC) 2018 Systems Portfolio. This document's development has involved a long and collaborative process that began after receiving the Feedback Report for the 2012 Systems Portfolio. CAC established teams to develop plans and strategies for identified opportunities for improvement and implemented action projects to align with building a culture of continuous improvement. The desire to be an institution focused on improving has not wavered since CAC joined AQIP 2000.

Upon my arrival as president of CAC in July 2016, I was duly impressed with the focus on continuous improvement. I quickly realized that CAC was not an institution set on preserving the status quo. However, while the culture of the institution was steeped with the concept of seeking ways to improve, data was not typically the starting point for improvement discussions. The previous administration (2011-2016) did attempt to become more data-driven in decision-making. However, the distractions of tax increases, declining aid from the state, and expanding campuses capitalized time and human resources.

In the past two years, CAC has made significant strides in using data to inform improvements as well as to measure and understand institutional performance. In 2017, the college's Governing Board adopted 41 measures to support their ENDS Goals. Thirty-three of these measures include a comparison group, and all of the measures include trend data (at least three years' worth) and an established target for performance. Each month the review monitoring reports for the ENDS Measures,

which outline how the college is performing and planned and recent improvements. We are using these new ENDS Goals and measures widely to inform decisions and strategies, including the new 2018-2021 strategic plan.

CAC is emerging in maturity in continuous quality improvement, and although the AQIP Pathway is set to sunset and a future option, the journey to become a high performing institution through systematic, effective, and data-informed processes and practices will continue.

Sincerely
Jackie Elliott, Ed.D.
President/CEO

INTRODUCTION

Central Arizona College (CAC) is a public, two-year community college based in Pinal County, Arizona. The college has five locations (a.k.a. campuses) in Pinal County as well as three centers. Pinal County is a desert region of 5,400 square miles located between Phoenix and Tucson and was the country's second fastest growing region between 1999 and 2008. The Great Recession (2008-2011) ended Pinal County's spectacular growth and presented CAC with significant fiscal challenges as state aid to Arizona's community colleges withered, and property tax revenue stagnated. CAC emerged from the recession as a leaner organization poised for sustainable growth.

Between 2012, when CAC submitted its last Systems Portfolio, and 2016, when CAC experienced a change in its president, the college made improvements to various processes. Nevertheless, turnover in the senior leadership, efforts to raise the

college's millage in a difficult political environment, and the focus on campus expansion all resulted in an intermittent commitment to quality improvement. However, President Elliott has extensive experience in quality improvement as a president of another institution, Baldrige Examiner, and peer reviewer for the Higher Learning Commission. Her expertise and commitment to quality improvement are accelerating the development of a robust continuous improvement culture at CAC. Since Dr. Elliott serves as a member of the HLC Board of Trustees, she is acutely aware of accreditation requirements, and she has established methods to link operational activities to AQIP categories.

Category 1 Introduction

Central Arizona College's processes for developing and assessing its common student learning outcomes (CSLOs) are aligned. The college developed its current CSLOs in 2012 and has assessed them annually ever since. During this period, CAC made several refinements to the assessment procedures and scheduling (1P1). The results for determining if students possess the knowledge, skills, and abilities expected at each degree level are aligned. Moreover, there are some quite positive trend data for student learning that aligns with the CSLOs **(1R1).**

CAC's several processes for determining whether its graduates have the expected knowledge, skills, and abilities are aligned. Every certificate and degree program has measurable student learning outcomes and engages in regular assessment (**1P2**). The institution's results for determining whether students have the knowledge, skills, and abilities the institution expects are aligned and quite encouraging. For instance, a high percentage of graduates from CAC's

career and technical programs attain industry-recognized credentials **(IR3).**

CAC's considers its processes for developing and revising academic programs to meet stakeholder needs to be aligned. The college has made several improvements to its academic program review processes during the last several years (**IP3**). The college's results for determining whether its programs are current and meet its diverse stakeholders' needs are aligned. However, CAC recognizes the urgency in making a significant improvement in its rates of student enrollment, retention, completion, and transfer (**IR3**).

There is a widespread agreement between the leadership and faculty that fundamentally restructuring the college's academic pathways and academic advising is necessary to achieve significantly better learning outcomes. The current pathways' inherent design limitations probably preclude a further major boost in student retention, completion, and transfer. For this reason, CAC will soon start to design a guided pathways model that will be implemented, evaluated, and refined during the next several years. Guided pathways involve students following clear and coherent program maps that include progress milestones, specific course sequences, and program learning outcomes.

Central Arizona College's processes for ensuring quality across all programs, modalities, and locations are aligned. Each program has its own program learning goals, and the college reviews each one according to a five-year schedule **(1P4).**

The results for ensuring quality are aligned, and most CAC students who respond to the Community College Survey of Student Engagement (CCSSE) survey have a

favorable view of their overall experience at the college. The results for three out of the four measures CAC uses to ascertain quality show positive trends. The college recognizes the need to increase the use of collaborative learning and active learning in its classrooms, particularly since national research shows that these pedagogies are particularly effective with traditionally underrepresented students and women **(IR4)**.

CAC's processes to protect and foster academic integrity and freedom of expression are robust and aligned. The institution recently improved the processes to identify, monitor, and address plagiarism **(IR5)**. CAC has relatively low levels of reported academic dishonesty **(IP5).**

Category 2 Introduction
Central Arizona College's key processes for meeting students' needs are aligned, in that they are explicit, repeatable, and periodically evaluated **(2P1)**. The alignment of their results, however, is more marginal. For one thing, CAC's student retention and graduation rates are lower than the norm for our peer institutions. For another thing, these rates are significantly below what institutions can achieve through transformative approaches **(2R1).**

CAC recognizes that its existing academic pathways, academic advising model, and traditional approach to developmental education hinder its efforts to boost student retention and graduation rates. To address this underlying cause of the college's relatively static rates of student retention and completion, CAC is intent on implementing guided pathways, mandatory academic coaching, and co-requisite developmental education. These changes will transform many of the processes

described in Category 2 and should make their results more aligned.

CAC's processes for meeting other key stakeholders' needs are aligned and have recently undergone restructuring **(2P3)**. The institution's results for meeting these needs are also aligned. In particular, the institution has been achieving its goals for community education, which it assessed and redesigned in 2017. The process for collecting and responding to stakeholder complaints has been refined over the years and expanded recently, with President Elliott receiving complaints directly via an online form. Complaints yield valuable feedback about the efficacy of the college's processes. CAC reviews complaints carefully to guide improvements in access, operations, programs, and services.

Category 3 Introduction
Most of Central Arizona College's key human resource processes are aligned in that they are explicit, repeatable, and periodically evaluated. Nevertheless, they are not particularly innovative and often frustrate employees **(3P1)**. Most critically, these processes have not enabled CAC to attain its goals for professional development and employee satisfaction and engagement **(3R1)**.

Since early 2017, however, under a new president and a new vice president of talent development/legal affairs, CAC has started to restructure many its critical processes for hiring, training, and evaluating staff. In 2017, the college's Department of Human Resources changed its name to Talent Development, to strengthen the message that the college cares about employees' career development and advancement.

Talent Development has recently redesigned the processes through which it hires

employees and orientates them to the institution **(3P1)**. The department is currently revamping the employee evaluation system so that it is more accurate, fair, and consistent **(3P2)**. Hiring committees have increased the use of behavioral and situational questions to ascertain whether candidates are a good 'fit" for the institutional culture.

Talent Development has also implemented a new upward mobility program, as well as a career progression program, to increase employees' opportunities for further career advancement. The department has also created new initiatives to spur employee engagement and recognition. The college is aiming all of these changes at addressing relatively widespread dissatisfaction about staff evaluation, a perceived lack of opportunity for advancement, and challenges in hiring suitably qualified staff.

The current effort to redesign key hiring, evaluation and development processes should result in these processes and their outcomes being further aligned, with strongly systematic being a realistic target in the medium to longer term. Talent Development is basing these processes on research-validated best practices and is developing them with guidance from employee feedback. Thus, going forward, the results for the college's hiring, evaluation, and employee development processes should be more optimal, effective, and transparent than they were previously.

Category 4 Introduction

Central Arizona College's processes for leading and communicating are in various stages of maturity. CAC has been in a reactive mode in the past, but new leadership is driving the leading and communicating processes toward systematic.

In fall 2017, CAC began to develop its 2018-2021 Strategic Plan. (The previous strategic plan was for five years and commenced in 2012.) To develop the new plan, the college established a new three-year Strategic Planning Process (SPP), which includes an environmental scan. The Strategic Planning Process resulted in the College's new mission, vision, and values. It involves the Governing Board formally voting to reaffirm or adopt proposed revisions to these guiding statements every three years **(4P1)**.

CAC's process for setting a direction that aligns with its mission, vision, and values has been relatively mature and systematic. The newly defined Strategic Planning Process will further strengthen the previous process. Through the SPP, the college establishes defined institutional goals, objectives, and desired targets. These measures, as well as the mission, vision, and values, serve as the foundation for departmental yearly operation plans and budget planning **(4P2).**

The processes for leadership and governance have been emerging from reactive to systematic and in some instances aligned. While the Governing Board adopted the Policy Governance Model® previously, they had not fully adopted the ENDS Monitoring Report component. As a result, the board governance policies were revised in 2017 to include ENDS reports. Since the 2012 Systems Portfolio identified the need to reform decision-making, so that it is less top-down, President Elliott expanded her cabinet (senior leadership team) to make it more inclusive. Additionally, in 2016, the administration revised the institutional committees to align them with AQIP Categories and key institutional processes. Through adopting a Shared Governance

model in 2017, decision-making has become more systematic and aligned **(4P3)**.

The processes for ensuring legal and ethical behavior are effectively systematic, aligned and achieved through policies, procedures, and ongoing training. The Governing Board is responsible for ensuring that the institution develops, communicates, and meets its standards as well as those set by the Higher Learning Commission and the state. President Elliott and her executive leadership team are responsible for operating the policies and procedures. Talent Development (formerly known as Human Resources) is responsible for training employees in the college's legal and ethical standards **(4P4)**.

Category 5 Introduction

Central Arizona College's aligned processes for knowledge management have recently undergone several improvements. The institutional strategic planning and operational planning processes deploy mature procedures for collecting, analyzing and sharing data **(5P1)**. The senior administrative team and departments share performance data with internal and external stakeholders to ensure widespread awareness about the institution is performing. CAC's new Enterprise Resource Planning (ERP) module will make the data needed to guide decisions about resource allocation and college operations more accessible. The college has also recently implemented processes that give faculty more input into decisions regarding facilities and information technology.

CAC's results for knowledge management are aligned, with data being shared to support decision making at all operational levels, although its use should be more consistent and systematic **(5R1)**. The college has improved the security of its information

technology's (IT) security in response to an external technology audit's findings. Critical data about the college's operations and performance is readily available to employees in most cases.

The processes for resource stewardship are aligned, and efforts to improve efficiency are becoming more robust, transparent, and sophisticated **(5P2)**. The college is moving toward zero-based budgeting to contain costs and manage its financial resources more effectively. CAC has also developed a facilities maintenance plan to improve the upkeep of its facilities going forward. The results of the process for resource stewardship are aligned **(5R2)**.

The Finance Office shares the results of resource stewardship throughout the institution so that it can make improvements based on feedback from departments and individual employees. However, CAC has a relatively high expenditure per FTSE compared to the average for its peer institutions.

CAC has achieved aligned processes for operational effectiveness and is making efforts to increase faculty and staff input into decisions about operations **(5P3)**. The college has fine-tuned its existing budget development process in recent years, and it is transparent to our staff and the public. The Information Technology (IT) Department has developed a strategic plan to improve the maintenance, replacement, and roll-out of its resources. It has also developed a security manual with procedures, standards, and guidelines. CAC's has well-developed risk management processes that provide a multi-leveled approach to managing risk, including emergencies.

The results of the college's efforts to develop effective management are aligned, although

some residual systematic outcomes exist; in particular, CAC needs to improve its overall efficiency according to several measures **(5R3)**. The institution's operations are relatively high-cost compared to its peer colleges, and there is room for improvement in faculty satisfaction with the teaching environment.

The college has recently implemented improvements to address these deficiencies. CAC benchmarks its management measures with those of other institutions, systematically uses performance data to measure progress and uses this data to guide resource allocations and resource stewardship.

Category 6 Introduction

Central Arizona College's previous administration (2011-2016) improved the strategic planning process, data collection and analysis, and employee engagement in continuous improvement processes **(6P1)**. CAC's continuous improvement infrastructure is aligned, with strategic and operational planning processes being clear, repeated, and periodically evaluated. The results, however, are aligned less strongly. For one thing, while employees use and understand the main measures and benchmarks (such as student enrollment, retention, and graduate rates) pockets of less mature results remain. Several of the 2012-2017 Strategic Plan's goals did not align with the data necessary to determine whether they were attained. This plan also had too many goals and objectives, which hampered efforts to collect and analyze the information need to ascertain progress.

For another thing, the culture of continuous improvement has not been mature enough to engage employees in a constant effort to document process enhancements **(6R1)**. However, an AQIP Action Project

(2015 – 2018) improved efforts to practice and document Plan Do Study Act (PDSA). Through this project's impetus, employees have recorded more than 60 PDSA initiatives. The remaining challenge is to sustain and expand the regular documentation of continuous improvement and the use of process improvement tools **(6R1)**.

Under the leadership of its new president, CAC is striving to transform and refine its continuous improvement structure and culture. In 2016, CAC joined the Continuous Quality Improvement Network (CQIN) to help strengthen its quality culture **(6P2)**. To encourage employees to think about continuous quality improvement, President Elliott has challenged each department and division to improve at least ten processes. During 2016-2017, employees enhanced more than 110 processes, leading to fewer errors, less duplication of efforts, and reduced expenses **(6P2)**.

INSTITUTIONAL OVERVIEW

CAC updated its mission, vision, and values statements in 2017 as part of its Strategic Planning Process (SPP) to develop a new strategic plan for 2018-2021.

MISSION: Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed. Teaching. Reaching. Understanding. Empowering. Learning.
VISION: Central Arizona's premier choice in education and career excellence.
VALUES:
1. Accountability (internal & external stakeholders)
2. Communities (students, employees, public)
3. Trust

CAC offers more than 75 certificate and degree opportunities, as well as university transfer programs, at affordable rates. Students may take classes in person, online, through interactive television (iTV), or as a hybrid format that involves multiple delivery methods. The college has partnerships with four-year state and private universities, evening and weekend classes, lifelong learning programs, and numerous scholarship opportunities. Weekend College, workforce development, continuing education, and lifelong learning classes are also offered.

CAC has five locations/campuses. The college opened the San Tan Campus and the Maricopa Campus in early 2012. The San Tan Campus serves a relatively new unincorporated community (pop. 60,000) that was nothing but cotton fields 15 years ago. The Maricopa location serves a town that has grown from about 2,500 residents in 1997 to more than 55,000 today. Signal Peak Campus is CAC's oldest location and serves the rural cities of Eloy, Florence, Casa Grande, and Coolidge. Superstition Mountain Campus serves Apache Junction in northeast Pinal County. Aravaipa Campus serves the small mining towns in Pinal County's isolated eastern region. CAC has two centers in Casa Grande and one in Florence. The latter provides training programs for state prisons.

As noted, CAC has been an AQIP institution since 2000. Between its AQIP Portfolios for 2008 and 2012, CAC completed three AQIP Action Projects that focused on the culture of continuous improvement at the institution: (1) Develop a College Culture Focused on Quality, (2) General Education Assessment, and (3) Institutional Measures of Effectiveness.

Since its 2012 Systems Portfolio, CAC has completed three additional AQIP Action Projects. (1) The Competency-Based Learning Action Project was to redesign and improve learning using a competency-based model. It responded to the 2012 Systems Portfolio reviewers' feedback that communicated a need to improve student success. (2) The Quality Matters Action Project's goal was to increase student satisfaction with online and hybrid courses by educating faculty and relevant staff about quality online and hybrid instruction. (3) An Action Project, called Strengthening the Use and Awareness of Plan Do Study Act (PDSA) Through Employee-Initiated Mini Projects, had the goal to give faculty, staff, and administrators the opportunity to learn and apply PDSA, a key tool for process improvement.

The reviewers of CAC's 2012 Systems Portfolio identified some significant challenges for the institution. For example, the reviewers stated, "CAC has an opportunity to create program assessments that measure deep learning and student success in the aggregate rather than by individual students and faculty members." The reviewers also noted that many of the measures collected were primarily indirect and that many processes appeared to be newly developed or emerging and not yet at a systematic or comprehensive level. Since 2012, however, the college has developed assessments for programs that measure student learning in the aggregate and has identified and applied direct measures to ascertain progress and outcomes, particularly in the area of stakeholder and employee satisfaction.

Under President Elliott's leadership, CAC has joined the Continuous Improvement Network (CQIN), revamped its assessment process, implemented a new Strategic Plan with updated mission, vision, and values

statements, and launched a new process improvement effort. Dr. Elliott also introduced its employees to Trust Edge, a method to build the level of trust essential for cultural transformation within organizations. Many CAC employees are now engaged in Trust Edge, which is strengthening the foundation necessary for advancing the culture of continuous improvement at the college.

While the culture of continuous improvement is maturing at Central Arizona College, and the new administration is accelerating efforts to strengthen this culture, the college recognizes that it has several opportunities in this area, namely:

- Mapping its main processes and improving them as per a documented schedule.
- Refining several existing key processes that are unwieldy and inefficient.
- Deploying process improvement at all levels of the institution.
- Establishing more direct measures of stakeholder satisfaction.
- Increasing the use of benchmark data.
- Aligning and integrating key processes.

CATEGORY 1: HELPING STUDENT LEARN. Category 1 focuses on the design, deployment, and effectiveness of teaching-learning processes (and the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

1.1 COMMON LEARNING OUTCOMES

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

IP1 PROCESSES
Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes.

Central Arizona College established its current four Common Student Learning Outcomes (CSLOs) in 2012. These student learning outcomes are CSLO 1, Cultural and Civic Engagement; CSLO 2, Integrative Knowledge; CSLO 3, Personal and Professional Skills; and CSLO 4, Reasoning Skills. Figure 1P1.1 provides each CSLO's learning goal.

The Assessment Committee reviews the CSLOs annually to ensure that these measures align with the institution's mission, educational offerings, and degree levels. The committee determines and revises the institutional learning outcomes, and the methods for measuring them, with input from constituents through shared governance processes. It benchmarks results (when appropriate) to national findings. When alignment is not evident, the Assessment Committee revises the CSLOs with input from faculty and staff.

To ensure that the general education program is appropriate to the mission, educational offerings and degree levels of the institution, the Curriculum Committee reviews it annually and confers with the statewide organization that coordinates transfer among Arizona's three state universities and ten community colleges. This communication helps CAC maintain the best possible transfer relationships for students. General education is a part of the transfer process for each transfer degree.

Any pending changes at the university level, or at a particular program level, are referred to both the discipline area and the Curriculum Committee for consideration. Far-reaching changes may result in the committee conducting a broader general education review and update (**3.B.1**).

Central Arizona College uses its bi-annual Community College Survey of Student Engagement (CCSSE) survey results to demonstrate claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, and economic development. The college strives to meet or exceed the national averages for these areas (**3.E.2**).

To determine its common outcomes, the Assessment Committee reviews the CSLOs annually to ensure that they remain relevant and aligned with the college's mission, vision, values and academic programs. Figure 1P1.2 delineates the process to select the CSLOs. The CAC Governing Board approves the CSLOs annually in in conjunction with a review of Board ENDS monitoring reports (**4.B.4**).

The task force that created the CSLOs in 2012 reviewed research and technical articles about assessment design to become informed about adopting proven learning outcomes, rubrics, and assessment techniques. In particular, resources provided by Lumina Foundation (Degree Matrix) and the American Association of Colleges and Universities (Value Rubric and Liberal Education and America's Promise) were most instructive. The task force members also participated in an HLC Assessment Academy and made the creation of CSLOs an AQIP Action Project in the late 2000s.

The CSLOs and the related assessment apply to every CAC certificate and degree program. Each faculty member must align his or her courses' learning outcomes with the appropriate CSLOs and show this alignment in the course syllabus. Faculty assess courses individually but must also contribute to institutional assessment, which CAC incorporates into curriculum documents and houses in the Academic Curriculum Review and Evaluation System (ACRES). (ACRES is an electronic means for creating, routing, and evaluating and approving proposals for alterations to and deletions of courses, certificates and degrees; it is shared by all public institutions of higher education in Arizona.) Central Arizona College expects that all students will think critically and holistically, develop skills for the work environment, and be able to participate in a culturally and socially diverse environment (**3.B.2**).

The college has incorporated CCSSE and the Educational Testing Service Proficiency Profile test (ETS) into an assessment model that measures student achievement in the CSLOs. It follows Barbara Walvoord's simple three steps for assessment: set goals, collect information, and take action. CCSSE is a national student survey focused on teaching, learning, and retention in community colleges. The Center for

Community College Student Engagement of the Program in Higher Education Leadership at the University of Texas at Austin oversees this survey. The ETS Proficiency Profile test allows a college to assess the outcomes of general education courses to improve the quality of instruction and learning **(4.B.4)**.

CAC's assessment process involves substantial participation from faculty and other instructional staff. The Assessment Committee shares the results of CCSSE and ETS with all divisions and departments. Guided by these results, faculty and other staff make improvement plans at the course/activity, division, program/department and institutional levels. Additionally, the Assessment Committee provides regular communication about the assessment process **(4.B.4)**.

Central Arizona College *articulates the purpose, content, and levels of achievement* of its CSLOs to internal and external stakeholders through its website, program brochures, course syllabi, and online course catalog. To communicate student achievement in the CSLOs to internal stakeholders, the assessment committee prepares an annual assessment report based on the ETS or CCSSE results (administered in alternate years) **(3.B.2)**.

The college shares its learning outcomes for each year with internal and external stakeholders via updates to its website and the Assessment Committee's annual report. This report is provided to the vice presidents, the president, and various constituent groups, such as academic leadership (division chairs and directors and academic deans), who in turn share with their staff. The report includes a brief recap of assessment at CAC, a description of the assessment methods, the CSLO assessment results, and recommendations for faculty

and the college community. Depending on the assessment results, the Assessment Committee may recommend approaches to improve student learning in one or more CSLO areas. For example, the June 2018 annual assessment report recommends remediation in critical thinking **(4.B.1)**.

The vice presidents of academic affairs and student services review the assessment results together and have a preliminary discussion about whether adjustments in service student programming could improve learning outcomes. If they determine that a change in service delivery would address the identified academic concern(s), Student Services implements the needed change, in close consultation with academic leadership. Student Services leadership monitors the improvement and evaluate its results, in collaboration with academic leadership **(4.B.1)**.

The Curriculum Committee provides oversight to ensure that every degree program incorporates opportunities for all students to achieve the outcomes prescribed by the CSLOs. It reviews all CAC curriculum proposals for courses and programs. For the college's Governing Board to approve curriculum, it must support student attainment in the CSLOs. Each department's degree and curriculum plan incorporates CSLOs and demonstrates how students will achieve these outcomes within their degree and certificate programs **(3.B.3)**.

Both faculty and students contribute to scholarship and the discovery of knowledge in daily instruction and classroom activities. The college's sabbatical policy allows faculty members to take sabbaticals to conduct research or to write scholarly articles and books that support its disciplines. Students participate in

internships and summer research projects and are involved in co-curricular programs and activities, clinical experiences, field trips, and academic competitions (**3.B.5**).

To ensure that the CSLOs remain relevant and aligned with student, workplace, and societal needs, the Assessment Committee reviews these common learning measures each fall. The committee analyzes previous assessment results and possible shortcomings through gathering information from internal constituents and reviewing relevant literature to ensure alignment with best practices.

Through their alignment with the CSLO of Cultural and Civic Engagement, the college's curricular and co-curricular activities give students exposure to diverse communities and culture. For example, CAC currently provides Spanish language classes, American Sign Language courses, and several humanities courses. Co-curricular activities that recognize diversity include student clubs and organizations, such as the DREAMers@CAC, Pride Alliance at Central Arizona College, the Center for Diversity and Inclusion, and the Christian Challenge Club (**3.B.4**).

Additionally, the college's community events program brings a wide array of cultural experiences to all of CAC's locations/campuses. The activities are well-attended by students and the public and provide exposure to cultural events that many Pinal County residents would not otherwise experience due to the rural region's isolation, travel distances, and high poverty rate. Many faculty and staff know students who rarely leave Pinal County due to financial constraints and a lack of transportation (**3.B.4**).

The Assessment Committee also evaluates the CSLOs' efficacy by analyzing the annual assessment results. Its annual report contains the results of this analysis. The committee may recommend either changing one or more of the CSLOs or maintaining the existing measures. Figure 1P1.3 delineates the process for both evaluating the annual CSLO outcomes and revising these measures of student learning (**4.B.1**).

Student Services is responsible for *designing and delivering co-curricular activities to support learning*. This process, delineated in Figure 1P1.4, includes the dean of student life ensuring that proposed activities align with the CSLOs, support the college's mission, and contribute to students' educational experiences. Notable examples of co-curricular activities include a Summer Bridge program funded by a Trio Student Support Services grant and student leadership and professional skills training. CAC's wide array of co-curricular programs reflects the diversity of student population and its diverse learning needs and interests (**3.E.1**).

Student Services often uses the Plan Do Study Act (PDSA) steps to develop, test, and refine co-curricular activities that will have district-wide application. For example, consider the steps taken to develop and test a program to nurture students' leadership and professional skills:

1. The student engagement coordinator recognized the need for student leadership/professional skills programming,

2. a one-semester Student Engagement Leadership Program was created and piloted,

3. learning outcomes were determined by students in an initial setting,

    1. Increased professional development opportunities,

    2. Strengthen networking and communication skills,

4. at the conclusion of the semester, students were assessed using EdPuzzle (short videos and questions to assess skills),

5. data from the pilot program was used to inform decision-making regarding expanding the program districtwide, and

6. the decision was made to expand the program districtwide, with some adjustments to the original design.

Academic Affairs and Student Services use CCSSE to assess student learning in curricular and non-curricular activities. In addition to using this institutional-level instrument, Student Services departments and offices and academic divisions use internal surveys and quantitative data, such as the number of students participating in an activity, and comparing the retention of the participating students to that of a control group, etc. **(4.B.2)**.

The Assessment Committee selects the *tools, methods, instruments* used to assess attainment of common learning outcomes. Since CAC selected CCSSE and ETS to assess common learning outcomes several years ago (in 2012), the Assessment Committee has been focusing on refining their deployment, particularly in the area of increasing the sample's reliability and validity. For example, CAC has shifted from having honors freshman as the sample for ETS to graduating students being the sample since the former group was not representative of CAC's main graduating students. The college also shifted from having a faculty member coordinate assessment to the Assessment Committee overseeing this process, to provide more consistency and continuity in coordination **(4.B.2)**.

To *assess common learning outcomes*, since 2012 the college has alternated between administering CCSSE one year and ETS the following year. **(4.B.2)**. Each of the four CSLOs has a clearly stated goal for student learning (Figure 1P1.1). CAC benchmarks itself with other medium-size colleges administering CCSSE **(4.B.1)**.

The ETS test identifies the college level skills of reading, critical thinking, writing, and mathematics learned through general education courses without analyzing the content gained in each course. CAC's assessment committee has aligned the college's CSLOs with the test's three levels of proficiency for reading and critical thinking, writing, and mathematics. ETS also reports context data in the humanities, social sciences and natural sciences and scaled scores and proficiency classifications **(4.B.2)**.

The Assessment Committee creates an annual report that includes the scope of work conducted for the annual assessment, the assessment results, and a list of recommendations for faculty and the college community. It shares the report with faculty and other instructional staff. Depending on the assessments results, the committee may recommend approaches to improving student learning in one or more CSLO areas **(4.B.2)**.

CAC's assessment process involves the substantial participation of faculty and other

instructional staff members. The Assessment Committee shares the CCSSE and ETS results with all academic divisions and departments. Guided by these results, faculty devises improvement plans at the course/activity, division, program/department and institutional levels. Additionally, the Assessment Committee provides regular communication about the assessment process to faculty, student services staff, and institutional leadership **(4.B.4)**.

Each year, the faculty, division chairs, deans, vice president for academic affairs and the president's executive team/cabinet review the institution's rates for retention, completion, and transfer, as well as the employment rates for CAC graduates when known. They also review the performance measures in these areas in conjunction with the Board ENDS (goals). The Governing Board regularly reviews these goals and related planned improvements during its monthly meetings. The ENDS themselves are reviewed annually, both winter and summer, at the Governing Board's retreats, with the vice presidents and President Elliott.

Areas not meeting the institution's targets constitute the focus of the following year's improvement plans and efforts. Academic leadership and faculty work together to make improvements to address the deficit(s). If student improvement does not improve or declines, Academic Affairs will create a plan to improve learning outcomes going into the next academic year **(4.B.4)**. The institution also assesses student achievement in the CSLOs by assessing data on transfer rates, national licensure pass rates, employment rates of CAC graduates, and employer satisfaction **(4.B.4)**.

IR1 RESULTS
What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level?

Central Arizona College deploys CCSSE in a random sample of classes. The number of students responding was 1252 in 2011, 1320 in 2013, 1213 in 2015, and 1274 in 2017. (Although CAC participated in CCSSE in 2017, the college has not provided the 2017 results in some of the figures below since the survey's administrator changed the questions for these areas. These changes make comparisons between the 2017 results and those for earlier years unwieldy.)

In late 2017, the college invited all declared graduates to participate in the ETS test. (Graduating students are those who have applied to graduate with a CAC certificate or degree, including an AGEC [Arizona General Education Curriculum] certificate for transfer). In spring 2018, almost 250 graduating students participated in the test. Of the students who undertook ETS, 37 finished enough of the test to have completed it (according to ETS guidelines).

CSLO 1: Cultural and Civic Engagement
Figures 1R1.1 to IR1.4 provide CAC's CCSSE results that align with *CSLO 1, Cultural and Civic Engagement*, and corresponding benchmark CCSSE data from medium size colleges. Figure 1R1.1 provides the CCSSE results for "Working Effectively with Others." It shows that CAC scored higher than its peer institutions for two years out of five and very little difference in the scoring between the college and its peers for 2013 and 2015. In 2018, CAC scored 2.83.
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Figure 1R1.2 provides the CCSSE results for "Understanding People of Other Backgrounds." As shown, CAC scored higher than the average for its peer institutions in each year. For example, in 2015, the college scored 2.55, whereas its peer institution's average score was 2.48. This result may be attributed to the institution's efforts to promote inclusiveness and the diversity of both the college's student body and its service area. Students from minority backgrounds comprise the majority of the college's student population.

Figure 1R1.3 provides the CCSSE results for "Developing a Personal Code of Values and Ethics." As shown, except the results for 2011 (when CAC scored 2.55, and its peer institutions averaged 2.41), the annual differences between CAC's scores and the average score for its peer institutions are insignificant.

Figure 1R1.4 shows the CCSSE results for "Contributing to the Welfare of Community." While CAC's CCSSE result of 2.05 for 2011 was much lower than the average result (2.41) for its peer institutions, the differences in the results for CAC and its peer institutions were slight in later years.

CSLO 2: Integrative Knowledge
Figures 1R1.5 to IR1.7 provide three key CCSSE results that align with *CSLO 2, Integrative Knowledge*. Integrative knowledge is the ability to identify, comprehend, apply, and synthesize facts, concepts, theories and practices across a broad and specialized knowledge area. Figure 1R1.5 shows that the college's CCSSE results for "Writing Clearly and Effectively" improved significantly during the 2013-2015 period. In 2011, CAC scored 2.61, well below its peer institution's average score of 2.77. In 2015, the institution's CCSSE score for this

area was 2.81, higher than its peer institutions' average score of 2.79. The college attributes its improved result to adopting an accelerated learner program (a co-requisite model) for developmental-level English, which moves students more quickly to college-level writing classes.

Similarly, Figure 1R1.6 shows a significant improvement in the college's CCSSE scores for "Speaking Clearly and Effectively." In 2011, the college's CCSSE score for this area was 2.55, whereas its score for 2015 was 2.70, almost the same as the average score for its peer institutions. The college attributes this improvement to the accelerated learning program/co-requisite model having a positive impact on students' spoken communication skills.

The upward trend continues in Figure 1R1.7 "Using Computer and Information Technology." In 2011, CAC's score for this area was 2.72, slightly lower than the 2.79 average for our peer institutions. In 2015, CAC's score was 2.86, higher than our peer institution's score of 2.83. This improvement may be attributed to the improvement in reading comprehension since it often improves educational outcomes in all areas.

Figure 1R1.8 provides the annual ETS Level 2 results for 2012, 2014, and 2016. The Assessment Committee has aligned the Level 2 ETS results with the writing, reading, and mathematics skills levels required for *integrative knowledge* (CSLO 2). The results show that CAC has a greater percentage of students proficient in writing, reading, and mathematics than many other institutions. In all comparisons of the skills sub-scores, the students who completed the ETS in 2012 scored consistently higher than CAC students who

completed the test in the other years. They also scored higher than the students did in similar institutions.

CAC conducted an ANOVA test (Bonferroni's Method) that determined the change in the sample from honor students to graduating students did not influence the outcomes. In other words, CAC's results for the ETS assessment conducted during 2012-2016 remained relatively consistent, with no discernible upward or downward trend.

CSLO 3: Personal and Professional Skill
Figures 1R1.9 to 1R1.13 provide the college's CCSSE results that align with CSLO 3, *Personal and Professional Skill*. As these figures indicate, CAC is below its peers in the areas of students acquiring a job and work-related knowledge and skills, understanding themselves, self-improvement/personal enjoyment, and gaining information about career opportunities. CAC recognizes that it is not meeting its targets for student learning in personal and professional skills and must make improvements in this area.

Figure IR1.14 provides the Level 1 ETS results for reading, writing, and mathematics. The Assessment Committee has aligned Level 1 of ETS with the reading, writing, and math proficiency required for personal and professional skills (CSLO 3). CAC students score higher than the peer averages for ETS reading, writing, and mathematics. Nevertheless, CAC is not meeting its target for student proficiency in reading, writing, and math for this CSLO and needs to improve academic performance in this area.

CSLO 4: Reasoning Skills
Figures IR1.15 and IR1.16 provide some key CCSSE results that align with CSLO 4, *Reasoning Skills*. The college's CCSSE

scores for Thinking Critically and Analytically (Figure 1R1.15) and Solving Numerical Problems (Figure 1R1.6) were below the norm for its peer institutions, with the caveat that its 2017 results for Solving Numerical Problems were slightly higher than the average.

Central Arizona College recognizes the need to both address below-average scores in critical thinking and improve the scores in all areas so they are meeting the institution's targets. Enhancing CAC students' critical thinking skills is a priority for CAC's academic leadership. The Assessment Committee's annual report for 2018 recommends providing additional remediation in critical thinking.

Figure 1R1.17 provides the Level 3 ETS results for reading, writing, and mathematics. The Assessment Committee has aligned Level 3 of the test with the higher-level reading, writing, and mathematics proficiency required for Reasoning Skills (CSLO 4). Except for the results for 2012 (when CAC's sample was honor students), there is little difference in CAC's results and those of its peer institutions.

When honors students comprised CAC's ETS sample in 2012, CAC fell below the national average in reading, but far exceeded the national norm in mathematics. The below average score in reading may be attributed to CAC having a relatively large number of non-native English speakers in its cadre of honors students. In subsequent years, when graduating students were the sample, CAC was much closer to the national benchmark average and met or exceeded the norm in all areas except for writing in 2013.

1I1 IMPROVEMENTS
Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years?

In 2017, the Assessment Committee revised the overall assessment of CSLOs process to strengthen focus on the institutional level assessment. This revision leads to a new process whereas any area where there is a decline in results will be an improvement focus area for the following year as part of the assessment plan.

To address the deficiency in students' professional skills (identified by CCSSE), the vice president of academic affairs will require all academic chairs and directors to ask faculty to add additional activities in all classes that address professional skills. Student Services has incorporated teaching components of professionalism (such as being on time to and prepared for class, communicating with instructors, and managing time) into New Student Orientation, Summer Bridge programming, and Resident Life's orientation for new students.

To address the deficiency in students' reasoning skills, CAC is providing faculty with professional development in teaching critical thinking skills. This approach includes an effort to make faculty more aware of student learning shortcomings in these skills.

To increase student performance in reading, writing, and mathematics, CAC has implemented several improvements during the last few years. For example, the college now has an accelerated learning program/co-requisite model for developmental writing and reading.

Designing and implementing guided pathways is the institution's most significant planned improvement. Guided pathways involve students following clear and coherent program maps that include progress milestones, specific course sequences, and program learning outcomes. It will probably take several years to implement and streamline these pathways fully.

1.2 PROGRAM LEARNING OUTCOMES

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES
Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes.

The Assessment Committee, the program review coordinator, and faculty chairs and directors review Central Arizona College's program learning outcomes each year *to ensure alignment with the college's mission, vision, and values, educational programs, and degree levels*. The Governing Board also reviews the alignment via Board Monitoring ENDS reports. Figure 1P2.1 delineates the process for selecting and aligning the program learning outcomes.

CAC uses its annual CCSSE results to demonstrate claims it makes about contributions to its students' educational experience by aspects of its mission, such as community engagement, experiential learning, and service learning. CCSSE

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provides a qualitative measure of student learning through these activities **(3.E.2)**.

To *determine program outcomes*, CAC employs capstone courses, exit exams, national certification exams, registration and licensure exams, and information gathered from employers of graduates, practicums, and internships. The college uses Arizona State System for Information on Student Transfer (ASSIST) data to track transfer students' progress and success. Faculty determines the program outcomes/objectives for its programs. For allied health programs, nurse education, and programs that lead to a professional certificate, industry or accrediting body standards prescribe the learning outcomes. University transfer requirements also determine program outcomes.

For CAC's allied health programs and nurse education, for example, the college track outcomes of board licensing exams. The college expects its allied health program students to pass at or above the state or national average, depending on the actual exam. For nursing, CAC seeks pass rates at or above the Arizona average since the college's nursing students sit a national licensing exam administered by the state board for nurse education. For CAC's career and technical programs, the college looks at national licensure pass rates, such as the NIMS pass rate for welding.

Guided by the CCSSE and ETS results, faculty and other instructional staff make improvement plans at the course/activity, division, program/department and institutional levels. Faculty also reviews any applicable federal or state requirements that may affect CAC using program outcomes to guide improvements in student learning **(4.B.4)**.

Central Arizona College deploys several practices to *articulate the purposes, contents, and level of achievement* of program-level outcomes. Divisions, usually through chairs or directors, provide information about program-level purposes, content, and results to faculty via division meetings and emails. CAC students receive this information through program orientation and program handbooks, and through additional group communications with faculty and program directors. Programs share this information with other stakeholders, such as clinical and industry partners, program advisory committees, and employers. Academic Affairs also shares achievement levels college-wide via each division's webpage and the CAC Fact Book. The broader community receives this information via the CAC Fact Book. Divisions and programs also share the results with program accreditation agencies and community groups such as the local chambers of commerce and other business and educational organizations, including local K-12 schools (via recruiting and outreach efforts), and university partners that have transfer arrangements with CAC. The results of CAC students sitting board licensing exams are shared with program advisory committees and embedded in program reviews.

Additionally, CAC's Academic Assessment Committee an annual report that includes the scope of work conducted for the annual assessment, the assessment results, and a list of recommendations for faculty and the college community. The assessment committee shares the report with faculty and other instructional staff **(4.B.1)**.

The faculty is primarily responsible for ensuring that the prescribed learning outcomes *remain relevant and aligned with student, workplace, and societal needs*.

Faculty for programs with advisory boards will confer with these boards about the program outcomes. The faculty and directors of programs with external accrediting agencies ensure the program outcomes meet accrediting requirements. The external accrediting bodies also monitor these programs to ascertain that outcomes meet their requirements. Faculty participates in statewide articulation groups to ensure that the outcomes of transferable courses continue to meet the universities' requirements. Board licensure and advisory committees play roles in ensuring that these standards are met.

As noted above, dozens of CAC's curricular and co-curricular activities align with the CSLO for Cultural and Civic Engagement and thus expose students to diverse communities and culture. The faculty and Student Services staff assess curricular and co-curricular activities respectively to ensure these programs remain relevant and aligned with student, workplace, and societal needs. This assessment often results in discontinuing activities and substantially revising others to improve exposure to cultural diversity (**3.B.4**).

CAC faculty and Student Services staff such as those responsible for student engagement *design, align, and deliver co-curricular experiences to support learning,* through the process outlined in Figure 1P2.2. For the dean of student services to approve a newly proposed co-curricular activity, it must align with the college's mission, vision, values, and strategic goals (**3.E.1**).

The college's departments, student clubs and organizations, and the Student Government Association sponsor the many student activities available at each CAC location/campus. Clubs and organizations

include and are not limited to the American Welding Society, Beta Upsilon Sigma Business Club, DREAMers@CAC, Diesel Club, Pride Alliance at Central Arizona College, Student Nursing Association, Phi Theta Kappa International Honor Society, Christian Challenge Club, and CAC Agriculture Club. Each club has a CAC employee as a sponsor and an advisor. The Student Government Association promotes student engagement by sponsoring activities, offering programs, developing leadership potential, and coordinating clubs and organizations. A full-time staff member supports this group.

To assess institutional-level achievement of the learning outcomes that CAC claims for its curricular and non-curricular areas, CAC alternates between administering CCSSE one year and the ETS Proficiency Profile test the next year. A qualitative measure, CCSSE assesses student learning in both curricular and non-curricular areas. The quantitative ETS test identifies the college level skills of reading, critical thinking, writing, and mathematics learned through general education courses, without analyzing the content gained in each class. The college has aligned the CCSSE and ETS questions with the CSLOs (**4.B.2**).

The faculty and division chairs, working collaboratively with the program review coordinator and the assessment committee, *select the tools, methods, and instruments to program learning outcomes* for curricular programs. This work involves the college's regular, long-standing program review process, which has recently been streamlined and revised. The program review process focuses on each curricular area across the institution.

The process to the select tools, methods, and instruments to measure the outcomes of

curricular programs also involves evaluation of program expectations and reviewing the best practices for assessing outcomes. The faculty consults with chairs, directors, and deans, reviews industry standards, and studies the practices of similar institutions (via direct communication and benchmarking) to select assessment tools and methods for curricular programs. Faculty also receives assistance from CAC's Curriculum Committee and AZTransfer, the body that oversees articulation among Arizona's community colleges and state universities. To select assessment instruments for programs accredited by external agencies, the programs' faculty will review the accrediting bodies' requirements for assessment.

Measures such as CCSSE and employer surveys supplement the assessment of programs learning outcomes. Faculty assesses the attainment of program learning outcomes with tests, third-party assessments, papers, portfolios, and surveys that ask students and employers to provide feedback on student learning. The advisory boards of programs also have input into the assessment methods used, as do the accrediting agencies for programs. To this end, faculty confers with advisory boards about the assessment of program learning outcomes and closely monitor the accrediting agencies' requirements for assessing these outcomes. CAC uses CCSEE to assess the institutional-level learning outcomes of co-curricular programs (**4.B.2**).

Central Arizona College assesses *program learning outcomes* in curricular and co-curricular areas through a model based on Walvoord's three steps for assessment. As noted, this process involves the significant involvement of faculty, other instructional and non-instructional staff, and formal assessment and curriculum committees. The

process to assess the program learning outcomes may result in revising or re-aligning these measures, as shown in Figure 1P2.3 **(4.B.4.)**.

Each of CAC's certificate and degree programs has its own explicitly stated goals based on its expected learning outcomes. In many cases, an accrediting organization prescribes a program's learning outcomes. Each program outcome aligns with at least one CSLO. For example, the Early Childhood Education degree's program learning outcome of "analyze and explain the multiple historical, philosophical, and social foundations of the early childhood profession and how these influence current research, thought, and practice" aligns with CSLOs 1 and 2. CAC provides the program learning outcomes for each program on its website **(4.B.1).**

CAC assesses achievement of program learning outcomes by measuring licensure and transfer rates for associate of arts, sciences, and business degrees, and pass rates on board exams and licensure exams for certificates and associate of applied science degrees. Institutional-level measures of program learning outcomes (provided below) include the percentage of CAC students who attain industry-recognized credentials, employer satisfaction with CAC graduates, and transfer rates **(4.B.2)**.

1R2 RESULTS
What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2.

Regarding the *overall level of deployment of program assessment***,** all of the college's academic programs engage in regular assessment; every CAC degree and

certificate program has measurable student learning outcomes. The college's Office of Institutional Research collects and centralizes all of this data on an ongoing basis. The figures referred to below only include performance measures that the assessment committee established as well as targets (identified with [SP]) set in the college's 2012-2017 Strategic Plan.

Figure 1R2.1 shows that the percentage of CAC occupational program graduates (93 percent) who gained an industry-recognized credential is slightly higher than the average percentage (89 percent) of such graduates from Arizona's community colleges and community colleges across the country. CAC attributes this outcome to the majority of its career and technical programs being aligned with industry-recognized credentials. The college recognizes the importance of its students graduating with an associate degree or certificate and industry-recognized credentials.

CAC's annual Higher Education Partnership survey provides an approximate (indirect) measure of whether employers think CAC graduates have sufficient skills and knowledge. (Employers respond to the survey and are usually most concerned about workforce development issues.) Figure 1R2.2 shows the percentage of organizations satisfied with their relationship with CAC bottomed out at 69 percent in 2016 and then increased to 72 percent in 2017. The decline in satisfaction between 2015 and 2016 may be attributed to the fierce public battle that CAC was having over its property tax levy and the associated tumultuous transition in the senior administrative leadership and Governing Board.

If the majority of CAC's programs are performing at least adequately, the transfer rates for its associate degree programs, and for students completing AGEC, should meet or exceed the state average for community college transfer. Figure 1R2.3 shows that the college's fall-to-fall transfer rate (34 percent) was higher than the norm (31 percent) for Arizona's other community colleges in 2013-2014 and was equal to these colleges' norm (30 percent) in 2015- 2016. It also shows that our institution's transfer rate was higher than the national average (25 percent) for all three years. Nevertheless, it is widely accepted that the state and national rates of community college students transferring to four-year institutions are unacceptably low. CAC recognizes the opportunity to improve its transfer rate, so it is on a par with the transfer rate of top-performing community colleges.

1I2 IMPROVEMENTS
Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

In 2017, the Assessment Committee revised the assessment of program learning outcomes to strengthen the focus on the outcomes of entire degree and certificate programs and to reduce the emphasis on individual programs' results. Due to this revision, any deterioration in the results for the CSLOs will be a focus for improvement in the following year as part of the assessment plan for that year.

As noted, research and discussion among constituent groups has led to a decision to design and implement guided pathways as a means to improve all student outcomes, but particularly transfer outcomes.

To support the guided pathways model, Student Services will assign career coaches (formerly known as advisors) based on the pathway a student has selected. The student and his or her career coach will work together to plan his or her academic path to completion and will discuss career options. Upon completion of about 50 percent of his or her program, the student will be introduced to a faculty coach from within the selected pathway, to discuss specific workforce or transfer issues or to prepare for transitioning to the workplace or university.

1.3 ACADEMIC PROGRAM DESIGN

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES
Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.

Central Arizona **College** *identifies stakeholder groups and determines their educational* needs through its Strategic Planning Process (SPP) primarily, as shown in Figure 4P2.1. This process operates on a three-year cycle and involves a broad group of constituents that include senior leadership, faculty and staff, the presidents of the three employee association groups, and various directors. The college develops its new strategic plan during the existing strategic plan's third (and last) year.

In 2016, President Elliott began this process with district-wide forums to share data with the college community and elicit input. This process, called Charting CAC's Future, initiated the Strategic Planning Committee's

work. The Governing Board's ENDS goals align with the strategic planning process. During the SPP, the college identifies student stakeholder groups and their needs through analyzing student demographic data, reviewing learning outcomes for various student groups (e.g., Hispanic, low-income, and other traditionally underrepresented students), assessing existing programs and services to meeting student needs, and reviewing research studies about addressing student needs (**I.C.2**).

New information about stakeholder groups and their educational programming needs often comes from a variety of sources. Sometimes an interest group from the community or industry contacts CAC to propose a program and may advocate forming a partnership to provide it. Assessing existing activities within a program may lead the college to identify a gap and need in its services to students and the community.

Any employee or community member may bring a recommendation about programming for stakeholders to academic and student services leadership. Nevertheless, the faculty has the responsibility to develop curriculum, and executive approval, based on labor market and other data, is necessary to implement a new program of study.

Academic and student services leadership will create working groups to identify the needs of traditionally under-represented students, such as low-income, first-generation college, and minority students. For example, two years ago, CAC formed a committee to explore equity issues and solutions at the college, since Hispanic students are under-performing, as measured by their retention, completion and transfer rates. Their transfer rate (14 percent) is almost 50 percent lower than the college's overall transfer rate (27

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percent). The equity committee reviewed demographic data about the identified students, explored the students' educational needs related to enrollment, persistence, and transfer, and identified existing and potential advocates for them within the college system **(I.C.2.)**.

This type of exploratory work often results in the college creating programs or assigning staff to address equity issues. For example, Student Services recently established a Veterans Center to centralize and streamline the provision of services for our veteran population. CAC recently formed the Center for Diversity and Inclusion, dedicating to fostering students' greater understanding of diversity issues and multi-culturalism. The college has a wide array of student clubs and organizations, including those for traditionally underrepresented students. Additionally, the institution has the strategic goal for its students to "participate in diverse environments while demonstrating global citizenship and social consciousness" **(I.C.1)**.

The Strategic Planning Process also enables CAC to *identify other key stakeholder groups and determine their needs*. These groups include advisory committee members, industry partners, local K-12 school districts, transfer partners/universities, workforce development organizations, and local and regional industry.

Representatives of key stakeholder groups provide input about their needs at the Strategic Planning Process's community forums. Conducted every three years, the Strategic Planning Process seeks and obtains feedback that identifies primary stakeholder groups and their needs **(1.C.1)**.

CAC employees also identify other key stakeholder groups and their needs during the annual operational planning process. They review community and student-level data that helps identify key stakeholders and their needs, and hold conversations, both formal and informal, with groups of stakeholders and individuals **(1.C.1)**.

Frequent communication with local nonprofit and human services organizations, such as Pinal Hispanic Council, Hispanic Leadership Institute, and the Central Arizona Human Resource Agency, is also helpful in providing information about under-represented populations and their needs. These organizations give voice to individuals from key stakeholder groups that otherwise might not be heard. Additionally, program advisory board meetings often yield valuable information about key stakeholder groups and their needs **(I.C.2)**.

To *develop and improve responsive programming* to meet all stakeholders' needs, CAC confers with its stakeholders, has an approval process for new and revised programming, and conducts ongoing program assessments. Divisions proposing new vocational and academic programs assess hiring needs by conducting local industry surveys. The college also assesses current and future job demand and wage data.

As a minority-serving institution with Hispanic Serving Institution (HSI) designation, CAC pays special attention to addressing challenges that under-represented students face in entering STEM and other professional fields **(I.C.1)**. Since 2012, CAC has had several grant-funded efforts (totaling approximately $5 million) to create programs and activities that enhance traditionally underrepresented students

interest in and preparation for STEM fields **(I.C.2)**.

The faculty *selects the tools, methods, and instruments to assess the currency and effectiveness* of academic programs. As noted, to ensure that new programs will be effective and current, the responsible faculty member completes a thorough initial needs assessment as part of the approval process. The vice president of academic affairs gives final approval for implementing a new program.

A team of internal peer reviewers (i.e., faculty members) completes an extensive review of every academic program once every five years. This process involves in the reviewed degree or certificate program completing a self-study that uses quantitative and qualitative data. A team of internal peer reviewers evaluates the program using the information provided in the self-study. Policy and Procedure 575 governs academic program review.

Central Arizona deploys four key processes to *review the viability of courses to change or discontinue them when necessary*.
(1) As per the process outlined in Figure 1P3.1, the division or discipline area evaluates the viability of courses annually and may change or discontinue them when needed. The review criteria include enrollments over time, student enrollment, retention and completion, statewide articulation information and trends, and labor market analysis. Low enrollment may require changing or discontinuing a class.

(2) The faculty monitors the ability of a course to transfer to four-year institutions annually through the articulation process.

(3) In conjunction with the discipline's

faculty, division chairs and dean or director, every five years the curriculum office monitors the currency and effectiveness of course curriculum through the Academic Course Review Evaluation System (ACRES).

(4) The academic program review process evaluates each certificate and degree program once every five years. Each review evaluates the program's effectiveness, viability, strengths and weaknesses, and its alignment with community needs and the college's mission and vision. The review also identifies whether the program requires additional resources, such as instructors, technology, facilities space, and funding. Courses with persistently low enrollment or not meeting other performance goals are likely to be revamped or discontinued.

IR3: RESULTS
What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

The number of students enrolling in CAC programs, completion rates, and transfer rates are high-level measures of whether programs are current and meet the needs of the institution's diverse stakeholders. The college's Office of Institutional Research collects all data required for these measures.

Figure 1R3.1 provides the annual program enrollment for 2014-2016. During this period, overall enrollment declined from 7,163 students in 2014 to 6,609 students in 2016. This decline mirrors the decreasing community college enrollment that occurred across the country, as the economy improved after the Great Recession. While CAC's degree program enrollment remained relatively steady during this period, its certificate program enrollment dropped

noticeably from 1,460 students in 2015 to 1,256 students in 2016.

This decline may be attributed to job seekers finding improved access to the workforce as employers reduced barriers to job entry in response to a tightening job market. Additionally, Chandler-Gilbert Community College (CGCC), CAC's nearest competitor for students, launched several new certificate programs during 2014-2016. CGCC is less than 35 miles from CAC.

Figure 1R3.2 provides CAC's annual program completion data for 2014- 2017. While the college's overall enrollment (Figure 1R3.1) declined during 2014-2016, the number of students who completed its degree and certificate programs increased from 824 in 2014/15 to 1015 in 2016/17. We partly attribute this result to the well-established relationship between economic conditions and college completion. As the economy emerges from recession, the number of students who simply attend college because they are unable to find work declines, while the proportional number of students more dedicated to attaining a credential increases. The transfer rate is also a measure of whether programs are current and meet diverse stakeholders' needs. Students who find their program of study to be engaging and meeting their needs are more likely to transfer than disengaged, unsatisfied learners. As shown in Figure 1R2.3, the college's transfer rate was stable at 30 percent between 2014 and 2016 and increased to 34 percent for 2016.

1I3: IMPROVEMENTS
Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

In September 2012, CAC launched an AQIP Action Project to improve the academic program review process. The faculty revised the process to make it more instructor-driven and to replace reviewing divisions with reviewing degree and certificate programs.

In 2017, the Academic Program Review Committee revised the program review process to strengthen its focus on sustainability, viability, and current and future labor market needs. The revision involves using more quantitative data (such as enrollment, completion, and transfer rate data) to measure program effectiveness and viability. This improvement should lead to the college being more adept at selecting programs for elimination and revision.

1.4 ACADEMIC PROGRAM QUALITY

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

IP4: PROCESSES
Describe the processes for ensuring quality academic programming.

To determine the preparation required of students for specific curricula, programs, courses, and learning, Central Arizona Colleges has several processes. The curriculum and academic program review committees conduct regularly scheduled internal monitoring of students' academic progress to assess the preparation needed. Some programs use advisory groups to enhance understanding of external stakeholders' requirements, which may influence the degree of preparation that students need. Also, various programs adhere to their accrediting bodies' requirements for student preparation as well as the requirements for preparation

delineated in articulation agreements with universities.

Faculty members also learn about changing requirements for student preparation by attending local and national conferences specific to their disciplines. Various CAC faculty and the curriculum office staff also participate in content-specific statewide articulation task forces (ATF), which enable them to learn about curriculum and program changes that affect matriculation and transfer.

The college *communicates* the required preparation for special programs, courses, learning, and curricula to prospective, new, continuing and transferring students via a variety of methods. High school students receive letters, emails, phone calls, and texts from CAC advisors. They may attend information sessions at high school and may participate in CAC's high school to college programs (First Step, Early College, and Dual Enrollment). Additionally, CAC recruiters visit regional high schools and college fairs, and the college provides workshops for high school counselors. Also, the institution communicates the required preparation for its programs and courses via its website and online catalog.

The processes to support communication with new and prospective students also include student orientation sessions, program information sessions, campus tours, and Summer Bridge programs. These resources, as well as co-curricular and student involvement opportunities, support communication with continuing and transferring students.

Central Arizona College exercises authority over the pre-requisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty

qualifications for all its programs, including dual credit programs. CAC maintains this authority through the review and monitoring of faculty qualifications, curriculum review processes, and the academic program review process. This authority extends to dual credit, dual enrollment, and early college programs. CAC holds all programs to academic standards it has established, the standards set by external accrediting bodies, or transfer requirements **(4.A.4)**.

The academic program review process evaluates each CAC program once every five years for *rigor*. It assesses the programs' effectiveness in achieving their stated educational goals and their qualities and strengths, as determined by qualitative and quantitative data. Externally accredited programs must maintain up-to-date curriculum and meet the performance level thresholds required by their accrediting bodies. The Curriculum Committee reviews and approves all new curriculum before its deployment. This review ensures that the curriculum is current and meets internal and external performance requirements **(3.A.1)**.

Additionally, to ensure that program rigor and learning goals are consistent across all modes of delivery and at all locations, CAC has standard syllabi requiring a minimum amount of information such as course standards, outcomes, and information regarding special needs. The college holds orientations for adjunct faculty at the beginning of each semester to share pertinent information, expectations, and an opportunity to participate in professional development activities **(3.A.1)**.

Central Arizona College uses the Academic Course Review Evaluation System (ACRES), a statewide database of community college curricula, to provide and review information relevant to curricula.

ACRES supports CAC's ongoing examination of curricula and helps the institution determine whether curriculum meets all required standards. It allows the college to more readily engage in effective articulation and transfer with all other state institutions, including its four-year counterparts. The Arizona Course Evaluation and Transfer System (ACETS) also monitors course transferability **(3.A.1)**.

All CAC courses follow prescribed learning outcomes, and the institution holds them to the same quality standards. Each course's learning outcomes are identified on the college's website, in the online catalog, and in its syllabus **(3.A.3)**.

The institution articulates and differentiates learning goals for every certificate and degree program. Each program's learning goals are communicated to students and other interested parties via the CAC website and through outreach/marketing materials. CAC's certificate and associate degree programs' differentiated learning goals are established and subsequently maintained through the curriculum review and academic program preview processes **(3.A.2)**.

Central Arizona College monitors the number of students transferring to other colleges and universities. To monitor transfer to in-state community colleges and universities, CAC uses Arizona State System for Information on Student Transfer (ASSIST). To monitor transfer to institutions outside of Arizona, CAC uses the National Student Clearinghouse. Additionally, individual divisions or departments maintain contact with graduates and their employers to follow up on their progress. In some instances, this follow up is required for continued accreditation. This monitoring enables faculty to make informed decisions about changing programs to maintain or

increase their rigor.

State and national accrediting bodies require that several of the college's advanced degree programs monitor student success, employment rates, and admission. CAC also implements and monitors industry-specific mandates from accrediting organizations. This process helps ensure programs are producing graduates ready for successful employment and admission into higher levels of learning.

Central Arizona College currently has dual credit programs in several local high schools, in hybrid, online, and face-to-face formats, as well as with four joint technology education districts (JTEDs). CAC's director of recruitment, in conjunction with Academic Affairs, maintains and exercises authority over the dual credit courses in Pinal County high schools. Nevertheless, CAC always collaborates with the local high schools regarding the courses desired, class scheduling issues, HLC certification of high school teachers who teach dual enrollment, and student placement testing, among other matters concerning courses provided under the college's umbrella **(4.A.4)**.

This authority includes determining the prerequisites for courses, the courses' rigor, expectations for learning resources, and the qualification required for the faculty teaching the classes. To ensure that the dual credit courses are equivalent in learning outcomes and levels of achievement to its higher education curriculum, CAC conducts course-level assessment for these classes **(4.A.4)**.

The college ensures that assessment takes place at the course level in dual enrollment courses, the syllabus and course materials meet the standards of those used in regular

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college classes, and students meet placement requirements for reading, writing, and math **(3.A.3)**.

The institution also tracks achievement rates of dual enrollment classes to ensure that students are successful in these classes. If student achievement is lagging, CAC faculty and the high school teachers work together to create improvement plans, and then continue to track student success. The dual-credit class teachers may refer students for tutoring or additional support, just as is done for students in non-dual enrollment classes. CAC provides these students access to on-site tutoring and services at the college campuses, and to online tutoring **(3.A.3)**.

The dual credit curriculum aligns with the pertinent program outcomes, and, where relevant, the institutional outcomes. CAC ensures that students in dual enrollment classes learn material equivalent to their counterparts in regular college classes. In other words, CAC expects dual enrollment classes to have the same level and rigor of instruction and the same outcomes as its regular college courses. To be placed in a dual credit class, the high school student must first complete Accuplacer placement testing to ensure that he or she is ready for college-level work **(4.A.4)**.

Students seeking to *transfer credits* to CAC complete the Transcript Evaluation Request form and submit it to the institution's Records and Registration Office. The college requires transfer courses to be sourced from regionally accredited college or university. Transfer students are required to supply official transcript(s) from any previous college(s) for the evaluation of transfer credit(s) **(4.A.2)**.

CAC's transfer policy ensures that credits transferred from other institutions of higher education meet the college's academic standards. CAC will not accept courses with a grade of 2.0 or less and only accepts credits from accredited institutions **(4.A.3)**. The college participates in the College Level Examination Program (CLEP) and is in the process of developing a prior learning assessment process.

To *select, implement, and specialized accreditation,* the faculty and division chairs review the appropriate accreditation requirements and consider factors such as cost, the reputation of the accrediting bodies, the benefits that the accreditation offers to students, and the resources required to maintain the accreditation. The faculty considering the accreditation of a program may also benchmark similar programs provided by other institutions in the region and identify their sources of accreditation, if any. The faculty conducting this research shares its findings with the division chair, the dean overseeing the program(s), and the vice-president of academic affairs. These faculty and administrators subsequently make a shared decision whether to seek accreditation for the program **(4.A.5)**. The faculty who teach the program and in some cases the division chairs who oversee it are responsible for *maintaining* its accreditation.

CAC uses several methods and measures to *assess its graduates' learning attainment*. As noted above, the college uses the ETS test to measure its graduating students' attainment in reading, writing, and mathematics. In 2017, 250 graduating CAC students participated in ETS, and 37 completed it.

Most of CAC's career and technical programs, its nurse education program, and its allied health programs use state or

national certification exams to assess their graduates' learning attainment. CAC collects graduation data on all its degree and certification programs annually. Division chairs and faculty also use survey data to evaluate the extent to which program graduates are gaining employment in the fields for which they trained. **(4.A.6)**. As outlined above, the Curriculum Committee and the academic program review process ensure that each certificate program and associate degree program maintains differentiated learning goals **(3.A.2)**.

Through conferring with faculty and academic administrators and conducting research, the academic program review, assessment and curriculum committees *select the tools* to assess program rigor across all modalities. Most of CAC's allied health and career and technical programs have advisory committees, which help faculty determine how to assess learning outcomes. CAC's participation in AZTransfer, the non-profit statewide organization that facilitates articulation and transfer, also helps the college to select tools to measure student-learning outcomes in programs that transfer to the state universities.

1R4: RESULTS
What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4.

Central Arizona College uses CCSSE data as an institutional-level measure of its academic programs' quality. As noted, the number of CAC students that responded to the survey was 1252 in 2011, 1320 in 2013, 1213 in 2015, and 1274 in 2017. The college also deploys the Higher Education Partnership survey to gauge key stakeholders' views about the quality of its

academic programming. In 2017, 130 organizations and individuals (such as individual consultants who provide services to CAC) responded to this survey.

As measured by CCSSE, the percentage of CAC students who rate their overall entire educational experience favorably (Figure IR4.1) is almost the same as the ratings received by CAC's peer institutions, except in 2015. In that year, the percentage of CAC students who rated their entire education favorably dropped to 79 percent, probably due to a protracted public argument over the college increasing its property tax rate, which may have cast a pall over the entire institution. In 2017, the percentage of respondents who rated their overall educational experience as good to excellent rebounded to 86 percent.

Figure 1R4.2 provides the CCSSE results for the percentage of students who find their courses to be challenging. It shows that the percentage of CAC students who find their courses to be challenging increased between 2011 and 2017, and is now the same as the percentage for our peer institutions.

Active and collaborative learning is also a hallmark of quality education programs. Figure 1R4.3 shows that the percentage of CAC students (50 percent) who experienced active and collaborative learning is the same as the percentage of students who experienced this learning at our peer institutions. CAC places particularly close attention to this measure since national research shows that collaborative learning is particularly effective with women and students from under-representative backgrounds.

Figure IR2.2 shows that a substantial majority of CAC partners who responded to the Higher Education Partnership

Survey have a favorable view of their partnership with the institution. This is a potential indicator that our partners have a favorable view of the quality of our academic programming. In 2017, 72 percent of 130 respondents to this survey indicated that they were satisfied with their relationship with the college.

1R4: IMPROVEMENTS
Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

In spring 2012, Central Arizona College launched an AQIP Action Project dedicated to implementing the tenets of Quality Matters to improve the design of our online and hybrid courses. All of CAC's faculty must follow Quality Matters design principles for online and hybrid courses.

In spring 2014, the college implemented an AQIP Action Project to pilot various components of competency-based education in a welding certificate and degree program and developmental mathematics. This pilot proved to be ineffective in improving student learning in developmental math and is not suitable for replication.

Designing and implementing guided pathways is the college's most extensive effort to improve student success in its academic programs. This model will also provide wrap-around services and career coaching for students.

1.5 ACADEMIC INTEGRITY

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

IP5: PROCESSES
Describe the processes for supporting ethical scholarly practices by students and faculty.

Central Arizona College has several processes and practices to safeguard *freedom of expression and integrity in research and scholarly activities* (**2.D**). At the faculty level, the college defines and communicates teaching and learning expectations through strategic and operational planning. The institution aligns teaching and learning expectations with its mission to "ensure all Pinal County residents have access to high quality innovative post-secondary opportunities." Integrity in research and other scholarly activities is a hallmark of quality higher education programming.

College Policy 581 outlines the college's commitment to academic freedom and freedom of expression. College Policy 502 outlines the institution's ethical principles and the code of conduct to which employees, including faculty, are expected to adhere.

When faculty is hired, and during appropriate times during the year, the college shares the following information with them: standard syllabi, office hour policies, the CSLO participation requirement, intellectual rights policy, academic freedom policy, and the academic program review requirements. Faculty and instructors who fail to meet the college's standards for ethical research and instruction

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may experience disciplinary action, which can include termination **(2.E.3)**.

The college has an Institution Review Board (IRB) to ensure that research projects protect human research subjects' rights and welfare. The IRB reviews research design and protocols to assure this protection **(2.E.1)**.

CAC has three main approaches to ensuring *ethical learning and research practices* of students. (1) The college has a plagiarism policy, which is included in the annual online catalog each year. Faculty includes this policy in course syllabi and has the responsibility to enforce it.

(2) The college takes allegations of plagiarism seriously, and its ethical standards are enforced through the Student Conduct Committee and by individual faculty. Usually, individual professors addressing academic dishonesty at the course level is sufficient. Many students, once they realize the seriousness and consequences of plagiarism, change their behaviors. When students submit papers through Blackboard, instructors can use this program's plagiarism check tool to help determine that these papers are original and properly referenced. A student who fails to meet these standards may be subject to discipline, up to expulsion from the institution **(2.E.3)**.

(3). CAC's libraries provide students guidance in the effective use of research and information resources. The librarians guide students on how to properly cite references in papers. This guidance usually occurs through one-on-one reference interviews and during class when requested by faculty. The libraries also provide Citation Builder, which helps students properly credit the information sources they use **(2.E.1)**.

(4) A student proposing to research involving human subjects must submit a proposal outlining the proposed study to the College's Institutional Research Board (IRB). The IRB must approve the study before the student starts it.

The institution further ensures the *faculty's ethical teaching and research practices* through Policy and Procedure 557, Employee Discipline and Due Process. Academic integrity is a part of the standard course syllabus **(2.E.2)**. Policies and procedures are in place to enforce ethical and conduct standards, with a variety of sanctions available to correct errant behavior. In syllabi, the faculty is required to include (among other items) course outcomes and standards. The CAC website also provides the outcomes and standards for each course.

To ensure ethical research practices, faculty proposing research involving a CAC or other population must provide the IRB with an outline of the proposed research. The IRB adheres to the federal guidelines for research to make sure that vulnerable populations are protected and aware that they are participating in a research study. All research must conform to the Belmont Report and federal Title 45 Part 46 through IRB approval or exemption **(2.E.3)**.

Faculty and division chairs or directors *select the tools, methods, and instruments* used to evaluate the effectiveness and comprehensiveness of supporting academic integrity. The faculty's review of current tools and their effectiveness and evaluation of possible alternate tools occurs on an "as needed" basis. The faculty meets with their divisions monthly. Academic integrity is of paramount interest to faculty and is part of ongoing professional discussion and review.

IR5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5.

To gauge the efficacy of its overall efforts to foster academic integrity, Central Arizona College deploys CCSSE, which allows comparisons with a national peer group (medium colleges). As noted, the number of CAC students that responded to the survey was 1252 in 2011, 1320 in 2013, 1213 in 2015, and 1274 in 2017.

The college also reviews employee feedback from the annual Great Colleges to Work For (GCWF) survey. In 2014, 126 CAC employees completed the survey, a response rate of 39.4 present. In 2015, the response rate was 48 percent, with 170 employees completing the survey. For 2016 and 2017, the response rates were 39.4 percent (172 respondents) and 37.6 percent (164 respondents) respectively. The average response rate for the four GCWF surveys was 41.1 percent. The college's Office of Institutional Research collects and organizes the CCSSE and GCWF surveys and shares them with President Elliott and her cabinet, as well as with the broader college community.

Figure IR5.1 provides the CCSSE results to the question that asks students whether they agree with the statement "the institution they attend has contributed to them developing a personal code of ethics and values." In 2015, which was the last year CCSSE included contained this statement, CAC scored 2.50 for this question while our peer institutions scored 2.49.

Figure 1R5.2 provides the number of reported and confirmed incidents of

plagiarism processed through the Student Conduct process. In 2016-2017, faculty reported 21 cases of academic dishonesty. This relatively low number indicates that most faculty is addressing the majority of plagiarism cases at the instructor-student level.

1I5: IMPROVEMENTS

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

In 2017, Academic Affairs implemented a new online proctoring service for students to augment on- campus or site-based proctoring. (Many online and hybrid classes still require a proctored exam.) Online proctoring provides an assurance of integrity for students who live at a distance and might otherwise have to test at a remote site. Academic Affairs is encouraging faculty to report all instances of academic dishonesty even if there was a resolution within the classroom that did not warrant adjudication through the student conduct process. This reporting enables the dean of students to monitor if a pattern arises where a student is dishonest in more than one course. These cases were likely to be unnoticed previously.

CATEGORY 2: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS. Category 2 focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

2.1 CURRENT AND PROSPECTIVE STUDENT NEED

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES
Describe the processes for serving the academic and non-academic needs of current and prospective students.

Central Arizona College's Department of Student Services deploys placement tests, individualized advising, registration, mentoring, and enrollment services to *identify under-prepared/at-risk students and determine their academic support needs,* as per the process outlined in Figure 2P1.1. All students who wish to enroll in courses or programs with reading, writing, or math prerequisites are required to complete the Accuplacer placement test or submit ACT/SAT scores indicating college readiness **(3.D.1)**.

CAC deploys a wide array of *academic support services* to help students select and complete courses and programs. All students have an assigned academic advisor or a faculty advisor. The CAC Learning Center provides tutors (face-to-face and online) who provide learning support for reading, writing, math, and technology.

Each of CAC's five locations/campuses has academic advising staff. The college also provides a STEM Advisor, online advising, a disability services coordinator, a career services advisor, a veteran services specialist, and a career navigator for industrial technology programs. Through one-on-one and group advising sessions, and the use of career assessment tools, advisors help students become more aware of their learning needs, interests, abilities, and values, and match them with a program of study or a career **(3.D.2)**.

Incoming students participate in campus tours that introduce them to the academic support services that can help them complete courses and programs. The tours introduce students to advising, tutoring, and library services, and to the use of Blackboard and the college's online student portal **(3.D.2)**.

Based on the results of the Accuplacer test, advisors may refer students to "brush-up" tutoring if their scores were almost high enough to be placed into college-level courses; the tutoring may help them avoid being placed into developmental level classes. CAC's developmental courses are sequential; the advisors encourage students to follow the prescribed sequence **(3.D.2)**.

To ensure that faculty is available for academic inquiry, the college requires its full-time faculty to maintain regular office hours (at least 10 hours per week) to support student inquiry. Adjunct faculty is available after class and via email and Blackboard, as are the instructors for dual enrollment classes. Office space is available to adjuncts to advise students about academic issues. All faculty members provide their contact details (phone number, office location and hours, and email address) on their course syllabi. Instructional specialists (instructors without faculty designation) who teach

classes are on campus 40 hours each week. The students taking dual enrollment classes have regular access to their teachers since the college provides these classes at the high schools **(3.C.5)**.

Central Arizona College *determines and addresses learning support needs* of students and faculty through several processes. The director for academic advising develops training in partnership with academic divisions and programs to ensure advisors can address specific program needs and course sequences. For disciplines with a high concentration of students (such as STEM), there is a specific advisor dedicated to meet student as well as program needs. This advisor shares information with the general advising staff to ensure they have a sound awareness of STEM programs and can effectively guide students **(3.D.3)**.

Student Services and Academic Affairs collaborate on conducting annual assessments of faculty advising to identify the need for a dedicated advisor for specific programs. The vice president of academic affairs assists with selecting educational programs that would benefit from a faculty advisor and then identifies an instructor to provide advising **(3.D.3)**. In the future, the pathways created within each guided pathway will dictate this process.

Each of CAC's five locations/campuses has student support services staff to provide students with financial aid and academic advising. The admissions process provides new students with an option to attend an orientation designed to help them succeed in college or to participate in an online orientation. Career advising, financial aid advising, face-to-face and online academic advising, and peer mentors are available to support students in various specific

programs. As noted, CAC has staff and programs to support special populations, including students with disabilities, veterans, and first-generation and low-income students. Many of CAC's advisors are bilingual speakers **(3.D.1)**.

The institution provides the infrastructure and resources necessary to support effective teaching and learning. The college recently replaced its outmoded version of BANNER, its existing student database management system, with CampusNexus. The latter incorporates an Enterprise Resource Planning (ERP) module and a Customer Relations Management (CRM) module. The student database, finance, human resource, and payroll functions are all stored in the Cloud **(3.D.4)**.

CAC recently improved its network infrastructure by designing security measures to protect student and employee data and implementing new service desk software with the ability to track tickets and keep the client informed. Additionally, the college is presently redesigning its communications infrastructure as a move toward more solid internal and external connections for faculty, staff, and students **(3.D.4)**.

Streaming video is available at each of the college's five libraries. The number of e-books available at the libraries expanded from 200 titles in 2012 to more than 120,000 in 2017. In 2017, the library circulation system was converted to an Integrated Library System (ILS). Other recent improvements to the library services include forming a partnership with the Pinal County Library District to increase access to books at less cost and the creation of instructional videos to support online student **(3.D.4)**.

Each of the five libraries at CAC provides

students with the effective use of research and information resources and teach various aspects of information literacy to students. The librarians guide students on how to locate and decipher information for classes and personal use; this assistance occurs through one-on-one reference interviews and class instruction when requested by faculty. The library also provides Citation Builder, which helps students properly credit the information sources they use. Course syllabi contain content that guides students in the use of resource and information materials. Faculty also guides students in the effective use of resources and information during class and office hours. Faculty also takes students to the library for direct guidance from librarians and introduce students to online library resources **(3.D.5)**.

Central Arizona College uses several practices to *determine the new student groups to target for educational offering and services*. The strategic planning process identifies new student groups through outreach and recruitment processes, and through engagement with K-12 partners, business and industry partners, and other community groups. Advisory boards with business representatives for programs advise on potential new student groups (such as incumbent workers who need further training). Faculty and administrators keep abreast of national, state, and local research and articles that identify new student groups. Community surveys and focus groups also help to determine new student groups to target for programming and services. President Elliott's office tracks state and federal regulations that affect groups of students. The Grants Office monitors state, federal, and private grant programs related to new student groups.

The main processes to *meet changing*

student needs are delineated in [Figure 2P1.2](#). Student Services uses the results of the Community College Survey of Student Engagement (CCSSE) survey to help determine the resources and services that students deem essential and their satisfaction with such services.

Advising staff and directors attend conferences about student advising issues and refer to research studies and articles about changing student needs. Student Services can adjust advising processes to improve the advising experience for students.

The Learning Center's director and tutors maintain an interest in the best-practices for tutoring support and implement improvements in the referral process, delivery of tutoring (e.g., online via Blackboard, face-to-face,), and follow-up to ascertain student progress after tutoring. CAC faculty and deans are continuously involved in efforts to meet changing needs of students. They attend professional development conferences about effective pedagogy and program designs for learners from under-represented backgrounds.

Student Accessibility Services (formerly known as Student Disability Services) assesses student needs upon initial contact to determine the accommodations or technology items needed to assist them. The coordinator for Student Accessibility Services partners with Academics Affairs and the Department of Information Technology to find ways to meet student needs proactively.

Central Arizona College's Office of Career Services coordinates on-campus job fairs and provides assistance with resume writing and preparing for job interviews. Presently, it is becoming more active in organizing

career-related experiences such as internships. This development reflects students' growing demand for workplace experiences that make them more competitive in the labor market.

To determine students changing financial needs, CAC's Financial Aid Office staff confer with faculty and advising staff, survey students, study financial aid data, and review articles and research studies about students' changing financial aid needs.

CAC's student clubs and organizations meet a wide array of student needs, such as a need to care about environmental issues, advocacy for oppressed or under-represented groups, or spiritual life. The college supports each officially sanctioned club with a modest amount of funding upon their request for professional development, events, and educational presentations. The newly created Student Government Association has student representatives from each location/campus.

Figure 2P1.3 outlines the main process CAC uses to *identify student subgroups with distinctive need*s. Additionally, CAC staff also serve on boards and committees of organizations dedicated to supporting or representing individuals that form significant student subgroups. These organizations include the local Workforce Opportunities and Investment Act Board, the Chamber of Commerce, United Way, various human services nonprofit agencies, and regional economic development organizations. Serving these organizations gives the college's staff additional insight into distinct student subgroups and their needs **(3.D.1)**.

To meet the needs of seniors, CAC provides non-credit workshops, seminars, and courses in many subject areas. The college has no

entrance requirements for community education courses beyond an interest in the subject. It schedules the beginning of these courses throughout the semester; thus, they vary in length and cost **(3.D.1)**.

CAC provides Weekend College with convenient programming Friday evening and half-Saturday for working adults. The college schedules many classes in the evenings and operates on a four-day schedule (Monday through Thursday) so that students needing additional income can work Fridays, and weekends **(3.D.1)**.

To meet the needs of commuting students in a county the same size as Connecticut, the college has five locations/campuses and three centers located strategically within its service region. Additionally, CAC provides many courses via interactive television and online so that students can participate in classes off-site **(3.D.1)**.

Central Arizona College deploys an array of *non-academic student support services to help students be successful*. Well-established admissions services, assessment, and orientation programs serve incoming students at each CAC campus/location. Four of the college's five campuses/locations have a bookstore. The college provides career development and job placement services at each location/campus.

Other support programs include services for veterans, disability services, technology help desk services, childcare services, services provided through various grants, and mentoring programs. Faculty, advisors, and other staff guide entering students to these supportive services. CAC also promotes its non-academic student support services through its website, social media, on-campus electronic bulletin boards, and the

distribution of marketing/outreach materials (**3.D.2**).

College policy requires that all employees who provide non-academic support services (such as co-curricular activities, advising, and outreach) to be suitably *qualified, trained, and supported*. Written job descriptions delineate the required experience, training, and qualifications for each position. CAC's Talent Development (formerly known as Human Resources) ensures that all candidates selected for an interview at least meet the minimum qualifications and experience required for the position. The college provides both various internal training opportunities for employees and funding for staff to attend external workshops and conferences. CAC allocates each department, division, and unit funding for external professional development (**3.C.6**).

Figure 2P1.4 outlines the main process through which student services leaders develop their approaches to *communicate the availability of non-academic support services*. The college communicates the services available through its website, student email, Blackboard, online catalog, and electronic message boards, posters, and fliers. CAC also outlines its non-academic support services, such as advising, career services, and financial aid, to tours of prospective students, during new student orientation, and during registration (**3.D.2**).

In recent years, the college has been increasingly using social media to communicate the availability of its non-academic support services. The college and many of its programs and services use social media networks such as Twitter, Facebook, and Instagram to communicate

to communicate with current and prospective students (**3.D.2**). CAC also recently created its own mobile application for smartphones. The "app" allows students to access campus news and maps, admissions information, class schedules, financial aid information, grades, advising, residence life, and Blackboard (**3.D.2**).

Central Arizona College has various processes to *select the tools, methods, and instruments to assess student needs.* The selection process usually involves collaboration between Academic Affairs and Student Services. These departments often establish a working committee to assess and select various tools, methods, and instruments, in consultation with the departmental personnel that will use them.

Each student services unit uses quantitative and qualitative tools, methods, and instruments to *assess the degree to which student needs are being met*. Quantitative measures usually consist of performance objectives for a unit, department or area. For example, they may include the number of students advised, the average length of each advising session, and disciplines for which students most often seek advising. As noted, the college also participates in CCSSE, which provides qualitative data about student satisfaction with student services.

2R1: RESULTS
What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1.

As noted in Category 1, the number of Central Arizona College students that responded to the CCSSE survey was 1252 in 2011, 1320 in 2013, 1213 in 2015, and 1274 in 2017.

Figure 2R1.1 shows the CCSSE results for students' use of advising and counseling services. In 2017, CAC's result was 50 percent satisfaction with advising and counseling services, below its Governing Board's target of 60 percent and the 58 percent attained by top-performing colleges. This result may be attributed to CAC having a poor student-advising ratio at its largest location (Signal Peak Campus) and the majority of advisors not being discipline specialists. CAC recognizes the opportunity to improve its advising and counseling services.

Figure 2R1.2 shows the CCSSE results for providing financial support to afford education. In 2017, CAC received a rating of 2.46 while its peer intuitions averaged 2.53. Several of CAC's Financial Aid processes are quite antiquated and unwieldy. CAC recognizes the need to improve these processes through additional streamlining and electronic processing so that they provide a better customer experience for students. The college also recognizes the need to ensure that more students are aware of financial aid and scholarship opportunities.

2I1: IMPROVEMENTS
Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

To improve support for learners, Central Arizona College is in the process of implementing mandatory orientation to college as well as compulsory advising for all certificate- and degree-seeking students. Advising has begun this process by assigning an academic advisor to every student. Currently, the advising office makes assignments randomly by location.

As the institution phases in guided pathways (Category 1), advising will shift to assignment by program so that each advisor can become a specialist in an academic program. By assigning students by program, the Advising Office will be able to assess the student-advisor ratio more accurately and to improve it by gradually increasing the number of advisors (both professional and faculty) to serve all students.

Student Services recently piloted a "one-stop" model to expand the services each front-line staff member can provide. The goal was to reduce the time needed to admit and enroll new students. After Student Services completes the pilot test of the one-stop model, they will refine it and expand it to all locations/campuses during the next one to two years.

CAC recently shifted from the manual processing of completed financial aid applications to electronic processing. Collaboration among cross-functional departments such as student accounts and registration has increased so that Student Services is better able to anticipate student financial needs.

Planned improvements include working to combine the First Step and Early College programs into one high school program with consistent requirements, re-evaluating all institutional scholarships to expand opportunities, and working to tap into scholarship funding from external sources. In 2018/19, the placement office will implement a multiple measures process that will combine students' high school GPA, high school mathematics GPA, and Accuplacer scores to allow students into a higher-level class than they might have tested into using only Accuplacer.

2.2 RETENTION, PERSISTENCE, AND COMPLETION

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES
Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion.

Central Arizona College's Office of Institutional Research (IR) collects the *persistence, retention, and completion data* of CAC students. IR produces mid-year and end-of-year reports on these core indicators of student success. It maintains the online CAC Fact Book, which includes historical, baseline, and new retention, persistence, and completion data. IR obtains the retention, persistence and completion data for CAC's students from the college's student information database system. External data sources, such as the National Student Clearinghouse, determine the number of completing students who transfer to universities and other community colleges **(4.C.2)**.

Institutional Research submits CAC's annual retention, persistence, and completion data to the Integrated Postsecondary Education Data System (IPEDS) and AZ 2020, an initiative that involves Arizona's ten community colleges sharing a vision and data for student success **(4.C.4)**.

To determine the college's yearly targets for student retention, persistence, and completion, the Strategic Planning Committee *analyze*s the institution's data

for these outcomes. This analysis involves benchmarking the institutional data with state and national data, as per the process outlined in Figure 2P2.1. Benchmarking helps the institution to develop ambitious and attainable goals for student retention, persistence, and completion and to gauge its progress in this area. Attaining these goals is an integral part of the college's Strategic Plan and operational planning processes. The college allocates funding annually to support efforts to achieve these goals **(4.C.1)**.

The college uses AZ 2020 data to compare its rates of student retention, persistence, and completion with those of other Arizona community colleges. AZ 2020 focuses on the shared goals of (a) expanding access to post-secondary education, (b) increasing transfer to the state universities, and (c) improving the completion rate for associate degrees **(4.C.4)**.

Central Arizona College uses IPEDS data to compare its rates of student retention, persistence, and completion with the norms for America's community colleges **(4.C.4)**. Based on analysis of the previous year's results for retention, persistence, and completion, the Strategic Planning Committee sets new ambitious and attainable yearly targets for these outcomes **(4.C.1)**.

To *meet it new targets for retention, persistence, and completion,* the college will adjust programming, implement new initiatives, and reallocate resources (e.g., staff, facilities, funding) to support attaining the targets. When possible and necessary, the vice president of academic affairs will allocate funding from her department's budget to support these new initiatives, and the president's budget can provide funding these ventures as well.

For example, in recent years, Academic Affairs has allocated funding to support the development of a co-requisite course that combines English 100 (one cohort below college level) and English 101 (college level). President Elliott's office is also providing $45,000 from its budget annually (for a three-year period) to support developing guided pathways since this academic model can produce significant improvements in student retention and completion **(4.C.1).**

CAC's Office of Institutional Research confers with the senior administration to *select the tools, methods, and instruments to assess retention, persistence, and completion*. As noted, the college uses the Integrated Post-Secondary Education Data (IPEDS) metrics for collecting its institutional-level retention, persistence, and completion data. CAC uses IPEDS feedback reports to enhance its analysis of its retention, persistence, and completion data. IPEDS allows the college to benchmark this data with similar institutions across the country **(4.C.4)**.

Central Arizona College also reports retention, persistence, and completion data (using 30 key indicators of progress) to the statewide coordinator of AZ 2020, the shared strategic vision of Arizona's ten community colleges **(4.C.4)**.

2R2: RESULTS
What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2.

CAC measures its fall-to-fall retention, graduation, and the completion rates. Figure 2R2.1 provides the college's fall-to-fall retention rate data. The figure shows that CAC's average annual retention rate for

2014-2016 was 68 percent, significantly lower than the norm (77 percent) for all of Arizona's community colleges for the same period, but also much higher than the national average retention rate (53 percent). The current retention rate is below the college's target of 77 percent.

As noted above, CAC faculty and administration recognize that a significant improvement in retention requires a complete redesign of academic pathways and advising. Thus, the college has the goal of shifting to a guided pathways model coupled with proactive, mandatory academic advising. In terms of how CAC structures its educational programs and advising, this is period of great transition for the institution.

As per Figure 2R2.2 for 2013- 2016, the institution's average annual graduation rate (32.6 percent) was slightly higher than the average graduation rate for Arizona's community colleges (30.3 percent) and exceeded the national norm (24.33 percent). CAC has the target of 50 percent for its graduation rate. Guided pathways and mandatory advising should increase the graduation rate by, among other things, decreasing the number of courses students take and thus reducing the time they need to accumulate enough credits to graduate. As national research shows, time and extraneous credits are enemies of student completion.

Figure 2R2.3 shows a positive trend in the percentage of CAC students completing developmental courses during the 2013-2016 period; the percentage of students passing these courses increased each year. In 2013-2014, 47 percent of all CAC students who enrolled in developmental courses completed these courses; for 2015-2016, the completion rate for these classes was 67 percent. CAC

achieved this increase through adopting first day assessments that allowed some students to move to college level classes despite lower placement scores.

Nevertheless, CAC's developmental course completion rate for 2015-2016 was below the norm for Arizona's community colleges (77 percent) and the college's target of 80 percent. The college plans to implement more co-requisite courses (which combine developmental level and college level classes) to accelerate student progress and completion.

As per Figure 2R2.4, the average annual percentage of CAC students completing college-level courses during 2013-2016 (75 percent) is slightly lower than the average percentage of students successfully passing college-level courses at Arizona's community colleges during the same period (78 percent). The Governing Board has the target of 85 percent of CAC students completing college-level courses. Through guided pathways and mandatory advising, fewer students will enroll in classes that do not align with their academic and career needs; students will be more likely to complete courses that support their choice of study and career aspirations.

Figure 2R2.5 provides CAC's annual first-semester progression rate (12 credit completed in the first semester) for 2012-2015 and shows that the college's progression rate was higher than its peer colleges for each year.

Figure 2R2.6 provides CAC's annual first-year progression rate (24 credits completed in the first year) and shows little difference between the college's rate and the norm for its peer institutions.

2I2: IMPROVEMENTS
Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Central Arizona College is in the process of implementing guided pathways (Category 1) and a model of proactive advising since its retention, completion, and transfer rates indicate a need for major improvement. Research indicates that guided pathways coupled with proactive advising can increase student retention, completion, and transfer significantly. Proactive advising entails the student meeting with his or her advisor during periods of the semester critical for retention **(4.C.3)**.

National research indicates that students are more likely to succeed in a class when they started it on time. It also shows that first-year students who enroll in and start classes late are at high risk of leaving college altogether, sans a credential. Central Arizona College's internal research shows that most students who leave the institution during their first year of enrollment do so within the first six weeks of their first semester. To address this issue, in fall 2013, CAC implemented on-time registration, which prohibits a student from registering for a class that has already begun. In retrospect, this approach proved to be too draconian, so the college relaxed the policy. Currently, CAC allows students properly registered before the start of classes to drop one course during add/drop week and to add a class to replace the one dropped **(4.C.3)**.

Research shows that students immersed in the college environment beyond the classrooms have a higher rate of graduation than students with little or no engagement in college activities. Thus, to increase its retention rate, the institution expanded

student engagement activities, clubs, and organizations to all five CAC campuses/locations during the last few years (**4.C.3**).

Student Services in the process of implementing a degree audit system, a strategic enrollment management feature of CampusNexus, the college's ERP and CRM system. With this system, students can see what courses they have taken, the courses they have registered for, and the courses they still need to take to complete their degree or certificate.

The newly implemented Customer Relation Management (CRM) module in CampusNexus allows Student Services to target its communications to students and to identify where students are in the admissions or enrollment process so that they can be more readily assisted. Additionally, through the CRM, the Financial Aid Office can identify students who started but did not complete the federal financial aid form. This improvement enables the Financial Aid Office to contact the student to provide them with assistance. The CRM also enables early communication between an academic department and students who have identified its programs as their choice.

2.3 KEY STAKEHOLDER NEEDS

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES
Describe the processes for serving the needs of key external stakeholder groups.

Central Arizona College *determines key external stakeholders* through involvement in regional, state, and national organizations, annual operational planning, faculty research, and informal and formal communications with external community members. Figure 2P3.1 delineates this process.

The college's Strategic Planning Process (SPP) (Figure 4P2.1) also helps to identify key stakeholder groups that are likely to use college services and programs. Now conducted every three years, the SPP seeks and obtains feedback that identifies key stakeholder groups – e.g., community members, students, alumni, faculty, employees, civic groups, and employers.

CAC employees also analyze the changing needs of stakeholder groups during the process of creating annual operational plans (Figure 4P2.2). They assess both community and student-level data that indicate needs and holds conversations, both formal and informal, with groups of stakeholders and individuals. Information gathering about stakeholder needs is part of the SPP and supports the college's Strategic Plan with functional and cross-functional goals.

Central Arizona College Foundation staff coordinate the college's Alumni-Retiree Association. During 2016-17, the Foundation held an open house and several planning meetings to revitalize and reorganize the Alumni-Retiree Association to include CAC's retired employees. A long-term and short-term strategic plan was developed, and by-laws were updated. Officers for the Association were elected in early 2018. Foundation staff capture and update alumni data to initiate consistent outreach to alumni and retirees to support the Alumni-Retiree Association's goals.

The institution's administration and Governing Board members are active

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participants in the community through a variety of individual memberships in civic, business, and social organizations, effectively enhancing communication with community members. College employees are members of dozens of nonprofit, county, and state boards, which supply valuable information about stakeholder needs.

CAC employs various practices to **d*etermine new stakeholders to target for services or partnership.*** The Strategic Planning Process identifies emerging stakeholders through obtaining feedback from students, community members, business representatives, local government, alumni, and employees.

The senior administration, division chairs, and deans identify new and emerging industries or new firms that may become a stakeholder through regular communication with regional economic development entities, workforce development organizations, and Pinal County and city governments and direct contact with business locating to the region. President Elliott's cabinet discusses identified newly emerging stakeholders, and services or partnerships to meet their needs, during its bi-monthly meetings.

The annual division/departmental operational planning process is used to identify and address short-term/yearly needs of new stakeholders, using input from business and industry, local job market information, and state-wide transfer reports.

Recruitment and outreach processes focus on an assessment of community needs, reviewing feedback from community members, and recommendation formulation. This focus ensures that the assessed community needs align with the college's organizational goals and objectives and

enable the institution to provide ready access to educational programming in a given service area.

As delineated in [Figure 2P3.2](#), Central Arizona College's process to ***meet the changing needs of key stakeholders*** involves identifying the changing need, determining whether existing programs meet these needs, and then ascertaining whether to modify existing programs or implement new programming to meet these needs.

The process to identify changing stakeholder need occurs at the program, departmental, and executive level. The annual division/departmental operational planning process involves analyzing feedback from external partners (such as industry and community organizations). Cabinet reviews feedback from the annual Higher Education Partnership survey. Academic programs scrutinize accrediting agency feedback reports.

The process of formulating a programming response to address a changing stakeholder need often involves assessing whether a new partnership or an improved partnership would add efficacy to the proposed service, courses, or activity. To meet the identified need departments and academic divisions often develop new programs and services, or modify existing operations, in collaboration with various community, business, K-12, and higher education partners.

The Strategic Planning Committee selects the ***tools, methods, and instruments*** to assess key stakeholder needs at the institutional-level through the strategic planning process. This committee bases its selection on identified stakeholder needs, the availability of data, and the ability to make comparisons. With guidance from President Elliott, the Governing Board selects the

instruments it uses to measure the annual results of meeting key stakeholder needs in the same manner.

At the operational level, divisions and departments use various surveys to gauge stakeholder needs and the extent to which the college is meeting their needs. They also use feedback from advisory committees and accreditation reports. For example, the College's Community Events Office uses surveys to identify events that interest the community and to gauge satisfaction with attended events.

*The college **assesses the degree to which key stakeholder needs are meet*** through tracking enrollment in community education classes, the number of community classes formed each year, industry credentials attained by its students, and the results of annual Higher Education Partnership Survey. The latter "is designed to provide measures to evaluate the processes of building and maintaining collaborate relationships." [1] The survey targets educational institutions from which the college receives students, education organizations, and employers that provide services to CAC students, vendors that supply materials and services to the college, organizations that hire the college's graduates, education associations, external agencies, and consortia partners.

CAC also collects stakeholder feedback data through various surveys, including residential hall surveys, feedback cards from audience members attending CAC community events (e.g., plays, musicals, concerts), and surveys of student dining hall and café users, for example.

[1] Higher Education Continuous Improvement Survey System, http://eac.edu/surveys/partnership_survey.shtm

2R3: RESULTS
What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3.

The number of Pinal County residents participating in CAC's community education (non-credit) classes is a basic indicator of access to the institution. Figure 2R3.1 shows that the college almost met its annual enrollment target of 1,400 students for community education classes between 2014 and 2016, but did not meet its target for 2016-2017. In this latter year, summer classes were placed on hiatus so that they could be restructured. In 2014-2015 and 2015-2016, the college had 1390 and 1393 students enrolled in community education classes respectively.

Another basic method of demonstrating that Pinal County residents have access to lifelong learning is how many community education courses CAC offers (Figure 2R3.2). In 2015-2016, CAC had 210 community education courses. However, the Governing Board has indicated that quality over quantity is most desirable; in 2017, it set the target of 175 community education courses. For 2016- 2017, the college eliminated many low-enrollment and duplicate community education courses, which reduced the number of classes to 133. This number was lower than the Governing Board's target since summer classes were not provided. With summer classes being held in 2018, the college should meet the Governing Board's goal.

The percentage of graduates earning an industry-recognized credential is also evidence of meeting the needs of industry, a major stakeholder for CAC. Figure 1R2.1 shows that in 2016 the percentage of CAC

graduates earning an industry-recognized credential (92 percent) was higher than the national norm (82 percent) and was slightly higher its peer institutions in Arizona (88 percent). The college attributes this result to a variety of efforts and opportunities, including expansion and modernization of its welding and industrial maintenance programs, and new efforts to collaborate with business and industry to determine their workforce needs.

Figure 1R2.2 shows that a substantial majority of the partners responding to the Higher Education Partnership Survey for 2014-2017 were satisfied with their relationship with CAC. The percentage satisfied dipped to 69 percent in 2016 when the college had some significant public relations and leadership challenges that may have influenced its partners' perceptions of the institution. However, the rate of satisfaction rebound to 72 percent in 2017 as President Elliott and her executive team placed extraordinary emphasis on rebuilding relations with community partners and organizations.

2I3 IMPROVEMENTS
Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Central Arizona College has made several recent process improvements designed to increase stakeholder satisfaction with its services and programs. In 2017, the college moved several credit-bearing courses (e.g., dance, theater, yoga) that did not lead to certificates or degrees to Community Education. Since the classes are no longer for credit, community members can access these courses at reduced cost.

The college has implemented the use of community surveys and methods to create new, innovative or revised Community Education offerings, targeted to particular communities. CAC has also improved marketing to raise awareness of community education within Pinal County and adjusted the community education schedule to increase enrollment.

The college has also improved the provision of performance and cultural events. For example, the college is now collaborating with a local theater organization to provide theater programming. Campus directors now have the responsibility of planning and housing cultural events each semester at their locations. CAC's Marketing and Public Relations Department has shifted from focusing on Signal Peak campus events predominantly to promoting community events at all of the college's five locations/campuses.

2.4 COMPLAINT PROCESSES

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES
Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups.

To *collect complaint information from students,* Central Arizona College encourages all students and community members to direct their complaints and concerns to the staff, or administrator specifically involved, first. If the employee cannot remedy the issues, the student may contact the staff or administrator's immediate supervisor. The CAC website

provides a faculty and staff directory, which helps students to contact the appropriate employee. The online Student Handbook describes how students can make non-academic and academic complaints.

Additionally, a student wanting to make a complaint may complete an online form, and the appropriate supervisor will follow up his or her concern. The college's website, Student Handbook, and online Catalog outline the processes for reporting academic concerns, disability accommodation concerns, Title IX issues, SARA, and non-instructional complaints.

When making a complaint online, the student chooses a title for the complaint (e.g., Financial Aid, Residential Life, or Advising) from a drop-down menu. The title selected tells the software where to send the complaint (to the vice president of academic services for academic complaints and the dean of student life for concerns about Student Services). The link to the online form submitting complaints (and compliments) is on the bottom of every page of the CAC website.

Once Student Services or Academic Affairs reviews a complaint, it is directed to the appropriate party or parties for possible action, future documentation, and data compilation. Figure 2P4.1 outlines the process for submitting complaints online, as well as the process for addressing and documenting them.

The online catalog outlines the student grade appeal process and stipulates that a student must initiate the process with the instructor. After this step has been completed, the student can begin a more formal process with the division chair (after the student has worked with the instructor), appropriate academic dean, and ultimately the vice

president of academic affairs.

The college complies with the yearly reporting requirements of the Clery Act and Title IX sexual harassment claims. The Title IX compliance officer, dean of student life, and campus police are responsible for this reporting.

Collecting complaint information from other key stakeholders involves community members and other external stakeholders using Complaints/Compliments form on the CAC website. As noted above, the link to this form is at the bottom of every page of the website. The title selected by the person making the complaint determines to whom the complaint is directed. President Elliott and the vice presidents document the complaints they receive via email, telephone, or letter.

Staff member complaints can be handled formally through Talent Development or more informally through the College's Ombudsperson Program. The main policies that govern dispute resolution are Conflict Resolution (Policy 516)**,** Prohibition of Discrimination (Policy 503), Sexual Harassment (Policy 505), and Due Process (Policy 557).

As per the process outlined in Figure 2P4.2, employees can also submit complaints directly to President Elliott, via a link in her monthly electronic newsletter for employees.

The administration uses the complaint process to ***learn*** about deficiencies in processes and facilities and to ***determine actions*** to improve services, activities, and programs. For example, areas recently improved through addressing student complaints include:

- Developing a call center for Financial Aid.
- Installing more computers in the Testing Center.
- Testing center appointment practices being updated.
- Café hours being extended.
- A new procedure for submitting faculty complaints.
- Upgraded RAM and software in labs.

President Elliott and the vice presidents review the complaints received through the President's Pencil. General complaints received through the complaint process go to the supervisor for that area unless it escalates; they are reviewed each month. The college develops a process improvement to address a complaint when it is alerted to significant deficits in programs or services.

CAC has several processes to *communicate actions* regarding complaints to students and other key stakeholders. The executive team communicates improvements to employees via the President's Pencil (President Elliott's monthly newsletter to employees) and cabinet meeting minutes, which are posted on the portal for employees. The outcomes of formal complaints (e.g., grade appeals, allegations of student or employee misconduct) are communicated in writing to the appropriate parties. Confidential complaint information (usually complaints about student or staff misconduct) is shared with only the individuals involved and the appropriate administrators.

Actions to address student complaints about non-confidential matters (such as the hours or operation or the quality of services) are communicated to students via a statement on the college's website and emailing all students (each student has a CAC email address). The outcomes of actions

addressing complaints can be shared with the community via press releases and statements on the college's website. In some cases, the college will provide a written response directly to a community member who makes a complaint.

Each CAC department is responsible for selecting the *tools, methods, and instruments* it needs to evaluate complaint resolution. The dean of student services tracks the number of non-academic student complaints and categorizes them. Student Services also tracks whether the complaints were resolved, how they were resolved, and whether their resolution led to systems improvements. The Maxient system on CAC's website tracks complaints about academic programs and services. All academic-related concerns made through this system are automatically directed to the vice president of academic affairs.

Institutional Research measures institutional level performance in the areas of partnership and student satisfaction to ascertain the efficacy of the college's complaint resolution processes. At the institutional level, The Higher Education Partnership Survey enables CAC to track the percentage of organizations that are satisfied with their relationship with the institution. CCSSE survey results enable the college to gauge the percentage of CAC students satisfied with their overall college experience.

2R4: RESULTS
What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4.

As shown in Figure 2R4.1, the number of documented complaints received from students has trended downwards during the last five years. In 2013-2014, CAC

received 100 complaints; in 2016- 2017, the number of complaints received was only 15. We attribute this sharp decline to the institution responding to complaints by increasing access to services and programs, remedying conflicting processes, and improving technology hardware, software, and services.

Figure 2R4.2 shows that CAC resolved nearly all of the complaints received annually from employees between 2013 and 2017. The number of complaints received dropped to a low of 42 in 2015- 2016 and then rebounded to 51 for the subsequent year. With the hiring of President Elliott in 2016 and her encouraging more open dialogue and trust, employees are perhaps less reticent to express concerns than they were previously.

Figure 2R4.3 provides the number of complaints that President Elliott received for 2015-2016 and 2016-2017 as well as the number resolved. The number of complaints in 2016-2017 was less than half of those received during 2015-2016. This decline may be attributed to the institution using the complaints received in the first year to guide process improvements.

Figure 1R2.2 shows that a substantial majority of the partners that responded to the annual Higher Education Partnership Survey during 2014-2017 were satisfied with their relationship with CAC. For example, in 2017, 79 percent of the partners who responded to the survey expressed satisfaction with their relationship with CAC. While the percentage of organizations satisfied with this relationship dipped in 2016, it rebounded slightly in 2017 as President Elliott and her executive team devoted more effort to improving community relations.

Figure 1R4.1 shows that a substantial majority of CAC students who participated in the CCSSE surveys conducted since 2011 rated their entire educational experience at the college favorably. For example, in 2017, 86 percent of the college's CCSSE respondents rated their educational experience favorably, surpassing the institution's target of 85 percent.

2I4 IMPROVEMENTS
Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Since 2017-2018, CAC has collected complaints and general feedback within the same incident management software (Maxient) as conduct issues. This arrangement allows multiple people to follow up and track progress yet combine accurate records in one system. The system allows for more consistent tracking and faster responses to complaints regarding academic and service/support matters.

Other recent process improvements include separating Title IX (sexual misconduct) processes from general conduct/incident management, updating the sexual misconduct policy/resolution process, and expanding the Behavioral Intervention Team, in response to the number of conduct referrals and increases in certain types of incidents. Student Services is planning to provide training on mental health awareness and classroom discipline.

2.5 BUILDING COLLABORATIONS AND PARTNERSHIPS

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES
Describe the processes for managing collaborations and partnerships to further the mission of the institution.

Central Arizona College *selects partners* to support its mission, vision, and strategic goals. CAC creates partnerships with other two-year and four-year institutions, K-12 school districts, and vocational technology districts through articulation and transfer agreements. The college forms these partnerships to improve educational programming for students, the pipeline of students from the local high schools, and opportunities for CAC students to transfer to four-year institutions. Partners are selected monthly to annually through the college's strategic planning process, cabinet meetings, and the departments/divisions' operational planning process.

As per the process outlined in Figure 2P5.1, to select partners for collaboration CAC's deans, division chairs, directors, faculty, and senior administrators weigh several factors, including:

- The extent to which the partnership would support the college's strategic plan and goals, mission, and vision, and the operational objectives of the division(s) or department(s) most involved in the partnership,

- the college's capacity to sustain the relationship beyond the grant period if it is initially grant funded,

- whether the partnership would involve duplicating existing CAC programs or activities,

- the extent to which the partnership would require the use of existing college resources and whether the use of these resources would detract from existing college programming,

- the financial commitments required by the partnership, and

- whether the partnership is essential for a program's accreditation.

Central Arizona College builds and maintains relationships with partners that support its strategic goals – particularly the goal to ensure that "students acquire the skills necessary for job placement and that meet employer needs in Pinal County and the region." When CAC prioritizes a relationship with an employer, it assesses several factors, which may determine if:

- The partnership would help develop a program that meets job training needs of students,

- the employer provides resources (e.g., mentors, equipment, clinical experiences) that will support student learning,

- the partnership focuses on developing a job training program for a high demand field in a growing industry,

- the partnership is sustainable if prolonged support from industry is required, and

- whether employer involvement is needed for a degree or certificate program's accreditation.

CAC has two main informal processes making the initial contact with employers. (1) After identifying an industry for which there is an unmet demand for workers, the college often contacts local employers in that industry to ascertain

whether they willing to collaborate in training efforts.

(2) Employers may contact the college to discuss industry training needs and employment opportunities for Pinal County residents. The contact may occur at the operational level (e.g., an employer may contact the college's Small Business Development Center, managerial or technical staff, or a faculty member) or the administrative level (the employer may contact a dean, a vice president, or the president).

The college maintains relationships with employers through several formal and informal processes. Many CAC employees are on the boards of nonprofit and public agencies that are employers. Dozens of CAC employees are members of professional associations that have close relationships with employers. CAC also has a representative on the local Workforce Investment and Opportunities Board (WIOA).

Employers are often members of the various advisory committees that the college develops and maintains for various grant projects and college-funded programs. Individual CAC departments, such as Dietetic Education, Nurse Education, and Early Childhood Education send departmental newsletters to employers that provide students with applied learning experiences (such as internships and clinical experience) and employment.

Central Arizona College also develops relationships with businesses through workforce development programs (e.g., welding, diesel technician programs) and allied health programs (e.g., radiology, healthcare information management), community education programs, and nurse

education (which has arrangements with numerous hospitals and health care clinics to provide clinical experiences for CAC student nurses). Additionally, the college develops partnerships with small businesses and nonprofit groups through its community education programs.

Student Services forms partnerships with civic organizations that help it enhance non-academic services for students (such as behavioral health counseling and transportation assistance). The Central Arizona College Foundation works with local school districts to promote the college's scholarship and education programs. The Foundation also collaborates with civic organizations on fundraising initiatives.

To codify partnerships, CAC drafts clinical site agreements, articulation agreements, memorandums of understanding, and inter-government agreements at the division or departmental level. These documents are subsequently reviewed through the chain of command, via the process outlined in Figure 2P5.1. The college's vice president of finance and legal counsel review the agreements, which the authorized representatives for the entities subsequently sign. CAC archives the signed agreements in its Business Office.

The day-to-day work of maintaining the resulting relationship usually occurs at the division or departmental level. An advisory committee is a common way of fostering the level of communication, collaboration, and cooperation necessary for effective partnerships. These committees usually include representatives from each entity in the partnership and may include representatives from various stakeholders, such as students, parents, and industry.

Articulation task force meetings are a key method of maintaining relationships with the state universities. All CAC academic programs participate in these meetings. They ensure that general education and program specific courses transfer to the three public universities.

Additionally, CAC participates with Arizona State University through their Transfer Admission Guarantee Agreement (TAG), the University of Arizona through their Transfer Articulation Program (TAP), and Northern Arizona University through select baccalaureate and graduate degree programs offered on CAC campuses and the CAC2NAU program.

The University of Arizona and Northern Arizona University both provide academic advisors on-site at CAC's Signal Peak Campus. Arizona State University provides access to advisors online and by telephone to ensure smooth curricular transitions from CAC. The college also has dual enrollment agreements with several Pinal County high schools, permitting many high school students to start earning college credit while still in high school.

The Governing Board, President Elliott's cabinet, and divisions and departments *select the tools, methods, and instruments* to assess partnership effectiveness annually. Instruments chosen for the annual review of partnerships include the end-of-year report that President Elliott prepares for the Governing Board, cabinet's annual review of the Strategic Plan's outcomes, and the end-of-year review of operational plans conducted by departments and divisions. After consulting with the senior administration, in 2012 CAC's Office of Institutional Research initiated the college's participation in the Higher Education Partnership Survey. IR sends this

survey each year to organizations and individuals (such as vendors and consultants) with which the college conducts business.

Evaluating the *degree to which collaborations and partnerships are effective* occurs at the governing, executive, department, division, program and service levels. President Elliott provides the Governing Board with an ENDS Monitoring Report that summarizes the annual Higher Education Partnership Survey's data. The survey measures how satisfied the partners are with their relationship with the college. It targets educational associations, accrediting bodies, colleges and universities that send students to the institution or receive students from it, vendors, consortia partners, and employers that rely on the supply of CAC students for their workforces.

Each year, President Elliott's cabinet reviews the annual Higher Education Partnership Survey's results. This review may result in cabinet members undertaking new initiatives to improve the college's relationship with its partners. It may also result in vice-presidents and deans directing departments or programs to make improvements in programming, services, or communication with partners.

When divisions and departments review their operational plans, they also evaluate the efficacy of their partnerships with industry partners and accrediting bodies. Performance measures may include the degree to which the partnership is meeting its performance objectives, the professionalism of the partnering organization's staff, and the cost of the maintaining the relationship, among other factors.

Sometimes a division or department may find that a partnership is not meeting its objectives or is dysfunctional for various reasons. In such cases, they may collaborate with the partnering organization to improve the partnership's performance, insist on personnel changes, or even discontinue the relationship if needed and possible, given legal constraints.

2R5: RESULTS
What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5.

CCSSE, the Higher Education Partnership Survey, the number of students participating in dual enrollment programs, and the number of pathways to four-year institutions all provide insight to the results of efforts to align and build collaborations and partnerships. Central Arizona College deploys CCSSE in a random sample of classes. The number of students responding was 1252 in 2011, 1320 in 2013, 1213 in 2015, and 1274 in 2017.

Figure 2R5.1 shows that the vast majority of CAC students (90 percent plus) who responded to the CCSSE surveys administered between 2011 and 2017 would recommend the college to their family and friends.

Most of the organizations that have responded to CAC's Higher Education Partnership Survey since 2014 indicated that they intend to continue their relationship with the College (Figure 2R5.2). In 2017, for example, 86 percent of the respondents to the expressed that they intend to maintain this relationship.

Central Arizona College's Dual Enrollment

programs involve the institution collaborating with several local high schools and three joint technology school districts. While Figure 2R5.3 shows dual enrollment dropped from 373 high school students in 2013-2014 to 182 high school students in 2014-2015, the number of these participants rebounded to 331 a year later. Additionally, CAC currently has more than 700 students enrolled in its Early College and First Step programs.

Figure 2R5.4 shows that CAC has established numerous pathways to four-year institutions and has surpassed its goal of having 200 pathways to four-year/university programs. In 2016-2017, the college had 257 pathways; a number Academic Affairs is currently reducing since the Governing Board's focus is on quality, not quantity. Establishing and maintaining these pathways requires a high level of collaboration and communication with Arizona's three public universities and several private four-year institutions.

2I5: IMPROVEMENTS
Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

In recent years, the number of students participating in Central Arizona College's dual enrollment and concurrent enrollment classes for career and technical fields (such as welding, early childhood education, culinary and hospitality) and other direct employment fields has increased. The college attributes this increase to the following improvements.

CAC has assigned recruiters each high school for consistency in outreach and staffing. The institution has refined and expanded its approach to developing

partnerships with high schools and regional vocational joint school districts. The college has established new dual enrollment partnerships with two local high schools and a joint technology school district. It has also established new concurrent enrollment programs two local high schools, in the fields of hospitality, advanced technology, and construction. A career navigator (hired initially with support from federal grants) has been conducting outreach and recruitment to local students enrolled in high school STEM and technical programs.

CATEGORY 3: VALUING EMPLOYEES. Category 3 explores the institution's commitment to the hiring, development, and evaluation of faculty, staff and administrators.

3.1 HIRING

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES
Describe the process for hiring faculty, staff and administrators.

Central Arizona College's *recruiting, hiring, and orienting processes* are designed to result in staff and administrators possessing the required qualifications, skills, training, and values. The recruitment and hiring process for positions follows a defined process governed by College Policy and Procedure 521, Employee Selection. CAC compares the job candidate's application with the required education and experience qualifications for the position for which he or she is applying. Talent

Development (formerly known as Human Resources) screens out applications that do not meet minimum requirements. Only qualified applicants advance to the next stage of the process. Evaluation committees for each announced vacancy subsequently review the approved applications for education and experience. Talent Development invites the top candidates from this phase for interviews, during which the committee members evaluate them against the position's established criteria and requirements.

Situational and behavioral based questions give the interview committees an opportunity to assess candidates' responses, through which personal skills, leadership philosophy and experience, and management approach surface. The committee chairperson conducts reference checks before finalizing the hiring decision. Figure 3P1.1 outlines CAC's process to ensure that newly hired employees possess the required qualifications, experience, training, support, and values **(3.C.6)**.

The college's hiring process ensures that all newly hired Student Services staff are appropriately qualified. Student Service staff members' ongoing participation in internal and external professional development activities ensure that they are qualified and trained for the positions they hold. Student Services' annual budget includes funding for its staff to attend professional development conferences and workshops provided by external organizations **(3.C.6)**.

Incoming employees attend a two-day new hire orientation program, held on the first Monday of each month. The orientation provides information on Title IX, sexual harassment, benefits, and the functions of each CAC department. Additionally, Talent

Development requires new employees to review various policies and to sign a policy acknowledgment form for inclusion in their personnel file. The newly hired employee's supervisor completes a checklist to ensure that he or she has appropriate access to needed resources.

The vice president of talent development develops the academic credentialing standards used at CAC, in consultation with the vice president of academic affairs. These standards adhere to those outlined in the Higher Learning Commission's Assumed Practices B.2 and its revisions. The college holds faculty teaching dual credit classes, as well as faculty teaching contractual and consortia programs, to the same credentialing standards.

Talent Development and the vice president of academic services are responsible for ensuring that faculty *meets academic credentialing standards*, including those for faculty in dual credit, contractual, and consortia programs. Figure 3P1.2 outlines the process to ensure that faculty meets these standards.

<u>All</u> instructional employees are required to be appropriately qualified. Talent Development screens out applicants who do not meet minimum qualifications for vacant instructional positions. Each year, the Talent Development reviews each faculty member's teaching assignment to ensure that he or she, whether full-time, adjunct, or teaching in dual credit, contractual or consortia programs, is qualified for his or her instructional responsibilities. The resumes of the division provide an example of the qualifications held by CAC faculty **(3.C.2)**.

When Talent Development discovers that faculty members are unqualified to teach their current courses, it will place them on an action plan with a specified period for attaining meet the minimum qualifications. The selected specific deadline for attaining the required qualifications gives the academic affairs department sufficient notice and time to find replacement instructors if needed. This arrangement ensures that the provision of classes is not disrupted and the college has sufficient faculty to carry out both classroom and non-classroom roles **(3.C.1)**.

Central Arizona College has well-developed recruitment processes to ensure that the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities. Figure 3P1.3 outlines the process CAC uses to achieve an adequate number of faculty for teaching courses and conducting non-classroom activities. To arrive at an optimum number of faculty, the vice president of academic affairs monitors course enrollment, class-size, plans for new educational programs, courses, sections, faculty leaves of absence (e.g., for sabbaticals or family medical leave), and program growth. She also monitors instructors' involvement in special projects (such as committee work, grants management, or assessment processes) **(3.C.1)**.

This monitoring enables CAC to hire additional faculty or move faculty from one section to another to ensure that academic programs, services, and subsidiary activities have sufficient instructors. Full-time instructors' announcement of retirements one year before their retirement date enable the college to plan early for replacements, which minimizes disruption of service delivery **(3.C.1)**.

Talent Development and the vice president of student services conduct an annual review

of Student Services' staffing levels and its staff placement to determine whether there is *sufficient staff to provide student support services*. This process includes ensuring positions are developed to deliver cross-functional services that meet students' comprehensive needs. Student Services is currently building a cross-functional services structure as staff attrition occurs during the budget cycle process. This process involves replacing numerous part-time staff with one full-time staff member on each campus to minimize staff turnover and provide consistent service.

The college's Office of Academic Advising is striving to attain the student-advisor ratio of 300:1, which the National Academic Advising Association considers optimal. Achieving this ratio will support the practice of making academic advising mandatory and assigned by career pathways. The director of advising reviews the student-advisor ratio annually to help ensure that the college is moving toward reaching the optimum number of advisors.

Nevertheless, CAC recognizes that its student-advisor ratio (ranging from 400:1 at smaller locations to 900:1 at Signal Peak Campus) is far from ideal. Currently, financial constraints limit the college's efforts to employ a significant number of new advisors. In 2017/18, Student Services added one new advisor at Signal Peak Campus, CAC's location with the most students, to improve its student-advisor ratio.

CAC *tracks* the number of employees, employee retention rates, and class size to determine whether its recruitment, hiring, and orientation practices ensure the effective provision of programs and services. Talent Development and the vice president of academic affairs review IPEDS reports on CAC's full-time enrollment to gauge whether the institution requires additional faculty due to increased enrollment.

3R1: RESULTS
What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services?

As shown in Figure 3R1.1, Central Arizona College had a relatively high number of full-time staff (541) in 2015 (the year for which the latest benchmark data is available) compared to its peer institutions (which averaged 452 employees) in the same year. In 2017, the number of CAC's full-time personnel had dropped to 382, still a relatively high number given CAC's enrollment, which has declined significantly during the last several years. Additionally, the college had 371 part-time faculty and staff in 2017. This number of full-time and part-time staff indicates that CAC's staffing levels are sufficient to support the adequate provision of programs and services.

CAC's senior leadership recognizes that the institution is overstaffed, however. The college's relatively large number of personnel is a vestige of when the organization's enrollment was a third larger than it is today and when its annual state aid was about $7 million higher than it is now. CAC has the objective to reduce its staff numbers so that they equal the average staff size for its peer institutions, without an adverse effect on programs and services, to make their provision more cost-effective. As CAC "right-sizes" the institution, it will free the resources needed to address areas where there is insufficient staff, such as student advising and full-time faculty.

Staff turnover (i.e., the percentage of the workforce that voluntarily quits during one

year) can affect the continuity and quality of programs and services. CAC's annual staff turnover is 10 percent; the college meets its target of retaining 90 percent of its employees (Figure 3R1.2). Low staff turnover minimizes the intermittent provision of services caused by staff leaving the institution.

The institution's average class size (15 students) is slightly smaller than the norm (18 students) for the country's community colleges (Figure 3R1.3). This low average class size is a further indication that CAC has sufficient faculty. However, the college has too many adjunct faculty and an insufficient number of full-time faculty in some divisions. To make the provision of classes more cost-effective, the college would like to increase its average class size to the national norm of 18 students per class.

Figure 2R1.1 shows that almost 50 percent of the college's CCSSE respondents were satisfied with the support they received for their learning in 2017. This result is slightly below the 50 percent average for CAC's peer institutions and does not meet the Governing Board's target of 60 percent. This outcome may be an indication that the college's less than optimal student-advisor ratio (particularly at Signal Peak Campus) is resulting in students not receiving the level of support they need from advisors. Also, it may be an indication that the college needs to restructure its advising process so that it more proactive and provides students with increased support in aligning their academic studies with their career interests.

3I1 IMPROVEMENTS
Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

In 2017, Central Arizona College implemented a strategy to reduce the number of part-time employees and adjunct faculty through attrition. When a staff member leaves a position, the supervisor responsible for hiring in the area must complete the Position Justification Form to warrant filling the new vacancy. President Elliott's cabinet receives the completed form for final approval. Additionally, CAC has reduced the number of part-time staff and adjunct faculty and replaced these staff with full-time positions. For example, the college recently replaced 15 adjunct English faculty with one full-time English professor.

Increasing the number of students per class will allow the college to increase the number of full-time faculty personnel while decreasing the number of adjunct instructors. This adjustment should improve the quality of the student experience since the college evaluates all full-time faculty, and they maintain office hours and can become involved in auxiliary projects that enhance learning.

In spring 2018, Talent Development began to phase in the greater use of behavioral-based interview questions during the applicant interview process, to increase the likelihood that new employees will be supportive of the college's vision, mission, and values. Ensuring new hires are a good "cultural fit" for the institution could also increase the rate of employee retention for new hires.

In spring 2018, Talent Development redesigned the new hire orientation process so that it provides incoming employees with an introduction to the college on their first day of employment. Under the previous orientation structure, new CAC employees could work up to six months before the college provided them with a formal orientation to the institution.

3.2 EVALUATION AND RECOGNITION

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES
Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution.

Central Arizona College's Department of Talent Development (formerly known as Human Resources) designed the college's current *performance evaluation system for all employees* many years ago. The design process involved consulting with the Policy and Procedure Committee (now known as the Policy Committee), as well as employee groups (faculty, support, managerial and technical). Currently, the college conducts continuous improvement evaluations every two years for support, managerial, technical, and senior administrative staff and every three years for faculty. However, Talent Development has ascertained through employee feedback that evaluating staff once every two years and faculty once every three years is inadequate. Supervisors and staff would like the opportunity to set annual performance goals.

Thus, as an addition to the existing performance evaluation system, the college will implement annual employee goal setting next fiscal year. Also, CAC will develop a constituency task force to review the current evaluation system and create a more effective program that aligns with institutional goals and objectives.
Upon hire, staff and faculty receive a series of probationary evaluations, which the college uses to monitor and review the employee's performance and to identify training that he or she might need. During this cycle, feedback is gathered from the employee's self-evaluation, peer evaluations, team evaluation, and class observation. The supervisor uses this feedback as input into the employee's performance evaluation. Upon successful completion of the probationary period, staff and faculty move to a continuous improvement evaluation.

The institution regularly *solicits input* from its employees to receive the feedback necessary to improve processes, operations, and experiences for its students. Employee groups (faculty, support, managerial and technical) communicate to the senior leadership through their elected presidents meeting with President Elliott each month. These elected representatives also attend the president's bimonthly cabinet meetings. College committees are vehicles for analyzing issues and proposing courses of action. The administration surveys employees on various topics such as the campus climate, as well as feedback on new programs. The President's Pencil (President Elliott's monthly electronic newsletter for CAC staff) contains a link to a form where employees may provide feedback on issues as well as recommendations for improving processes.

President Elliott and her executive team *communicate expectations* to faculty and staff via The President's Pencil, cabinet meeting minutes (posted on the CAC employee portal), the annual All College Day, emails about various issues, and staff meetings led by senior administrators. President Elliot and the vice presidents hold informal conversations and question/answer sessions each semester at all campuses.

Additionally, the president and other senior leaders may attend constituency group meetings to talk about various issues, upon invitation.

Talent Development ensures that the evaluation system *aligns with institutional objectives* for both instructional and non-instructional programs and services. Key factors that align with strategic objectives are identified and used to rate the employee's performance. To align faculty evaluation with the institutional strategic goals for student success, access to educational programming, and workforce development, CAC evaluates faculty according to criteria related to teaching and learning. Additionally, faculty and staff evaluations are aligned with the institution's strategic goals for Environment, Community, and Stewardship by including evaluation criteria related to communication, leadership, planning, organization, and budgeting.

CAC *utilizes established institutional policies and procedures* to evaluate staff regularly. Through the process outlined in Figure 3P2.1, all full-time faculty is evaluated as per established policies and procedures; CAC does not assess part-time faculty. Procedure 525 sets forth the evaluation process for faculty and other staff. As per Policy 525, Employee Probationary Period and Employee Evaluations, all full-time staff and faculty complete performance evaluations process every two and three years respectively. (As noted, CAC is in the process of designing an evaluation system that will involve employees being evaluated more frequently.) The evaluation offers employees an opportunity for professional growth and development, as per policy and procedure (**3.C.3**).

The college has *established employee recognition, compensation, and benefit systems to help promote retention and high performance.* CAC senior administration and constituency groups for faculty, managerial and technical, and support staff have created several awards to recognize employees for length of service, leadership, teaching ability, and service to the college and community. These awards align with the Strategic Plan's goals for promoting employee-retention and high performance. The institution recognizes the employees who attain new credentials (certificates and degrees) at the annual All College Day when employees meet to celebrate successes, identify challenges, and set the tone and direction for the new academic year. The President's Pencil and the college's annual report to community members also acknowledge the employees who receive awards and new credentials.

Each year, President Elliott makes a salary and benefits recommendation on behalf of the college's employees to the Governing Board. Salary considerations take into account proposed increases of other community college districts in Arizona, labor supply issues, the availability of funding for incremental raises, the cost of benefits, and the cost of living. The Governing Board approves any adjustment to salary and benefits as part of the budget approval process.

Central Arizona College's benefits package for employees includes health and dental coverage for the employee and his or her dependent(s), as well as a low-cost vision plan. The college also provides disability, life insurance, and statutory worker's compensation benefits. CAC health benefits package also offers activities that promote employee wellness and assists employees with their benefits coverage.

The college provides retirement benefits through the state-run Arizona State Retirement System for employees working more than 19 hours per week. The college also offers nine Governing Board-approved public holidays and 12 additional paid days, encompassing winter and spring break.

All full-time administrative, managerial/technical, and support staff on a fiscal (12 month) contract can earn 20 working days of vacation annually. Administrative, support, and managerial and professional staff on less than 12-month agreements accrue vacation on a pro-rated basis. CAC pays employees for 100 percent of the vacation days they have accumulated when they leave the institution's employment.

All full-time employees accumulate sick leave at the rate of one day per month of service, to a maximum of 120 hours per year. When full-time employees leave the institution after five or more years of employment, CAC pays them 50 percent of the sick leave they accumulated. All part-time employees accrue sick leave at the rate of one hour for every thirty hours worked, up to a maximum of 40 hours per year. The college does not compensate part-time employees for accumulated sick leave upon departure. The effort to recognize employees' accomplishments and to provide competitive salaries and benefits are part of the institution's revitalized effort to promote employee satisfaction and engagement.

Central Arizona College designs the benefits, compensation, and leave packages it provides to **promote employees' satisfaction and engagement.** To increase employee satisfaction and engagement further, the college recently introduced quarterly "rounding" sessions, which Talent Development calls Check-In & Chat.

Rounding help leaders build better relationships with their staff through improved communication. It involves each supervisor meeting with each of his or her employees to communicate through questions and answers. These sessions involve supervisors asking employees questions and using the answers to help guide improvements in work processes and culture. Rounding also enables supervisors to recognize employees modeling good behaviors or producing exemplary outcomes. Fully implemented, rounding should improve employees' work satisfaction and engagement and help them feel more respected and appreciated.

To **track** the high-level outcomes of assessing and recognizing its employees' contributions and accomplishments, Central Arizona College participates in the Great Colleges to Work For (GCWF) survey. This survey provides insights on employee satisfaction and allows benchmarking with nearly 1,000 institutions.

3R2: RESULTS
What are the results for determining if evaluation processes assess employees' contributions to the institution?

Figures 3R2.1 to 3R2.3 provide Central Arizona College's GCWF survey results for 2014-2017. In 2014, 126 CAC employees completed the survey, a response rate of 39.4 present. In 2015, the response rate was 48 percent, with 170 employees completing the survey. For 2016 and 2017, the response rates were 39.4 percent (172 respondents) and 37.6 percent (164 respondents) respectively. The average response rate for the four surveys was 41.1 percent.

shows that an average of 68 percent of CAC employees who

responded to the annual GCWF survey for 2014 -2017 felt that the college's evaluation processes accurately measured their job performance. This outcome does not meet the college's target of 80 percent and is well below the 84 percent average achieved by its peer community colleges. As noted above, Talent Development is in the process of redesigning the employee evaluation process.

Measuring overall employee satisfaction is a method of gauging the effectiveness of efforts to create a satisfied, engaged workforce. Figure 3R2.2 shows that CAC has an opportunity to improve overall employee satisfaction so that it compares more favorably with its peer institutions. An average 68 percent of the CAC employees who responded to the annual GCWF surveys for 2014-2017 reported being satisfied with their jobs. In contrast, 85.5 percent of the employees of CAC's peer institutions indicated job satisfaction.

In 2014-2016, CAC experienced a public relations and leadership crisis involving the institution's attempt to increase its property tax rate, an effort to recall two Governing Board members, and the appointment and subsequent resignation of a controversial Governing Board member. This unsettling series of events, coupled with employee concerns about leadership (Figure 4R3.2), was probably the leading cause of employee satisfaction plummeting from 70 percent in 2015 to 63 percent in 2016. Employee satisfaction rebounded to 72 percent in 2016-2017, however, as newly hired President Elliott and her executive team made some notable improvements in the leadership culture, communication, and approach.

CAC also measures its employees'

satisfaction with their compensation, benefits and work/life balance. Figure 3R2.3 shows that the percentage of respondents satisfied with their compensation, benefits, and work/life balance reached a low of 66 percent in 2016/16 and rebounded to 71 percent in 2016/17. Of the CAC employees who responded to the 2017 GCWF survey, 71 percent agreed that "this institution's policies and practices give me the flexibility to manage my work and personal life." Eighty percent agreed that "this institution's benefits meet my needs." And 52 percent agreed that "I am paid fairly for my work." The Governing Board's policy is to maintain salaries at 80 percent of those paid by the Maricopa Community College District, in the Phoenix metropolitan area, since the cost of living in Pinal County is lower (particularly in the area of housing) than it is in Phoenix. However, the college recognizes the need to make its salaries more competitive within the regional market.

During the last three years, CAC provided a cost of living increase (COLA) of two percent each year; even providing this nominal increase, however, proved challenging due to declining enrollment and the collapse in state aid. Moreover, the COLA for a couple of recent years was counteracted by the cost of healthcare benefits rising for employees. In the early 2000s, before the advent of the Great Recession in 2007, the college was providing annual COLAs of three to six percent, which exceeded the rate of inflation.

Staff turnover is another indicator of how effective employee recognition, compensation, and benefits systems are in promoting employee retention. As noted, Figure 3R1.2 shows that CAC meets its target of retaining 90 percent its employees

each year.

Figure 3R2.4 shows that only 54 percent of CAC employees that responded to the GCWF survey for the year 2014-2017 reported feeling respected and valued. In contrast, the average for the college's peer institutions was 78 percent. The institution's low performance in this area may be a legacy of autocratic leadership, pervasive micromanagement, a lack of trust between leadership and staff, and an evaluation system that does not adequately recognize and reward employees' achievements. The college recognizes the opportunity to implement changes that result in employees feeling more respected and appreciated.

In summary, the above data indicate that most CAC employees are satisfied with their jobs and staff turnover is low. Nevertheless, the college needs to make improvements to its employee evaluation system, offer more competitive salaries, and foster an environment in which employees feel more respected and appreciated. Improving employee satisfaction is a high priority for the administration.

3I2: IMPROVEMENTS
Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

To address employee dissatisfaction with the employee evaluation system, Talent Development revised the employee evaluation system in 2017-2018 to include annual goal setting tied directly to CAC's Strategic Plan and its objectives. This impetus for this work was the vice president of talent development participating in a 2016 Continuous Quality Improvement Network (CQIN) initiative.

To address overall employee satisfaction, CAC implemented a task force to develop recommendations for strategies to improve communication, since poor communication has been an ongoing source of significant employee frustration. Also, all district-wide large-scale initiatives (such as a new student service or an academic program) require an implemented communication plan, which includes a feedback period and a test group. Efforts that various committees and groups are working on are logged and now available for all employees to see in the employee portal.

Additionally, to improve employee satisfaction, CAC implemented the following process improvements within the last 12 months:

- A new employee recognition "ice cream" social event, as well as two annual employee engagement events, through the newly designed Professional Development and Employee Engagement Committee.
- President Elliott's Holiday Reception that includes staff from all constituency groups.
- Supervisor training around the "Trust Edge" (CAC Value).
- Quarterly employee and supervisor "Check-in & Chat" communication sessions.
- The monthly New Hire Orientation for all new full-time and part-time staff.
- Revitalized the Upward Mobility Program to help develop internal talent.
- Hosting a new all employee and family event in April – "All College Family Carnival."
- Including annual goal setting in the employee and faculty evaluation processes.

The institution is planning to make the following improvements during 2018/19:

- Launching a program called Leadership Development Program (CAC LEAD), to develop future leaders' leadership skills.
- Revising and updating the job analysis and evaluation system to increase flexibility and provide more opportunity for recruitment.
- Implementing a program called Career Progression Opportunities, to provide growth opportunities for existing employees.
- Conducting the "100 Day Interview" with new employees, to gauge how well CAC is doing with orientating them to the institution's practices and culture.
- Implementing "Trust Edge" training for all staff during All College Day (August 2018).

To improve employees' health care benefits, the college recently introduced two medical plan options, the Preferred Provider Organization (PPO) and the High Deductible Health Plan (HDHP). CAC makes a monthly contribution to the health savings account (HSA) of each staff who selected the HDHP plan. The HSA is a medical saving account; funds in the account belong to the employee when he or she leaves the institution's employment. Through the Benefits and Wellness Committee, CAC also offers programs centered on financial wellness.

3.3 DEVELOPMENT

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES
Describe the processes for training, educating and supporting the professional development of employees.

Central Arizona College *provides and supports regular professional development for all employees*. The college organizes training from internal and external sources to ensure that staff members remain appropriately qualified and trained. CAC trains and develops all faculty, staff, and administrators to contribute fully and effectively throughout their careers. The college uses job clusters in various departments to determine training needed for performing their duties effectively. For example, academic advising is a cluster; the college will organize training (either externally or externally sourced) specific to academic advising and coaching for these staff **(5.A.4)**.

Other training cuts across a wide array of positions within the organization; such professional development includes training for supervisors, mandatory training for compliance with Title IX, and training in software applications commonly used throughout the institution. Professional development procured with institutional funds must support the college's Strategic Plan and mission, vision, and values **(5.A.4)**.

Additionally, the Professional Development and Engagement Committee recommends

professional development activities so that the college can offer the appropriate training opportunities to all of its employees. The committee makes these recommendations to the director of employee development, who then organizes employee-participation in the identified training **(3.C.4)**.

Internal professional development workshops train employees on new skills and honing existing ones. These workshops often prepare employees to compete for positions in another job cluster at the same level or a higher level. Each department and unit budgets for its team members to attend external professional development conferences, seminars, and workshops **(3.C.4)**.

The director of employee development oversees an employee development fund (as part of the operational budget) that offers staff the opportunity to attend external training opportunities. The fund provides financial support for off-campus seminars, workshops, conferences, and professional meetings. It also supports individuals seeking additional education and partially funds employees in bachelors, masters, and doctorate programs **(3.C.4)**. Central Arizona College permits its faculty and staff to use additional education credits to secure further compensation. The institution supports a horizontal movement process, awarding faculty salary increases for each block of nine semester hours of credit or experiential equivalent.

CAC recognizes that faculty must participate in regular professional development to help them *remain current in their disciplines' instructional content and pedagogical processes*. Academic Affairs budgets for faculty to attend professional development conferences. CAC often uses federal grant funding to supplement its

professional development budget for faculty and to provide them with a level of training that it could not otherwise afford. In recent years, for example, Title V and HSI STEM grants funded professional development in active learning and project-based learning pedagogy. President Elliott's office is currently funding professional development in guided pathways **(3.C.4)**.

Faculty and other employees may participate in the sabbatical program, which permits a regular or working sabbatical. A regular sabbatical provides a full release from job duties not to exceed one year away from work in pursuit of study, research, or suitable work experience to enhance competencies that will contribute to institutional growth. A working sabbatical provides partial release time from job duties, where the sabbatical salary benefit is distributed as per the needed release time. While on sabbatical, the staff member remains an active employee, with all benefits and receives a percentage of pay based on his or her salary, or a reduced workload **(3.C.4)**.

Talent Development (formerly known as Human Resources) monitors the qualifications of administrators, managerial and technical staff, and support staff to ensure they are current in their disciplines and have the required credentials. For example, while tutors are usually part-time employees, they must possess a specified minimum credential before they work with students. Each employee must at least meet the minimum qualifications for his or her position. The staff evaluation process helps to ensure that faculty is adept in their teaching roles; CAC evaluates faculty according to the criteria of teaching and learning **(3.C.4)**.

CAC has several approaches to help

student *support staff increase their skills and knowledge in their areas of expertise*. These staff members have ongoing participation in internal and external professional development activities. Student Services budgets for its staff to attend professional development conferences, workshops, and seminars. Its leadership actively encourage their staff to complete training that increases their skills and knowledge in student services operations or new initiatives (such as academic coaching). Several Student Services employees are members of various professional associations that provide professional development and other types of professional support. The college pays the registration fees for membership. The Professional Development and Engagement Committee may also recommend professional development activities for Student Services staff. Other support staff, such as custodial and grounds keeping staff, complete professional development required by their departments (**3.C.6**).

The president's executive leadership team and the Professional Development and Engagement Committee *align professional development activities with institutional objectives*. In 2016, CAC's executive leadership team participated in the CQIN (Continuous Quality Improvement Network) Summer Institute. This participation was the impetus for implementing Charting the Future, a process to revise the college's mission, vision, and values and to create its new strategic plan.

Subsequently, President Elliott's cabinet identified a large group of employees to participate in the 2017 CQIN Leadership and Summer Institute. This institute focused on transforming organizational talent, which supports implementing three strategies at CAC: (1) employees who fit with our

culture, (2) growing internal talent, and (3) building a culture of trust.

Also, CAC recently purchased an online training program of 1500+ professional development courses, which enables the institution to provide online training modules focused on specific strategic objectives, such as diversity and inclusion, communication, and Title IX.

To **track outcomes**, the Professional Development and Engagement Committee and the director of employee development use the Great Colleges to Work For (GCWF) survey to monitor employee satisfaction with the provided professional development.

3R3: RESULTS
What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3.

Figure 3R3.1 shows that an average of 61 percent of the CAC employees who responded to the GCWF survey between 2014 and 2017 were satisfied with the professional development opportunities provided. In contrast, the national average for the same period was 83.5 percent.

A probable cause of the relatively widespread employee dissatisfaction with the available training is the perception that the institution's support for upward mobility and career progression has been intermittent and under-developed. CAC recognizes the need to improve and expand the professional development its offers so that employees have more opportunity for career advancement and knowledge and skill development.

3I3: IMPROVEMENTS
Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

To address the deficit in professional development offerings and opportunities, CAC recently redesigned and relaunched its mothballed Upward Mobility Program. This program provides internal career development opportunities in addition to the usual competitive selection process for promotions. Mentors, training time, educational benefits, and career coaching support the employees selected for targeted positions.

The college will soon implement a Career Progression Opportunities program, as a way to provide growth opportunities for existing employees. Through career progression, once an employee meets the minimum qualifications and can demonstrate the skills, knowledge, and abilities required for a higher-level position, Talent Development will reclassify the staff member to the new position, without a competitive placement process.

CAC will also implement CAC LEAD, an institute to develop the leadership skills of employees interested in attaining higher roles within the institution.

CATEGORY 4: PLANNING AND LEADING. Category 4 focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., I.B. and I.D. in this section.

4.1 MISSION AND VISION

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES
Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes.

Central Arizona College *develops and reviews its mission, vision, and values* statements every three years through its Strategic Planning Process (SPP), as outlined in Figure 4P1.1. The Strategic Planning Committee is responsible for conducting the mission, vision, and values review, using feedback from internal and external stakeholders. The newly adopted SPP (Figure 4P2.1) and the related Charting CAC's Future process involve gathering input from employees, students, alumni, community members, business, and industry **(1.D.3)**.

In 2016, feedback from stakeholders identified several opportunities to improve the mission, vision, and values, such as shortening the statements and reducing the number of values to provide a more focused framework for planning and leading. The Governing Board approved the new mission, vision, and values statements at its regular

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board meeting held on February 27, 2018. The mission statement affirms the college's commitment to serving students and the communities of Pinal County **(1.A.1)**.

The college is deploying its new mission, vision, and values through its 2018-2021 Strategic Plan. CAC designs its budget, marketing materials, annual reports, and outreach and enrollment strategies to support its mission, vision, and values. The institution engages with external constituencies and responds to their needs as resources allow and when those needs align with the college's mission, vision, and values. For example, after Sundt Construction approached CAC about starting a new construction technology program to help meet its demand for entry-level construction workers, the college implemented the program with funding support from the company. Other new programs recently implemented to meet local demand include a community health workers certificate program and an apprenticeship program in partnership with Resolution Copper Co. **(1.D.3)**.

The newly adopted <u>mission statement</u>: Central Arizona College serves as a TRUE Learning community by empowering our students and staff to succeed. Teaching. Reaching. Understanding. Empowering. Learning. The new <u>vision statement</u>: Central Arizona's premier choice in education and career excellence. The college's new <u>values</u> are (1) Accountability (internal & external stakeholders), (2) Communities (students, employees, public), and (3) Trust.

As per its mission and vision statements, CAC's primary function is to provide quality educational programs and opportunities to the students and communities it serves **(1.D.2)**.

To ensure that CAC's institutional actions reflect a commitment to its values, the college adheres to its policies, procedures, and academic and service standards. The Governing Board oversees the policies, which the college is presently updating to ensure they align with its new mission, vision, and values. The institution has a policy through employees can report actions that violate the law, and the college's values and policies. CAC's planning processes include a step to check that institutional actions are congruent with the institution's values.

CAC ***communicates*** its mission, vision, and values through its website, marketing materials, annual report to the community, social media, governing board meeting agendas, and online Course Catalog. President Elliott's executive team (a.k.a. cabinet) establishes the overall focus and direction for communicating the college's mission, vision, and values. Figure 4P1.2 delineates the process for communicating these guiding statements **(1.B.1)**.

The mission statement is current and outlines the college's charge to serve "…as a TRUE Learning community by empowering our students and staff to succeed" **(1.B.2)**. The mission statement also identifies the nature and scope of its education programs as teaching, reaching, understanding, empowering, and learning and its intended constituents (students and staff) **(1.B.3)**.

CAC's planning processes include a step to check that ***academic and student services programs are consistent with the institution's mission, vision, and values***. The Strategic Planning Process (Figure 4P2.1), departmental planning process, and curriculum process all include

this alignment check. Additionally, the college recently adopted GADIE, a planning and brainstorming tool for introducing a new program or service. GADIE addresses mission, vision, and values alignment in its DEVELOP step **(1.A.2)**.

Through its strategic planning and budgeting process, CAC *allocates resources to advance its mission and vision, while upholding its values*. For example, to support the institution's value of accountability, various key financial documents are available for view on CAC's website. These documents include the college's approved and proposed budgets, audit reports, and recent comprehensive annual reports. The public may also view the college's budget allocations via a link on its website. This transparency gives the public the opportunity to hold the institution accountable for its spending **(1.D.1)**. The budget process allocates resources to support the mission and vision while embracing the value of accountability. Employees seeking funding for new programs must justify how these new activities align with the college's mission. President Elliott's cabinet must approve the additional funding before it is allocated. The Governing Board reviews and approves the college's annual budget **(1.A.3)**.

Central Arizona College uses the Great Colleges to Work For (GCWF) survey to measure the outcomes of leading and communicating. The Strategic Planning Committee, Campus Climate Committee, and the Governing Board review the survey's results. The administration uses the results to inform strategic improvements.

4R1: RESULTS
What are the results for developing, communicating and reviewing the institution's mission, vision and values?

The results presented should be for the processes identified in 4P1.

Central Arizona College participates in the GCWF survey each year. The average annual response rate for 2014-2017 was 41 percent. CAC's Office of Institutional Research administers the survey instrument and shares the results with entire college.

The extent to which employees think that the senior leadership is providing a clear direction for the future is one way to measure the effectiveness of efforts to support the institution's mission, vision, and values. Figure 4R1.1 shows that in 2016 that only 21 percent of CAC staff that responded to the GCWF survey agreed with the statement "senior leaders provide a clear direction for the institution's future." The fierce public battle over the college's property tax rate and the associated crisis in the senior leadership and the Governing Board may have contributed to this low percentage.

The extent to which faculty and staff think they are meaningfully involved in institutional planning is another measure of the efforts to develop, communicate, and review the mission, vision, and values. Figure 4R1.2 shows that of the CAC staff who responded to the GCWF survey in 2016, only 24 percent agreed with the statement that they are meaningfully involved in institutional planning. For the 2017 CGWF survey, the percentage of CAC respondents who agreed with the statement increased to 27 percent.

This increase may be attributed to the yearlong "Charting CAC's Future" forums that were held at all CAC campus locations and provided faculty, staff, and students with an opportunity to offer input into the direction that the college should take. The

administration recognizes the opportunity to improve employees' participation in institutional planning processes.

4I1: IMPROVEMENTS
Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Central Arizona College's new leadership introduced several improvements to the institution's planning and leading processes during 2016-2017. The process to create the Strategic Plan was improved through expanding the representation of stakeholders, including faculty, staff, students, and community members.

Additionally, the college recently adopted a new mission, vision, and values to be more representative of the communities and students served.

The leadership has improved communication about the college's Strategic Planning Process through both sharing information with all employees during All College Day and providing the Governing Board with regular updates about this process and its results.

4.2 STRATEGIC PLANNING

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES
Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes.

Central Arizona College's effort to devise its new 2018-2021 Strategic Plan involved *engaging internal and external stakeholders*. Figure 4P2.1 illustrates the process to create a new Strategic Plan every three years and to engage key stakeholders in this process. To involve employees and students in its Strategic Planning Process (SPP), the college hosted "Charting CAC's Future" forums at each location/campus. At each forum, President Elliott asked participants to provide feedback regarding their thoughts on the college's strategic direction. The institution obtained comments from the public by holding similar community forums at each location/campus. The Strategic Planning Committee used this feedback to develop the new strategic plan **(5.C.3)**.

CAC's Strategic Plan *aligns operations with the organization's mission, vision, and values* through the operational planning process. With the exception of 2017-2018 when the institution was transitioning to its new Strategic Plan, every year each department head completes an operational plan developed with the involvement of appropriate faculty, staff, and external stakeholders **(5.C.2)**.

Each plan lists specific key improvement goal statements, activities, measurable outcomes, and the targets to be addressed. The plan links its activities to the institutional strategic goals and objectives. The vice presidents develop their operational plans from their direct reports' plans. The vice presidents' combined plans support the college's Strategic Plan **(5.C.2)**.

The process to develop the operational plans (Figure 4P2.2) involves the Strategic Planning Committee reviewing the draft plans to ensure alignment with the

Strategic Plan. Each year, this committee also reviews progress towards the Strategic Plan's goals and objectives. Departments, units, and divisions revise their operational plans' strategies if progress is insufficient, through the process outlined in Figure 4P2.3.

The college links its processes for assessment of student learning, evaluation of operations, planning, and budgeting through the overall strategic planning process. The Strategic Planning Committee conducts a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to evaluate learning outcomes and evaluates operations as part of the process to review the strategic plan. The budget process requires all budget requests to demonstrate linkage to a strategic goal or objective **(5.C.2)**.

To ensure *alignment of efforts across departments and divisions*, the Strategic Planning Committee reviews the operational plans of each department, division, and unit. This process includes confirming alignment with other key institutional initiatives such as AQIP Action Projects. Additionally, the "CAC on the Horizon" document enables the executive team and other CAC employees to view the programs, services, and new initiatives that divisions, departments, committees, teams and task forces are designing or implementing.

Central Arizona College is committed to shared governance, through which faculty and staff participate in planning and decision-making processes. The standard committee structure involves administration, faculty, and staff determining academic requirements, policy and processes. The role that Faculty Senate, the Managerial and Technical Staff Association, and the Support Staff Association have in shared governance processes is reflected in these groups'

bylaws. Formal committees having input on academic matters include the Curriculum Committee and the Academic Assessment Committee **(5.B.3)**.

The college also assembles teams of faculty, administrators, and support staff to work on special projects and strategic initiatives. Often, these teams' members are drawn from multiple areas of the college, shown in the organizational chart **(5.B.3)**.

Online, full-time, and part-time students have input into academic matters through the Student Government Association, which advocates student interests to the administration, Governing Board, and the community at large. Students have further input into academic matters through service on institutional committees, teams, and task forces. Recently adopted new charters for committee and task forces require broad-representation of full-time and part-time faculty, staff, and students **(5.B.3)**.

To *capitalize on opportunities and institutional strengths and to counter the impact of institutional weaknesses and potential threats*, the Strategic Planning Committee completes a SWOT analysis annually. SWOT integrates and interprets data to identify internal strengths and weaknesses and external opportunities and threats. This analysis considers external factors such as revenue streams, competition for employees and students, and economic conditions **(5.C.4)**. It informs institutional planning on emerging factors such as technology, demographic shifts, and globalization **(5.C.5)**.

The Strategic Planning Committee uses information gleaned through SWOT to help determine the strategic plan's goals and objectives. The SWOT analysis also informs annual operating plans. For example, a 2017

SWOT identifies employee engagement and retention as a weakness. Consequently, Talent Development (formerly known as Human Resources) incorporated several action strategies into its operational plan to address employee retention.

The college's strategic, operational and budgeting planning processes *create and implement strategies and action plans that maximize current resources and meet future needs*. Through these processes, CAC allocates its resources to align with its mission and priorities, and ensures that all strategies and action plans align with the Strategic Plan, Board ENDS Monitoring Reports, and AQIP Action Projects **(5.C.1)**.

To ensure that plans are financially feasible presently and in the future, the Strategic Planning Committee and President Elliott's cabinet evaluate their viability, long-term sustainability, and strategies before implementation. These two groups also assess the associated costs to determine whether they could be met or partly met by grants or gifts from external sources; subsequently, external funding may be sought, and associated costs are placed in the budget. When unforeseen and unplanned needs for additional resources arise, the Strategic Planning Committee and cabinet reevaluate the strategy to determine if it should either continue or be discontinued **(5.C.4)**.

The Strategic Planning Committee *tracks* annual progress toward attaining the Strategic Plan's goals. Measures designated during the planning process are selected based on the criteria that include national and state comparative data and align with the Board ENDS Monitoring Reports and the Arizona Strategic Vision Report. CAC uses the results to inform improvements or

to revise strategies as needed.

4R2: RESULTS
What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2.
The results for communicating, planning, implementing, and reviewing the institutional plans are contained in the Arizona Strategic Vision Report, which is comprised of data submitted by all of Arizona's ten community colleges.

Access Results
The percentage of students enrolling in CAC after leaving a Pinal County high school (the "capture rate") is one method of measuring institutional planning' effectiveness (Figure 4R2.1). While CAC's 2015/16 capture rate (27 percent) was lower than the norm for Arizona's community colleges (35 percent), it was higher than the national average (25 percent). CAC's relatively low rate could be attributed to Pinal County's high school graduation rate (71.7 percent) being the lowest among Arizona's counties and the institution being Arizona's only community college reasonably adjacent to a metropolitan area and several of its colleges. For example, Chandler-Gilbert Community College is less than 35 miles from CAC.

Central Arizona College's Strategic Plan directs the institution to provide outreach and access to traditionally under-served populations. The institution's percentage of under-served students compares favorably to state and national minority enrollment in community colleges. As shown in Figure 4R2.2, in 2015-2016 minorities comprised 45 percent of CAC's student population and 43 percent of its peer institutions' enrollment.

The percentage of students receiving financial aid (excluding loans) is another method of measuring the effectiveness of institutional planning. As shown in Figure 4R2.3, in 2017, 71 percent of CAC's students received financial aid (excluding loans), compared to an average of 35 percent of students attending the college's peer institutions. The college's service area has a relatively high poverty rate (15.6 percent compared to 14 percent for the United States) and includes the Gila River Indian Community, a Native American reservation (pop. 8,000) with a 50 percent poverty rate.

Student Success Results

Student retention, graduation, and transfer rates are important measures of the success of planning efforts. Figure 1R2.3 shows that CAC's transfer rate for 2014 (34 percent) was slightly higher than the average transfer rate for Arizona's community colleges (31 percent) and exceeded the college's target (33 percent). The college attributes this outcome to an arrangement through which students can finish their bachelor's degrees in nursing and education at CAC.

Figure 2R2.1 shows that CAC's retention rate for 2015/19 (69 percent) was lower than the norm for Arizona's community colleges (78 percent), but was significantly higher than average national retention rate for community colleges (53 percent). Of the CAC students who do not persist in their studies, most leave the institution within the first six weeks of their first semester.

CAC's graduation rate of 32 percent for 2015-2016 was similar to the average graduation rate for Arizona's community colleges (30 percent) and exceeded the national average (25 percent) (Figure 2R2.2). However, the graduation

rate of the college's Hispanic students is 14 percent, less than half of the overall graduation rate. CAC recognizes the opportunity to increase the graduation rate of its minority students as well as its overall transfer rate.

Environment Results

Figure 4R2.4 compares the ethnic diversity of CAC's student body with that Pinal County's population. In 2016, minority students comprised 56 percent of CAC's student body while minorities formed 43 percent of Pinal County's residents. As a Hispanic Serving Institution, CAC places considerable emphasis on outreach to minority populations.

Figure 4R2.5 compares the percentage of CAC's employees who have minority backgrounds to the proportion of Pinal County residents with these backgrounds. While employee diversity grew steadily between 2014 and 2016, it does not meet Pinal County's level of diversity. For example, in 2016, 32 percent of CAC's employees had minority backgrounds, while 43 percent of Pinal County residents were minority. Moreover, there is a deficit of minorities in senior academic and leadership roles. The college's current efforts to improve employee satisfaction across a host of measures should make CAC more attractive to minority and other candidates.

Partnership Results

An average of 77 percent of the organizations that responded to the annual Higher Education Partnership survey between 2014 and 2017 were satisfied with their overall relationship with CAC (Figure 1R2.2). The college wishes to improve this result and is currently meeting with partners to determine gaps

and improvement opportunities.

With 257 pathways to four-year institutions, CAC has exceeded its goal of having 200 of these pathways (Figure 2R5.4). The college is in the process of implementing the guided pathways model, which will streamline and reduce the number of routes to four-year institutions.

Financial Results

Figure 5R2.1 shows that CAC's expenditure per FTSE is higher than that of its peer institutions. CAC attributes its relatively high spending to the institution neither evaluating its staffing levels nor aligning the number of staff with current student enrollment. To reduce its expenditure, the administration is now requiring justifications for any new or replacement position and evaluating staffing levels, among other strategies.

In recent years, CAC's tuition and fees have been slightly higher than the norm for Arizona's community colleges (Figure 5R2.2). However, the college did not raise its tuition and fees for 2018-2019, to make these costs more in line with those of its peer institutions. Consequently, the college's tuition and fees are now slightly below the average for Arizona's community colleges.

The institution's actual to budgeted expenditures (Figure 5R2.3) have trended lower the past three years and below the Governing Board's desired rate. The gap between actual spending and budgeted expenditures is primarily due to departments budgeting to fill vacant and positions without taking into account how long it takes to hire new personnel. CAC is addressing this situation by both adopting a zero-based budgeting process for FY 2019 and tightening the procedure to justify

creating new positions and filling vacant ones.

4I2: IMPROVEMENTS
Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

In 2017, Central Arizona College embarked on a new strategic planning process that is widely inclusive of faculty, staff, students, and community members. The institution now has a three-year strategic planning process that includes a comprehensive review of its mission, vision, and values.

Another recent improvement is ensuring that the institution's strategic goals and objectives align with the Board ENDS and AQIP Action Projects. Planned improvements include implementing guided pathways, redesigning developmental education, and realigning institutional scholarships to provide aid to more students.

4.3 LEADERSHIP

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES
Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes.

The Pinal County Community College Governing Board oversees Central Arizona College and is *responsible for establishing the appropriate relationship between itself and the institution*. The Governing Board

has five members selected from specific geographic areas within Pinal County. The members hire the college's president and review his or her performance annually. The Governing Board also reviews policy to ensure that it supports the institution's mission, vision, and values. Policy 101and Policy 105 require the board to delegate the institution's daily management to the administration **(2.C.4)**.

The Governing Board has *oversight responsibilities* and must adhere to "governing the organization through written policies based on broad organizational values and perspectives" (Policy 101). Additionally, the board must remain "…cognizant of long-term external impacts rather than focusing upon internal means to attain the outcomes" (ibid.).

Each Governing Board member must disclose any conflict of interest and sign a conflict of interest disclosure each year. Policy 130, Board Member's Code of Conduct, stipulates that the Governing Board members must avoid any conflict of interest concerning fiduciary responsibility, among seven other clauses about eschewing this type of conflict **(2.C.3)**.

The college has several processes to ensure that its Governing Board is knowledgeable about the institution, provides oversight of the institution's financial and academic policies and practices, and meets its legal and fiduciary responsibilities. The Governing Board is responsible for oversight and approval of all CAC policies; during each monthly board meeting, it reviews and approves the institution's financial report as part of regular business. During these meetings, senior administrators and other staff brief the board members on CAC's programs, practices, activities, successes, and challenges. Also, during

these meetings, the president and vice presidents also present the ENDS monitoring reports **(5.B.1)**.

Central Arizona College has policy and procedures that encourage and support internal constituencies' engagement in its governance. The Policy Committee and the president are responsible for reviewing policy proposals brought forward for consideration from divisions, departments, the three employee constituency groups, the Student Government Association, committees, teams, and task forces. The policy committee and the president vet the policies before the latter presents them to the Governing Board for review and approval **(5.B.2)**.

The employee constituency groups engage employees in the institution's governance. Each group serves as the exclusive representative of its constituency to the college administration in academic, policy, and professional matters. They advise the president and other senior administrators regarding policies and procedures. The three constituency group presidents have the opportunity to address the Governing Board during its regular public meetings and are members of the cabinet **(5.B.2)**.

The Student Government Association (SGA) advocates student interests to the college's administration and the community at large. Thirteen students, selected by an application and interview process, lead the organization, which is active on each campus and serves about 5,500 students. A full-time student engagement coordinator and part-time secretary support and guide the SGA **(5.B.2)**.

Six formal standing committees, each aligned to an AQIP category, also contribute to leadership processes and decisions. The

committees, comprised of administrators, faculty, and staff, meet regularly to solve problems, make recommendations to the president and her cabinet, work on various projects, and provide leadership on multiple initiatives designed to improve operations and the student experience. Many of the committees have members drawn from multiple levels of the organization. **(5.B.2)**.

The Governing Board recognizes its role of governing the institution through written policies and *delegates managerial responsibilities to the president.* President Elliott's cabinet serves as the administrative leadership team and considers and addresses college-wide issues and decisions; reviews and accepts strategic and programming recommendations, reviews and resolves significant financial and human resource allocations and operational processes and policies; and provides leadership that supports the mission, vision, values and Strategic Plan. Chaired by the president, cabinet includes the vice presidents, executive directors, deans, the elected employee association presidents, and the Student Government Association president **(2.C.4)**.

The faculty has the primary responsibility for the curriculum's content, quality, and effectiveness. They are responsible for establishing academic policies, identifying best practices, communicating about educational programs to internal and external stakeholders, and recommending changes in programming. To fulfill their responsibilities, faculty work through standard committees, such as the Curriculum Committee, which processes curriculum changes and updates, and the informal Academic Leadership Committee, which assists the vice president of academic affairs in coordinating educational functions.

Faculty also fulfill their mandate to oversee academic matters by participating in division planning, strategic planning processes, hiring committees, teams, and task forces for special projects **(2.C.4)**.

CAC has several processes to ensure *open communication between and among all locations/campuses, divisions, and departments*. Announcements about upcoming events, achievements, challenges, new strategies, professional development opportunities and other matters occurs almost daily through postings on the college's portal and website, social media, and electronic monitors. Through the standing committees' membership including representatives from different campuses, divisions, departments, and employee groups, the committees contribute to open communication throughout the college. Most of these committees meet at least monthly, which helps to promote a regular flow of communication about issues they are addressing and their projects.

The presidents of the three employee constituency groups meet monthly with President Elliott and then report to their constituencies. Additionally, President Elliott periodically attends the constituency group meetings to provide updates and address employees' questions and concerns.

All employees are encouraged to attend the All College Day, a one-day event held at the beginning of the fall semester. During All College Day, President Elliott provides an overview and update of the college's key strategic initiatives, performance results, and plans for the new academic year.

Several departments each hold an annual open house, which gives employees across the college the opportunity to learn about other some areas' programs, staffing, and

operations.

President Elliott continues to write the President's Pencil, the monthly newsletter started by her predecessor. The President's Pencil has sections for each department (academic affairs, information services, student services, talent development, public relations and marketing, institutional research, and finance) to share information and updates with employees.

The college employs several approaches to foster *collaboration across all units to ensure the maintenance of high academic standards*. As noted, academic leadership has representatives from several academic divisions, and the Curriculum and Academic Assessment committees have representatives from faculty, administration, managerial/technical and support staff *(5.B.3)*.

Central Arizona College establishes teams to work collaboratively on projects to improve the academic experience for students. Some groups, such as a current one to improve the academic mix, are comprised of deans from every academic division. Other groups, such as the team working to establish Prior Learning Assessment at the institution, are comprised of representatives from academic leadership, faculty, financial aid, and registration **(5.B.3)**.

As noted above, the college's six standing committees are comprised of representatives from academic affairs, student services, finance, and financial aid. This mix of employees in the committees helps to foster collaboration among departments **(5.B.3)**.

This formal committee structure is the primary method through which administration, faculty, and staff are involved in setting academic requirements, policies, and processes. Faculty Senate represents full-time faculty and adjunct faculty to the college administration in academic and professional matters and policy matters and advises the president on issues of importance to the college and faculty. As per its bylaws, Faculty Senate must meet at least two times during the nine-month academic year **(5.B.3)**.

The Curriculum Committee reviews curriculum proposals (courses and programs) for approval by the Governing Board. This committee is responsible for collaborating with Arizona curriculum and articulation organizations to maintain compliance with higher education standards **(5.B.3)**.

The Academic Assessment Committee's purpose is to assess how well CAC's educational programs are working and determine the extent to which these programs are contributing to students' learning. It measures and analyzes data regarding Common Student Learning Outcomes (CSLOs) and benchmarks results (when appropriate) to national findings. This committee creates an annual report that includes the scope of their work, data analysis of findings of student learning, and recommendations for improving assessment and learning outcomes **(5.B.3)**.

The informal Academic Leadership Committee provides both collaboration within the Department of Academic Affairs and a forum for the discussion of academic policies, programs, and best practices. This committee is comprised of assistant and associate academic deans, division chairs, and the vice president of academic affairs. It meets monthly and spearheads the implementation of new academic policies and procedures **(5.B.3)**.

As noted, students have input into academic requirements, policy and procedures, and processes through the Student Government Association. This group's elected president attends President Elliott's bimonthly cabinet meetings **(5.B.3)**.

To provide *effective leadership* to all institutional stakeholders, the Governing Board has adopted ENDS statements that outline goals that reflect its priorities. The president and vice presidents provide the Governing Board with monthly monitoring reports to demonstrate evidence toward meeting those goals and include a report on recent and planned improvements.

The Governing Board has established policies stipulating that it will consider internal and external constituencies during decision-making and allows for public comment in all of its open meetings (Policy 125).

The Governing Board conducts an annual self-evaluation of its performance using the questions from the Criteria for Accreditation. In 2017, for the issue of whether "the Governing Board's deliberations reflect priorities to preserve and enhance the institution," a majority of the board members responded with "all of the time" with one responding "most of the time" **(2.C.1)**. For the question, "the Governing Board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations," the members unanimously responded with "all of the time" **(2.C.2)**.

CAC has several processes to *develop leaders* at all levels within the institution. Employees seeking leadership opportunities can complete training through the Employee Development Program. The director of

employee development updates the topic materials regularly to ensure employees receive the best information based on feedback from the participants.

As leadership opportunities occur, CAC selects individuals to occupy acting, temporary, and increased responsibility positions. This arrangement allows emerging leaders to take on special projects and expanded roles, which provides them with an opportunity to enhance their knowledge of organizational requirements and experience leadership.

The college recently redesigned and resurrected its dormant Upward Mobility program to provide career development opportunities in addition to the standard competitive selection process for promotions. Mentors, training time, educational benefits, and career coaching from other employees support the staff selected for targeted positions.

Talent Development allocates funding each year to reimburse employees for up to 50 percent of the tuition or fees for professional or technical certificates or advanced degrees.

CAC's Strategic Planning Process ensures that the *institution maintains its ability to act on its mission and vision*. As noted in 4P3, each Governing Board member must disclose any conflict of interest and sign a conflict of interest disclosure each year. Policy 130, Board Member's Code of Conduct, stipulates that the board must avoid any conflict of interest **(2.C.3)**.

The Governing Board and President Elliott track and review progress toward the outcomes of leadership and governance at their annual summer retreat. Measures and tools include results from the Great Colleges to Work For (GCWF) survey.

4R3: RESULTS
What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3.

Central Arizona College participates in the GCWF survey annually to gain an understanding of the institution's climate, an essential measure of leadership effectiveness. The survey's average annual response rate for CAC was 41 percent for 2014-2017.

Senior leadership is responsible for ensuring that employees' daily work supports the college's mission, visions, and values. Figure 4R3.1 shows that employee satisfaction in shared governance at CAC improved from 45 percent in 2016 to 50 percent in 2015, and stabilized at around 50 percent thereafter. In contrast, an average satisfaction in shared governance at CAC's peer institutions was 78 percent. The college's previous administrations gave faculty and staff little access to the leadership's regular meetings and the standing committee structure was not operating to its potential capacity.

Between 2014 and 2016 only around 40 percent of the CAC employees that responded to the GCWF survey expressed satisfaction with senior leadership (Figure 4R3.2). In contrast, the average satisfaction with leadership at CAC's peer instiions was 80 percent during the same period. CAC's low standing in this area may may be attributed to poor communication (Figure 4R3.3) and the aforementioned public relations and leadership crisis concerning the college's property tax rate, among other factors. Satisfaction with leadership improved from 41 percent in 2016 to 50 percent in 2017. This

increase coincided with the hiring of President Elliott in mid-2016 and her subsequent efforts to improve communication, provide a coherent vision, and foster trust between the leadership and employees.

The college's GCWF survey results for employee satisfaction with communication are significantly below those for its peer institutions and the Governing Board's target (Figure 4R3.3). Whereas the Board's target is 95 percent of employees expressing satisfaction with communication, and the college's peers average more than a 70 percent satisfaction rate for this area, CAC's satisfaction rate with communication has languished at around 50 percent for the last several years. Improving communication is a priority for the leadership.

4I3: IMPROVEMENTS
Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

The implementation of ENDS Board Monitoring reports was a significant improvement in that these reports help guide overall institutional decisions as well as the new strategic plan.

In 2017, President Elliott provided the presidents of three employee constituency groups and student government a formal role in shared governance processes. They are now attending the president's cabinet meetings.

CAC is in the process of introducing "rounding" to improve communication and employee engagement. Rounding is a brief 10 -15-minute conversation that takes place between supervisors and employees. One of its primary purposes is to improve

communication by encouraging employees to provide feedback to supervisors, eliminating we/they perception, and building trust.

In late 2016, the College established an online portal, which enhances communication across departments, divisions, and units. The portal enables teams, committees, administrators, and other staff to communicate with all employees easily.

"On the Horizon" in the employee portal provides regular updates on projects to improve academic programs, standards, and processes. Cabinet minutes are also available on the portal.

In 2017, President Elliott introduced a link on Blackboard that enables employees to provide leadership with feedback on opportunities for improvement. President Elliott receives this feedback directly and responds to it in the President's Pencil.

In 2017, President Elliott and the vice presidents implemented quarterly open forums with employees. The forums encourage open communication among administrative departments, senior administrators, and other departments, divisions, and employees. The President's Pencil communicates process improvements stemming from feedback received.

In 2016, CAC's executive team participated in the Continuous Quality Improvement Network (CQIN) conference, dedicated to pursuing and sharing best practices. In 2017, more than a dozen of CAC's future leaders attended CQIN's annual meeting.

In 2018, CAC introduced an upward mobility program to offer career development opportunities for employees, as

noted.

Many CAC employees recently completed training in the Trust Edge, a framework that helps organizations overcome barriers to trust and to establish pillars of trust. Building trust within an organization is essential for continuous improvement, increasing productivity, and cultural transformation.

4.4 INTEGRITY

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES
Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes.

Central Arizona College has several processes and methods to *develop and communicate* legal and ethical standards. The president and vice presidents, deans, and department leaders monitor state and federal legislative developments so that CAC can amend its policies to comply with new legal requirements. The college's legal counsel often provides the institution with guidance in interpreting and complying with laws and regulations. Staff may participate in workshops or webinars about various legal compliance and ethical issues for institutions of higher education. The institution often benchmarks its policies with those of other institutions. Department and division heads communicate legal and ethical standards to employees via emails,

in-service days, required online training, the President's Pencil, the CAC website, and training workshops devoted to particular legal and ethical issues. The Policy Committee, which revises or develops new policies for the Governing Board, shares all new or revised policies with employees via email.

The on-boarding process for new employees involves communicating CAC's expectations for ethical behavior and complying with local, state, and federal laws. All new employees are required to review several policies and procedures about ethical and legal issues. Policy 502 outlines the ethical principles and standards for employees to follow, as well as key state and federal legislation that relates to employee and student behavior. It also includes information on the process for reporting suspected infractions of ethical and legal standards.

CAC has several processes to *train employees and model ethical and legal behavior across all levels of the institution*. To foster compliance with state and federal legislation, CAC provides various staff with online training or in-service workshops. For example, all CAC staff and the governing board members completed mandatory on-line training in the requirements on Title IX. The training includes case studies of appropriate behavior and misconduct and includes information about reporting potential infractions.

Additionally, various departments hold staff meetings to address compliance or ethical issues. For example, the Business Office recently held meetings to orientate its staff to changes in the requirements of Arizona's Public Records Law, which requires bodies to maintain records that provide an accurate accounting of their official activities and any government-funded activities.

All new employees complete an orientation to CAC, which includes information on ethical standards and legal matters. It covers the process by which employees should report suspected ethical or legal infractions.

The senior leadership models ethical and legal behavior by striving to maintain ethical practices in all interactions and adherence to CAC policies that guide ethical behavior. Processes that support policies and accomplish ethical behavior include education, training, and monitoring related to (1) standards and risk management policies, (2) ethical management of public funds, (3) financial disclosure and conflict of interest, and (4) procurement/vendor selection.

CAC *operates* its financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff. The Governing Board works within legal and ethical parameters established by CAC policies, which outline the institution's ethical standards for all employees. Additionally, various individual departments adhere to values and ethics set by external bodies or accrediting agencies. For example, Early Childhood Education subscribes to the Code of Ethical Conduct developed by its accrediting body, the National Association for the Education of Young Children **(2.A)**.

New employees review several CAC policies that outline fairness standards, including all employees being entitled to due process, respectful consideration of their concerns, adequate feedback and opportunities, and timely responses to

requests and recommendations. These policies also hold that employees shall be free from intimidation, retaliation, abuse, humiliation, harassment, and interference that hinders the proper execution of their duties. Policy 502 and Policy 511 encourage employees to report violations of policy and fair and ethical standards to either their supervisor or Talent Development (a.k.a. Human Resources) **(2.A)**.

The vice president of business affairs provides the Governing Board with a monthly budget report and a review of college bids. CAC's Purchasing Department adheres to the Code of Ethics established by the National Association of Education Procurement (NAEP).

CAC's website and online catalog make information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and openly available to all constituents **(2.B)**.

4R4: RESULTS
What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4.

The annual Great Colleges to Work For (GCWF) survey measures employee satisfaction with CAC's policies, the allocation of resources, and the institution's overall efficiency. As noted, the survey's average annual response rate for CAC was 41 percent for 2014-2017. The institution reviews and tracks audit, compliance, and violation findings to assess the integrity of financial, academic, personnel and auxiliary functions.

Figure 4R4.1 shows that employee satisfaction with CAC's policies, allocation of resources, and efficiency has

been relatively stable, but is below that of its peers. For example, in 2017 49 percent of the college's GCWF respondents expressed satisfaction with the institution's policy, resources, and efficiency. In contrast, the norm for the college's peer institutions was 79 percent. This result may be attributed to outdated institutional policies and procedures, and in some instances extremely restrictive and excessively punitive policies.

Findings from external auditing processes are another gauge of institutional integrity. Figure 4R4.2 shows CAC has no budget audit findings during the last several years. The four findings of the information technology audit conducted at the college in 2017 pertain to network security. The financial aid audits completed by the Arizona Department of Education in 2015 and 2016 had two findings, similar to one another; these findings concerned two errors in data submission.

4I4: IMPROVEMENTS
Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

While employee satisfaction with policies and resources has remained mostly steady, it is unacceptably low. To address this situation, the college is reviewing and revising its policies and procedures, which the Governing Board adopted in the late nineties with little revision since. CAC also recently strengthened its policy and procedures for reporting potential policy infractions.

CAC has also begun the implementation of a new Enterprise Resource Planning (ERP) process that includes a new student, academic and financial system.

The two financial aid audit findings directly relate to difficulty in reconciling electronic student records. The new ERP system will improve CAC's ability to have accurate records. Other planned improvements include installing a new firewall system for the network servers.

CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP. Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

5.1 KNOWLEDGE MANAGEMENT

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES
Describe the processes for knowledge management, and identify who is involved in those processes.

Central Arizona College's mission and vision statements, values, Strategic Plan, and operational plans provide the foundation for *selecting, organizing, analyzing and sharing data* and performance information. In particular, the college's Strategic Planning Process (Figure 4P2.1) is key to how the institution selects, interprets, and shares performance information. With assistance from CAC's) Office of Institutional Research (IR), the Strategic Planning Committee gathers data in preparation for creating the Strategic Plan and collects data each year to measure whether the institution is attaining the plan's objectives. This data guides making high-level planning decisions for the subsequent year.

To collect and analyze data for the Strategic Plan, the Strategic Planning Committee gathers input from stakeholders regarding their needs and expectations, establishes short-term and long-term targets for performance, tracks performance towards objectives, and evaluates the strategic plan's effectiveness in meeting the Governing Board's goals. The Strategic Planning Committee shares analyzed performance data across the college, so all employees and the Governing Board have the opportunity to be aware of the institution's performance in critical areas of student learning and in fulfilling its mission and vision. This committee or its designated representatives distribute and share performance data through the following processes, events, and meetings.

1. All College Day– President Elliott and her cabinet provide an overview of the mission, vision, values, and goals and highlight the accomplishments during the past year (fall/spring).
2. Employee group annual retreats (spring).
3. Annual Governing Board/President Retreats (fall).
4. Faculty Development Days (fall and spring).
5. President's cabinet (biweekly).
6. Advisory Board Meetings (fall and spring).
7. College Committee Meetings (monthly).
8. Community Meetings with President (semester).
9. President's Newsletter – "President's Pencil" (monthly).
10. Institutional Measures of Effectiveness.
11. Operational Plans - updating, analysis, and reporting (semiannually and annually).
12. Fact Book (fall and spring).

CAC's Office of Institutional Research plays a critical role in data collection and analysis. It is responsible for obtaining, validating and organizing performance data and sharing it with staff at the operational and executive levels. IR arranges data into reports for different purposes, such as planning, program review, student success rate, management, and decision-making. It also produces customized reports on specific areas of performance, upon request.

Senior administrators, faculty, directors of operational programs may also select and ask for data and data-analysis or information from Information Technology Services and Institutional Research, which meet weekly to discuss and prioritize the requests. Additionally, with the introduction of CampusNexus (a strategic enrollment management database) to CAC in 2018, employees are now able to create many more customized data reports than they could through the previous student information database system.

CAC's operational planning process *determines the data, information, and performance results that divisions and departments need to plan and manage effectively*. Each goal of the Strategic Plan has associated objectives, targets, and measures that impact overall performance and guides daily operations. President Elliott's cabinet selects key performance indicators (KPIs) aligned with the goals and initiatives set out in the strategic goals and state, federal and accreditation reporting requirements. This data is shared with division chairs and department heads so that their operational plans align with and support the strategic plan. Thus, operational plans translate the college's broad strategic goals into specific activities by individual departments, programs, or divisions.

To align operational plans with the strategic plan, members of each division/departmental unit review past operational plans, develop new ones and submit these plans to the appropriate dean(s) for review. The deans review these operational plans for alignment to CAC's strategic goals and then provide feedback to the divisions. They then forward the approved plans to the President's cabinet for another round of review and feedback. The institution learns from the effectiveness of its past and current operational planning and applies that knowledge to improving performance.

Outside accrediting bodies unique to individual academic divisions and departments also guide what type of program-level data departments and divisions collect, analyze, and report. For example, CAC's Health Careers, Nursing, and Early Childhood Education programs collect and report data that includes student numbers, pass rates, student satisfaction rates, employer satisfaction rates, and many more data elements needed for annual updates and continuing accreditation requirements.

The assessment process and academic program review process also influence the type of data the institution collects and shares with divisions and department for planning purposes. The Assessment Committee collects CCSSE and ETS test data to gauge the extent to which CAC students are achieving the college's Common Student Learning Outcomes (CLSOs). This committee shares the performance data from the assessment conducted for the year with divisions and departments so that they can make improvements to programs and instruction. The Academic Program Review Committee

shares the review's findings with the division that oversees the program reviewed. Each academic program is subject to review once every five years.

State and federal performance reports and legislative directives also contribute to data needs for departments and units. For example, as noted, the college participates in AZ 2020, an initiative shared by Arizona's ten community colleges. This initiative's 30 key metrics correspond to the American Association of Community College's Voluntary Framework of Accountability, and many align with CAC's Strategic Plan.

To ensure that *key data, information, and performance results are readily and reliably available for units, departments, and divisions*, the Office of Institutional Research produces the Central Arizona College Fact Book, an online collection of the institution's critical performance data. Published annually, the Fact Book contains data on student enrollment; faculty, staff, and student recruitment, retention, and diversity; and financial information. IR provides the Fact Book online so that units and departments can access it easily. In addition, Institutional Research's web page includes links to CAC's IPEDS feedback reports, socio-economic information, and the Student Progress and Outcomes Report (provided to AZ 2020). Institutional Research obtains the majority of the data for the Fact Book from the Enterprise Resource Planning (ERP) function of CampusNexus. The ERP is CAC's main repository for the collection and organization of institutional data and provides a variety of tools, including longitudinal data reports. As noted, authorized employees can use CampusNexus to generate on-demand desktop reports. For example, the chairs of academic divisions can access

CampusNexus to determine course enrollment levels, average class sizes, and student retention rates. Additional programs within CampusNexus collect and provide data on financial services, student activities such as student use of advising, learning support, computer labs, and others. CAC also supports shared drives via Intranet and the college's website to provide collaborative platforms that enable many departments/units to share data throughout the institution.

When CampusNexus is unable to create customized reports for data, departments and units may request that one of CAC's programmers write the code needed to access the data. The department or unit sends a data/survey request to Institutional Research. The department or unit requesting the data must provide information on how they will use the data and how it aligns with the department/unit's operational plans and strategic goals, as well as with the AQIP categories.

CAC employs several processes to ensure the *timeliness, accuracy, reliability, and security of its knowledge systems and related activities*.

Timeliness - The advent of CampusNexus at CAC has resulted in a significant expansion of data classifications for which departments can generate customized reports, without assistance from Information Services. The microwave line of sight network is changing, and the move toward MPLS (fiber backbone) is planned for 2018. The MPLS network will increase college-wide connectivity, speed, and consistency of access. The IT Department upgrades the district server and network infrastructure according to five-year replacement schedule to ensure that this equipment can deliver data and file access promptly.

Accuracy – CAC strives to achieve digital information systems accuracy through staff diligence and perseverance, and their knowledge of industry-leading technologies. Enterprise applications ensure data consistency through continuous database optimization and integrity checking during the performance of daily functions. Employing redundant server equipment, performing regular backups, and adherence to compliance and regulatory standards requiring maintenance and data integrity.

Reliability – CAC's Information Services Department provides technologies that achieve positive cross-functional results. Systems design incorporates strategies to satisfy instructional needs and support data-driven business decisions. Proactive life-cycle and warranty management processes ensure that critical computing, server, and storage replacement schedules follow an industry standard to maintain viability and reliability.

Security – The IT Department maintains security through auditing tools that monitor file and shared access. The college's security approach layers access and permission levels to follow Escal Institute of Advanced Technologies (a.k.a. the SANS Institute) and National Institute of Standard and Technology (NIST) practices. CAC is actively updating the procedures, standards, and guidelines in its information technology services and has developed an IT security manual to address a 2017 audit finding.

IT uses network monitoring and integrity checking tools to *track* the knowledge management system's timeliness, accuracy, reliability, and security. This monitoring enables the department to ensure that the security and accuracy of the data remain intact. IT also completes internal auditing

procedures to ensure proactive remediation. These internal procedures enhance the institution's efforts to track system and data integrity in its knowledge systems.

5R1: RESULTS
What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1.

Independent audits provide a measure of an organization's effectiveness in managing data and information. Arizona's Office of the Auditor General conducts annual audits of CAC's IT system, budget and budgeting development process, financial aid reporting, and federal grants management. Figure 4R4.2 lists the number of audit findings that Central Arizona College has incurred since 2012. CAC had no audit findings for its budget and budget development process during 2012-2017. In 2017, the State of Arizona's Single Audit of the college included, for the first time, an independent audit of the institution's information technology system. The review found four weaknesses in the system's security. The college agrees with the findings and is currently making improvements to the system's security to address them.

CAC has had four federal award findings (i.e., A-133 single audit findings) since 2012. In 2012 and 2013, the college received an audit finding for inaccurate budget reporting for grants. In 2015, an audit finding found that the institution charged a federal grant for unallowable costs and a second audit finding concerned incorrectly reported program income for the same award. The college addressed these

findings and improved its processes to ensure that they do not occur again.

In 2016, CAC had an audit finding for its financial aid reporting, which was repeated in 2017. The finding pertained to reporting changes in student enrollment status to the federal government and involved reporting electronic errors on financial aid for two students. The college's antiquated version of BANNER is unable to resolve the electronic reporting errors. CampusNexus, the college's new ERP system, should enable the institution to address the identified financial aid reporting errors.

5I2: IMPROVEMENTS
Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

To improve the knowledge system's accuracy and reliability, Central Arizona College will continue to use network monitoring, backup and auditing tools to assess the integrity and accuracy of data and to investigate and implement tools that maintain and improve systems reliability. CAC addressed the audit findings regarding the system's security by updating documentation in the Information Services Security Manual to match current processes. IT has incorporated these updates into the updated manual. Additionally, CAC recently improved the network infrastructure, incorporating additional security measures to protect student and employee data.

The college is working to improve its financial aid reporting to ensure that changes in student enrollment status are reported accurately and on time. With the support of its new student information database system, CAC is confident that it will able to address the two identified errors in financial aid

reporting.

5.2 RESOURCE MANAGEMENT

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES
Describe the processes for managing resources, and identify who is involved in those processes.

Central Arizona College maintains the *fiscal, physical and technological infrastructure* necessary to support operations. CAC has well-established and adequately staffed facilities, business, and technology departments. The heads of these departments report to the college's vice president of finance.

To ensure that the financial infrastructure is sufficient to support operations, the executive director of accounting services monitors the several measures of the Business Office's capacity. She tracks the Business Office's staff vacancies; the amount of overtime paid to its staff; comments received about its customer service; processing times for its regular activities, and the allocation of work among the office's staff **(5.A.1)**.

CAC's purchasing procedures follow the Arizona Procurement Code (Chapter 23), which is a compilation of A.R.S. 41-2501 et. seq. and A.A.C. R2-7-101 et. seq.. The Purchasing Department adheres to the codes National Association of Educational Procurement's (NAEP) values and ethics **(5.A.1)**.

Each year, CAC follows a scheduled, well-defined budget process (Figure 5P3.1) to ensure that it allocates financial resources appropriately, and each department receives the funding necessary to support operations. The Business Office is moving toward a zero-based budgeting process to improve the culture of cost management and cost containment. Zero-based budgeting entails every dollar in the annual budget being reviewed, employees justifying their budgets, and monitoring financial performance each month to contain costs. The approved budget for Fiscal Year 2018-2019 outlines CAC's revenues sources (e.g., tuition, fees, state appropriations, property tax, etc.) and expenditures **(5.A.1)**.

As per its Governing Board's policy, CAC maintains a cash and cash equivalent reserve of a minimum of 25 percent of the revenues of the current general operating budget. The Governing Board approves this contingency reserve on an annual basis **(5.A.1)**.

The services that the facilities staff provide to maintain the existing and new facilities consist of custodial tasks, routine maintenance, grounds upkeep, and preventive and emergency maintenance of major building systems. Employees request facilities maintenance through an In-site Work Order system via CAC's website. The director of facilities prioritizes maintenance requests according to emergency work orders and follows up on preventative work orders and then other work orders that are not a priority. The director of facilities is currently devising a facilities maintenance plan to improve the regular upkeep of facilities **(5.A.1)**.

To ensure that the number and mix of facilities staff are sufficient to support operations across the college, the director of facilities hires staff as needed, based on the

number of work orders and amount of work on a yearly basis. At the end of fiscal year, the director of facilities, the assistant director of facilities, and the department's supervisors review the workload for the past year and upcoming year and then hire additional employees if needed **(5.A.1)**.

CAC's primary technology infrastructure encompasses telephones, cyber security, networking infrastructure (including storage for student and staff data), and enterprise applications (student information system). This technology infrastructure provides CAC's students, faculty and staff with access to the district's technology at each of the college's five locations and from any site via the internet. Students can access the same college services (e.g., Blackboard, online advising, district calendars, course schedules, registration, online tutoring, etc.) through an online portal, regardless of their location.

The college's IT Department has several processes to ensure the infrastructure is sufficient for operations across the College's several locations. IT identifies the need for infrastructure upgrades and improvements through sectional analysis of network infrastructure including software, hardware, and data. It prioritizes addressing these needs by years of service, required customization, required updates, and end-of-life cycles as suggested by the manufacturer. IT recently developed a strategic plan to guide its operations for the next five years. The Business Office allocates financial resources through the budget development process to fund the prioritized equipment and infrastructure. IT or contracted services provide employees with training in information system technology purchased by the College, such as CampusNexus. The executive director of IT meets monthly with a committee of faculty to discuss potential

technological developments that would affect instruction as well as faculty concerns about the existing technology infrastructure **(5.A.1)**.

Employees seeking support from IT to resolve technology issues can request assistance through the Web Help application on the CAC website. Web Help provides a confirmation number to the person requesting assistance, assigns the request to the appropriate IT personnel, and tracks the time to completion **(5.A.1)**.

The Strategic Planning Committee and the Governing Board *set goals aligned with the institutional mission, resources, opportunities, and emerging needs*. In fall 2018, the Strategic Planning Committee set new goals for resource management that correspond directly with the Board ENDS of Stewardship and Infrastructure. The goal of Stewardship ENDS is to ensure the optimization of fiscal resources through a balanced budget to support the needs and expectations of students and the community. Stewardship ENDS has seven measures with specific desirable targets related to the college's financial health and stability. The goal of the Infrastructure ENDS is to ensure a physical and technological infrastructure that support changes in the learning and working environment. The Infrastructure ENDs has three direct measures with specific desirable targets related to facilities and environment. Additionally, the Governing Board monitors and reviews the long-range information technology and facilities master plans annually **(5.A.3)**.

The institution *allocates and assigns* resources according to its mission, strategic plan, the adopted Governing Board directions for the college, and the divisions and departments' annual operational plans. Through the yearly budgeting process,

President Elliott's cabinet reviews budget requests to ensure they align with the Strategic Plan and Board ENDs and effectively support the approved operational plans. This process contains multiple levels of review to ensure that any institutional resources allocated, including the disbursement of revenue to a super-ordinate entity, will not adversely affect education purposes. The Governing Board reviews budget expenditures and bids awarded to vendors each month during its regular board meetings **(5.A.2)**.

Chairs, directors, and other leaders can request a resource reallocation to support an additional elective not initially funded in the annual budget. The employee forwards his or her request to the appropriate dean, along with a detailed justification explaining how this expenditure supports both the division's operational plans and the college's strategic goals. After the dean carefully reviews the request, he or she may forward it to the appropriate vice president's office. The vice president will prioritize this request based on a variety of criteria, including alignment with the college's mission and the Strategic Plan. If this request for resource allocation ranks high enough and there are sufficient resources, it is funded. Also, mid-year reports may result in the reallocation of resources **(5.A.2)**.

The college provides a funding transparency search engine on its website that enables internal and external stakeholders to search revenues by source and expenditures by organization, vendor, and fund (agency, auxiliary, debt service, loan, restricted, expended plant, and unrestricted funds). CAC provides this information in compliance with Arizona Revised Statutes (A.R.S.) Section 41-725. Individuals seeking additional information may contact the Finance Office.

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Central Arizona College uses several measures to *track* the outcomes of the resource allocation process. The Business Office tracks budget allocations and reports them to the governing board on a monthly basis. The Business Office also tracks and analyzes any audit findings that pertain to the college's stewardship of resources. To gauge the outcomes of its resource management further, CAC benchmarks several areas with its peer institutions: expenditure per FTSE, tuition and fees, average class size, and the number of full-time equivalent staff. The Business Office also monitors actual spending to budgeted expenditure and the college's composite financial index (CFI).

5R2: RESULTS
What are the results for resource management? The results presented should be for the processes identified in 5P2.

Figure 5R2.1 shows that Central Arizona College's expenditure per FTSE was above that of its peer colleges for 2014 and 2015. This higher expenditure was due to the college undergoing extensive new campus expansion, which involved increased spending on staff and utilities. The institution's relatively high staffing level (Figure 3R1.1) also contributes to relatively high expenditure per FTSE. The college recognizes the opportunity to reduce expenditure per FTSE.

Figure 5R2.2 shows that while CAC's tuition and fees were higher than the average tuition and fees for its peer institutions in Arizona during 2015-2017. In 2018, however, the average tuition and fees for Arizona's community colleges is $2,584 while CAC charges $2,580. CAC did not increase its tuition and fees for 2018 to ensure that its main costs for students are lower than the state average.

The college's actual to budgeted expenditures (Figure 5R2.3) have trended lower the past three years and below the Governing Board's desired rate. In 2016-2017, for example, the actual to budgeted expenditures were 85 percent, while the Governing Board's target was 98 percent. The actual to budgeted spending trended lower than the target for two main reasons, one external, and one internal. The external reason: CAC could budget higher amounts under Arizona's expenditure limitation requirements. State legislative changes to the expenditure limitation requirements formula should go into effect for the college's fiscal year ending June 30, 2019. These changes will require Central Arizona College to budget at lower amounts, which will cause the actual expenditures to match estimated costs more closely.

Departments having difficulty building realistic budgets is the internal reason for the large gap between actual spending and budgeted expenditure. One could view actual expenditures being lower than budget expenditures as a positive outcome. However, actual spending should be closer to budgeted expenditure. The significant gap between the two indicates problems with internal processes that affect spending. The college usually has approximately 50 positions open annually, and hiring often takes an extended amount of time. Salaries comprise 80 percent of the institution's budget, and many positions remaining open widens the gap between budgeted expenditures and actual spending. As noted, CAC is reducing the number of positions through attrition, which should result in actual spending being closer to budgeted expenditure, since the budget allocation needed for open positions will decrease.

Financial ratios are risk indicators that measure the financial health of an organization. The college's composite financial index (CFI) for the fiscal year ending June 30, 2017 was 4.78, within the financially acceptable range for public institutions. This ratio indicates that the institution is in sound financial condition.

As noted, CAC received no budget audit findings between 2012 and 2017 (Figure 4R4.2).

5I2: IMPROVEMENTS
Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Central Arizona College is undertaking several improvements to make its operations more efficient and effective. The director of facilities is currently developing a facilities maintenance plan (currently in draft form) to improve the infrastructure of all buildings, parking lots, and driveways. The plan outlines and schedules facilities improvements.

In 2018, IT's executive director developed a five-year technology plan to provide a framework for the implementation of technology training, equipment and software updates, and aligning the infrastructure's future development with the college's strategic goals. She also recently completed a manual that outlines CAC's security policies and procedures for information technology.

The administration is in the process of implementing zero-based budgeting, which will tighten the focus on cost containment, and reduce expenditure per FTSE.

5.3 OPERATIONAL EFFECTIVENESS

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES
Describe the processes for operational effectiveness, and identify who is involved in those processes.

The process of ***building a budget*** (delineated in Figure 5P3.1) to accomplish the institution's goals begins by each division and department pinpointing variances from the previous year's budget, assessing student and community needs, identifying future initiatives, and reviewing operational plans. Each area prioritizes their budgetary needs and submits a budget request to the respective dean or vice president. Each vice president summarizes these requests and develops a consolidated budget for their area.

The president and vice presidents collect and evaluate these budgets to prioritize them in conjunction with the expenditure limitation, college's mission and values, and the institution's strategic direction. Subsequently, the administration formally proposes a summarized budget to the Governing Board. The latter holds a public hearing (in May of each year) on the budget proposal to allow for participation and input from internal and external stakeholders. After this hearing, the Governing Board approves the final budget, which then serves as the basis of performance for all of the institution's functions and services.

The college uses several processes to *monitor* its financial position and to *adjust* its budget. The vice president of finance presents the Governing Board with a monthly report of revenues and expenditures. This report provides a detailed analysis by fund type and shows the percentage of budget used compared to the previous year. The vice president of finance also prepares a Comprehensive Annual Financial Report, which the state audits. This document contains the independent auditor's report, basic financial statements, and statistical information for revenue trends, revenue capacity, and debt capacity, and supplementary notes and other information. The vice president of finance shares this report with the Governing Board, and it is available for public viewing on CAC's website.

At the departmental, division, and unit levels, the use of commitment accounting (i.e., funds are set aside in response to a purchase requisition, which remains committed until the purchase or goods are paid for) helps each area to stay within their budgetary allowance. Additionally, each person who oversees a budget has access to real-time reports that show the "Available Balance" and "Year to Date Spending" by budget line item for their area. Budget adjustments that move money from one fund type to another are presented to the Governing Board for approval, as well as the reason for the change **(5.A.5)**.

To maintain a technological infrastructure that is *reliable, secure and user-friendly*, the college will fully implement CampusNexus, its new student database management system, by fall 2018. CampusNexus incorporates student database, finance, human resource, and payroll functions, all stored in the Microsoft Azure infrastructure. As noted, CAC also

has a technology plan that assesses technological infrastructure, enterprise systems, and customer service, as well as goals and strategies for continuous improvement, including yearly goals and five-year goals.

The college also recently improved the network infrastructure, incorporating additional security measures to protect student and employee data. In 2017, IT implemented WebHelp Service Desk software with the ability to track requests for technical assistance and to keep clients informed of progress. Additionally, IT recently started to redesign the communications infrastructure to improve and stabilize internal and external connections for faculty, staff, and students.

CAC *maintains its physical infrastructure* (i.e., buildings, car parks, driveways, grounds, and sports fields, etc.) on a regular schedule to ensure that it is reliable, secure, and user-friendly. The facilities maintenance budget is sufficient to fund regularly scheduled maintenance efforts, planned facilities upgrades, and unforeseen maintenance issues that can occur, and to accommodate increases in utilities and the opening of additional buildings/facilities. The director of facilities is currently developing a facilities maintenance plan to ensure the better planning and execution of preventative maintenance.

To ensure that facilities are user-friendly, the design process for new and renovated facilities involves consulting with the faculty and staff who will use them. For example, the faculty provided input into the design and layout of the classrooms, labs, and meeting spaces incorporated in the new science building that will open at Signal Peak Campus in June 2018.

The Central Arizona College Police Department (CACPD) contributes to maintaining a secure and user-friendly environment for CAC employees, students, and visitors. A full-service public law enforcement agency, CACPD operates 24 hours a day, 365 days a year, and provides law enforcement, security, and safety services on property owned or controlled by the college. The police department trains with other area departments in various activities, such as emergency management and active shooter.

The college uses a multi-level approach to *managing risks to ensure operational stability, including emergency preparedness*. CAC's strategic goals balance the distribution of resources and minimize the risk of systems failure. The college supports risk analysis with environmental scans, data mining, economic studies published by professional organizations, results of institutional effectiveness, and the input of college employees and the community. CAC assesses risks at departmental, division, area, and unit levels to provide multiple levels of security for the system. Staff shares the results of risk analysis through the feedback loops of operational planning and mid-year reporting on annual plans.

The college's benefits program includes preventive care to encourage employees to take early assessments in illness detection and treatment. Preventative care consists of an annual physical and a wellness program that brings early detection services to the campus. The Facilities Department also engages in a variety of training and safety programs that reduce the accident potential for its staff and other CAC employees. Central Arizona College retains general counsel to assist in the review of programs and policies that minimize exposure to legal

action against it. The institution is also a member of the Arizona School Risk Retention (The TRUST) Board; it provides specialized legal support to the college for outside legal activities. The TRUST assigns specialized legal assistance to items of potential and actual litigation. Case resolution involving financial settlement is borne either by The TRUST alone or in partnership with the college.

Each year, President Elliott's cabinet conducts a SWOT (Strengths, Weaknesses, Opportunities, and Threats) that identifies real and potential threats to the institution. Academic and non-academic review committees provide opportunities and support for all functional and cross-functional teams to assess and address risk at the operational level through self-evaluation.

CAC's benchmarking process uses best practices to minimize the risk of unproductive or counterproductive projects. For example, external accreditation or certification provides benchmarking opportunities. Although the process of accreditation or certification takes time and resources, it is a secure process with minimum risk.

The college's emergency management plan outlines a management system for extraordinary situations that could have a catastrophic effect on CAC locations and surrounding areas. The president will place the emergency management plan into effect when an incident reaches proportions beyond routine procedures' capacity. This plan establishes policies, procedures, and an organizational structure that will guide CAC locations in emergencies. The emergency management plan also designates an emergency management team, with succession planning for any unavailable

persons during an incident.

Central Arizona College also has an emergency procedures guide for all staff members and students. It provides quick and simple steps to minimize personal risk during certain urgent or emergency situations. Staff members are encouraged to be familiar with the guide and to keep a copy of it at their workstations. CAC operates Talk-A-Phone Towers, AlertUs Beacons, software enhancements to the Cisco telephone system, and web-enabled notifications to enable Campus Police to respond quickly to emergencies.

CAC uses several measures to *track* the effectiveness of its operational management. The college uses the annual Great Colleges to Work For (GCWF) survey to gauge employee satisfaction with its facilities and the overall teaching environment. CAC benchmarks several areas with its peer institutions, including expenditure per FTSE, tuition and fees, average class size, and the number of full-time equivalent staff. It also tracks actual to budgeted expenditure.

5R3: RESULTS
What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3.

In 2014, 126 CAC employees completed the GCWF survey, a response rate of 39.4 present. In 2015, the response rate was 48 percent, with 170 employees completing the survey. For 2016 and 2017, the response rates were 39.4 percent (172 respondents) and 37.6 percent (164 respondents) respectively. The average response rate for the four surveys was 41.1 percent.

Employee satisfaction with facilities provides a measure of the effectiveness of operational management. Figure 5R3.1 shows that while the majority of CAC's respondents to the annual GCWF survey are satisfied with the college's facilities, there is room for improvement in this area. In 2017, only 59 percent of the CAC employees who responded to the survey indicated satisfaction with the college's facilities. In June 2018, however, CAC opened a new science and student union facilities at its largest location, Signal Peak Campus. The old science and student union facilities were particularly inadequate and obsolete, which may have contributed to the survey's less than stellar findings for this area. These new facilities are likely to increase the percentage of CAC employees satisfied with the institution's facilities, as measured by the upcoming GCWF survey.

Figure 5R3.2 shows that an average of 50 percent of the CAC faculty who responded to GCWF between 2014 and 2017 expressed satisfaction with the overall teaching environment at the institution. In contrast, the Governing Board's target for this area is 60 percent, and the "honor roll" for this measure is around 80 percent. The tepid results for CAC in this area may be attributed to faculty's difficulties with support technology and the aforementioned inadequate facilities at Signal Peak Campus.

Well-run institutions are "lean" institutions, meaning that they maximize their value to stakeholders with fewer resources. Thus, the level of tuition and fees, budget expenditures, class size, and the number of staff are measures of management's effectiveness. Although the college's tuition and fees are relatively low (Figure 5R2.2), the other measures indicate CAC

must make improvements in its operational management. Figure 5R2.1 shows that CAC's expenditure per FTSE is above that of its peer colleges. CAC's actual to budgeted expenditures (Figure 5R2.3) have trended lower the past three years and below the Governing Board's target, but not for desirable reasons, as noted. The institution has more full-time staff than its peer colleges (Figure 3R1.1), since, among other things, its average class size (15 students) is slightly smaller than the national average (18 students) (Figure 3R1.3). In summary, this data indicates that the college must make several key improvements to become a leaner, more cost-effective organization.

5I3: IMPROVEMENTS
Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Central Arizona College has recently undertaken several initiatives for improving operational effectiveness in the areas of facilities management, facilities development, information technology, and cost management. To enhance its core information technology system, the college recently replaced its 20 plus-year-old BANNER system with CampusNexus. A committee comprised of employees who use the system regularly selected the system, with expert guidance from a consultant. The new system incorporates a student database, finance, human resource and payroll components. Additionally, as noted, in 2018, the college developed a strategic technology plan to address existing and new resources, training, maintenance, costs and funding and assessment.

The college's facilities maintenance plan includes a list of maintenance, repair, and replacement actions and a timeline for implementation. The plan also includes cost-avoidance strategies.

CAC has recently undertaken several initiatives to improve stakeholder satisfaction with facilities. CAC commissioned architects to assess the existing Science and Student Union buildings at Signal Peak Campus. The assessment led resulted in the college deciding to replace these two buildings with new facilities. The new Student Union and Science building will open summer 2018. In 2016, CAC also improved the Student Residence halls on the Signal Peak Campus, with free Internet/Wi-Fi access, study areas with on-site tutoring, laundry facilities with 24/7 access, and upgraded flooring and paint. As noted above, CAC opened two new campuses in 2012 and extensively renovated several facilities at its existing Aravaipa, Signal Peak, and Superstition Mountain locations.

Additionally, the college recently formed a committee that enables faculty representatives to confer about technology issues and concerns with the executive director of IT. CAC recently implemented a new Service Desk application to improve the tracking of requests for technical assistance, response times to service requests, and keeping clients informed of progress. IT is currently redesigning the communications infrastructure to enhance internal and external connections for faculty, staff, and students.

Central Arizona College is also undertaking several initiatives to make its operations more cost-effective. As noted, the college will adopt a zero-based budgeting process for FY2020, to contain costs and establish a stronger culture of cost management. CAC

is reducing the number of full-time and part-time staff (by attrition) to make the provision of programs and services more cost-effective. It is discontinuing under-performing programs tangential to its mission. Also, through stricter adherence to the policy of each class having at least 15 students, the college is increasing its class size, so it is closer to the national norm.

CATEGORY 6: QUALITY OVERVIEW
Category 6 focuses on the Continuous Quality Improvement Culture and infrastructure of the institution. The category gives the institution a chance to reflect on all of its quality improvement initiatives, how they are integrated and how they contribute to the improvement of the institution.

6.1 QUALITY IMPROVEMENT INITIATIVES

Quality improvement initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES
Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes.

As per the process delineated in Figure 6P1.1, Central Arizona College *determines* and *integrates* institutional-level quality initiatives through strategic planning. The college adopted a new comprehensive planning process in 2017 to develop its new Strategic Plan (2018-2021) and, concurrently, shifted from a five-year planning cycle to a three-year one. Recent enhancements to the strategic planning

process include using more trend and comparative data to help identify needed quality improvements. The Strategic Planning Committee is responsible for identifying key stakeholder needs and developing strategic goals, objectives, and action strategies to address the institutional-level improvements needed to meet these needs.

Using the process outlined in Figure 6P1.2, the Strategic Planning Committee selects continuous improvements with institutional-wide impact and critical performance shortfalls to be AQIP Action Projects. It uses internal, state and national norm data to identify shortcomings in performance.

Through the operational planning process, each area selects and initiates smaller-scale projects to improve processes within their units, departments, and divisions. They align these projects with the Strategic Plan and selected AQIP Action Projects. Areas can also recommend continuous improvement projects directly to either the Strategic Planning Committee or Quality Council.

Once the Strategic Planning Committee has identified a process for improvement, it directs one of the six committees aligned with the AQIP categories to design and implement the change. The initiative's allocation to a committee is based on the committee's alignment with an AQIP category. The committee may assemble teams to design and implement the enhancement, depending on its scope. It directs the team to employ a research-validated improvement to address the targeted performance shortfall.

The Strategic Planning Committee *evaluates* each quality improvement initiative annually by assessing progress toward its goals and objectives. The

evaluation may determine whether to adjust, adopt, or abandon a change to a program. This monitoring may result in the Strategic Planning Committee modifying the goals and objectives for improvement initiatives.

This committee ensures the *alignment* of the Systems Portfolio, AQIP Action Projects, comprehensive quality review, and HLC strategy forums. To determine both new AQIP Action Projects and the specific CAC employees to send to strategy forum, the Strategic Planning Committee assesses progress toward meeting the Strategic Plan's goals and implementing future improvements outlined in the Systems Portfolio. As indicated, this committee selects institutional-wide processes with the significant performance or organizational shortfalls for AQIP Action Projects.

The Strategic Planning Committee also reviews the yearly operational plans of divisions and departments to ensure that they have activities, goals, and objectives that align with the Systems Portfolio and, as appropriate, Action Projects. For example, Talent Development's 2017-2018 Operational Plan includes the goal to create career advancement maps for staff, which supports the Strategic Plan's objective to increase employee satisfaction and engagement.

The monthly Board Monitoring ENDS Reports are another process critical for determining and integrating continuous quality improvement initiatives. CAC has 41 quality measures the demonstrate evidence of meeting the Board ENDS goals. During each report to the Governing Board, the progress toward attaining the ENDS goals is shared along with updates on recent and planned improvements to the particular ENDS.

For example, ENDS 4 is Community. Its goal is to "ensure Pinal County residents have access to lifelong learning and cultural enrichment." Measures for this goal include the number of community education enrollments, community education classes, performances, and cultural enrichment activities, as well as community perception. As noted, improvement to performances and cultural enrichment included forging a partnership with a local theater company to expand the number of cultural events and shows.

6R1: RESULTS
What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1.

Since late 2011, Central Arizona College has implemented four AQIP Action Projects to address areas with significant shortfalls in performance or organization. In August 2011, CAC launched the General Assessment Action Project, which it closed in September 2014. The project's purpose was to develop and implement a comprehensive general education assessment plan. Assessment at the course and program levels existed in pockets, and CAC did not assess general education outcomes. The action project was successful in that all academic divisions are engaging in Common Student Learning Outcomes (CSLO) assessment, which is predominately instructor-driven.

In September 2013, the college initiated an AQIP Action Project to overhaul the Academic Program Review process. It resulted in reviewing degree and certificate programs rather than academic divisions and eliminating annual self-studies (which were too burdensome for faculty). It met all of its goals and objectives except moving to a

three-year cycle; CAC maintains a five-year rotation for Academic Program Review.

In August 2015, the college implemented an AQIP Action Project to increase employees' use of Plan Do Study Act (PDSA), a key tool for process improvement. To date, employees have documented 60 PDSA projects, and approximately 40 staff have completed professional development in using this tool. Many of the completed PDSA projects resulted in tangible process improvements, saving resources or improving services for students. CAC closed this AQIP Action Project in July 2018.

In October 2015, the college initiated the Competency-Based Education (CBE) Action Project. The project was dedicated to developing and testing a competency-based learning approach within an existing welding program and a new machining program. It also included developing and implementing a pilot CBE developmental math class, in which students could learn at their own pace. This project did not meet its goals for improving student learning.

In May 2017, CAC launched the Exploring Guided Pathways Action Project, which it closed May 31, 2018. The project involved faculty exploring whether guided pathways could help the college increase its rates of student retention, completion, and transfer. It included researching various guided pathway models, visits to some institutions where these pathways are in use, faculty-led information sessions, and deciding whether to proceed with this model at the college.

6R1: IMPROVEMENTS
Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

As noted, Central Arizona College recently closed its AQIP Action Project (2015-2018) that provided faculty, staff, and administrators with an opportunity to apply PDSA. This process improvement tool has taken hold in the college's non-academic departments in particular, and it complements the assessment and Academic Program Review occurring in Academic Affairs.

In 2016, President Elliott implemented the Process Improvement Challenge, which encourages each division and department to complete at least ten improvements per year. To date, employees have improved more than 110 processes, which has reduced labor hours by 850 and saved an estimated $250,000.

The college is in the process of introducing GADIE, a district-wide planning tool that President Elliott developed and trademarked. Gather, Analyze, Develop, Implement, and Evaluate (GADIE) contains various tools associated with continuous improvement, including SWOT analysis, benchmarking, brainstorming, and evaluation.

CAC will design and implement guided pathways through two or three subsequent AQIP Action Projects. The college understands that the process to design, fully implement and refine guided pathways will take several years.

6.2 CULTURE OF QUALITY

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES
Describe how a culture of quality is ensured within the institution.

To improve the ***infrastructure that supports its culture of quality***, Central Arizona College recently restructured its standing committee structure to align it with the AQIP categories. The restructuring involved reducing the number of committees from more than 12 to six. Each of the remaining committees is responsible for improving the specific processes that align with its AQIP category. Figure 6P2.1 outlines the process that CAC uses to develop a culture of quality within the institution and to allocate resources to support improvements.

Additionally, one of the college's six standing committees, Quality Council, is dedicated to promoting and institutionalizing systematic process improvement. Under the new committee structure, Quality Council will act as a resource for quality improvement and help to coordinate and review the college's quality initiatives. It will evaluate the progress and outcomes of AQIP Action Projects' and make recommendations for improving them.

Over the years, AQIP Action Projects have played a significant role in developing and expanding the infrastructure for continuous improvement at the institution. Selecting these projects includes identifying strategies that align with the Strategic Plan and Board ENDS Monitoring Reports. For example, the recent AQIP Action Project to explore guided pathways aligns with the Board ENDS to increase retention, completion, and graduation rates.

The college provides ***resources to support the quality of culture*** through its strategic planning and annual budget development processes, as delineated in Figure 6P2.1. During spring, the Strategic Planning Committee reviews upcoming conferences, workshops, and other external initiatives dedicated to supporting a culture of quality. President Elliott's cabinet then allocates the funding necessary for the college's participation in the external events that best support its current or planned efforts to enhance its quality culture. For example, in 2017, President Elliott allocated funding for several employees to attend the CQIN Summer Institute as well as $45,000 a year (for three years) to support the college's effort to implement guided pathways. Additional funding is available for employees to participate in other professional development or certification programs related to continuous improvement.

CAC has several key processes to ensure that continuous quality improvement is making ***an evident and widely understood impact on institutional culture and operations***. The college documents evidence of performance improvement through strategic planning, operational planning, PDSA projects, AQIP Action Projects reports, and documented departmental/unit-level process improvement initiatives **(5.D.1)**.

Sharing and celebrating process improvements with employees is critical for ensuring that continuous quality improvement makes a positive and widely understood impact on CAC's culture and daily operations. President Elliott shares the

Strategic Plan's annual outcomes during All College Day when CAC's full-time employees meet to hear about successes and challenges and the institutional plans and priorities. The President's Pencil (President Elliott's monthly electronic newsletter for employees) also provides updates on the outcomes of the Strategic Plan.

The President's Pencil and CAC website regularly feature articles about the impact that various continuous quality initiatives are having or will have on the institution. For example, in 2017, the President's Pencil featured updates on Trust Edge, improvements to the Strategic Planning Process, and the progress of the President's Improvement Process Challenge. The President's Pencil also shares updates about the outcomes of PDSA projects and other process improvements initiated by divisions and departments.

Efforts to recognize employees who support continuous improvement are an essential part of communicating that CQI is critical for the institution. Each employee who contributes to a completed PDSA project receives a Certificate of Achievement and recognition in The President's Pencil. The teams of employees who meet the goals of the Process Improvement Challenge initiative have lunch with the president to celebrate their achievement.

President Elliott's Process Improvement Challenge involves documenting all improvements that stem from this project, and all PDSA projects are recorded on Survey Monkey (**5.D.1**).

The president's cabinet and Quality Council also review the outcomes of quality initiatives annually to assess progress and learn from these improvement efforts. The knowledge gained informs subsequent

efforts to improve institutional effectiveness, capability, and sustainability (**5.D.2**).

The Study step in PDSA involves the owners of the PDSA projects documenting what knowledge they have gained about a particular approach tested through a test cycle. They use what they learned to inform subsequent PDSA cycles and to eliminate identified ineffective approaches from future consideration (**5.D.2**).

In 2016, President Elliott implemented a "quality improvement check" that her cabinet conducts at the conclusion of each of its meetings. This check involves asking, "what went well, what didn't go well, and what improvements need to be made?" Its purpose is to foster recognition that continuous improvement is an ongoing process.

President Elliott's Cabinet *reviews and affirms the role and vitality of the AQIP Pathwa*y at CAC annually. This review involves evaluating the college's maturity with continuous quality improvement efforts. The institution reaffirms the role of the AQIP Pathway by aligning its Strategic Plan with the AQIP categories and implementing AQIP Action Projects that support its strategic goals.

6R2: RESULTS
What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2.

Documented improvements occurring in programs, services, division, and departments through PDSA and President Elliott's Process Improvement Challenge provide evidence that the institution is building a culture of quality at the

operational level. As noted, CAC has documented 60 PDSA projects and 110 process improvements to date.

The newly implemented system of Board Monitoring (ENDS) reports offer evidence that the institution is cultivating a culture of quality at the senior leadership and governance levels. Figure 6R2.1 shows the strategic areas for which the Governing Board receives monitoring reports and the corresponding figure(s) in the Systems Portfolio, when applicable.

The reviewers of CAC's 2012 Systems Portfolio noted, "...(t)he Portfolio did not consistently provide evidence of a process, but rather a detailed list of activities or events….Continuity of processes was frequency lacking in the evidence provided in the portfolio, leading to reactionary rather than systematic and aligned processes." This feedback helped spur the college's efforts to further develop, refine, and document continuous improvement processes.

6I2: IMPROVEMENTS
Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

In 2016, Central Arizona College joined the Continuous Quality Improvement Network (CQIN), which focuses on helping institutions to develop a robust culture of continuous improvement. CQIN provides intensive summer institutes dedicated to developing transformational strategies deployable across the entire institution. CAC will continue to send teams of employees to CQIN's annual summer institutes to gain exposure to strategies that can further improvement in planning, effectiveness, employee engagement, and stakeholder satisfaction.

In 2017, President Elliott's office implemented a process of providing the Governing Board with monthly monitoring reports. These reports enable the governing board to track the institution's progress towards attaining the Strategic Plan's objectives. This process supports a culture of quality in that each monitoring report and its measures aligns with the Strategic Plan and includes documentation of recent improvements and planned improvements.

In 2017, CAC introduced employees to a learning development system developed by the Trust Edge Leadership Institute. The Trust Edge system accelerates institutional growth and cultural transformation by building trust among staff. Employees having trust in their leaders is essential for achieving cultural change that supports continuous improvement.

FIGURES

CATEGORY 1

1P2 Describe the process for determining, communicating, and ensuring the stated common learning outcomes and identify who is involved in those processes
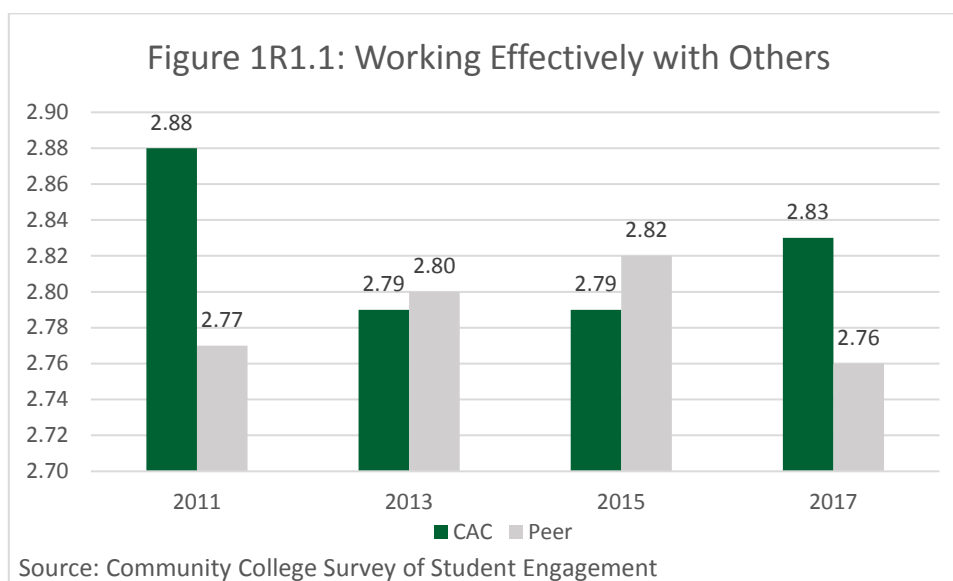
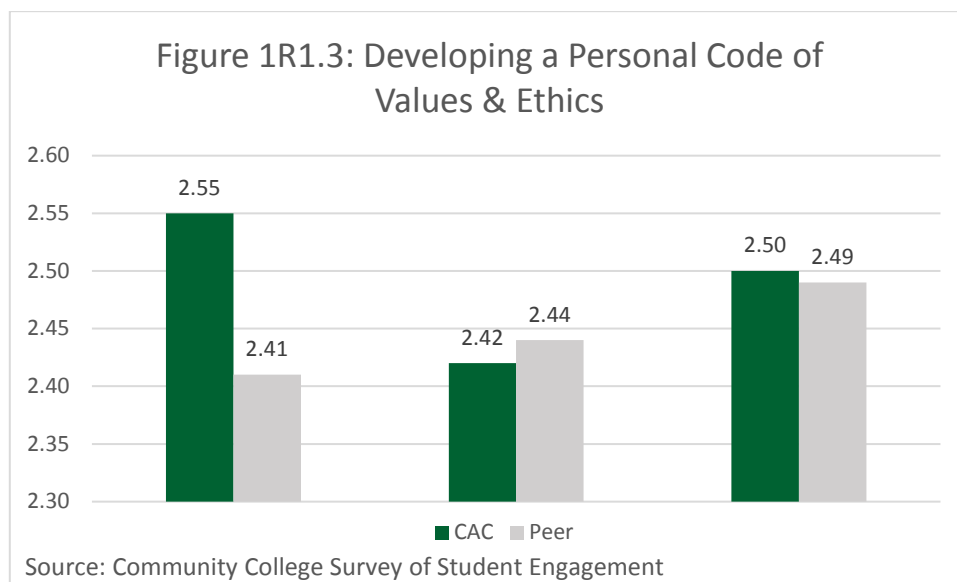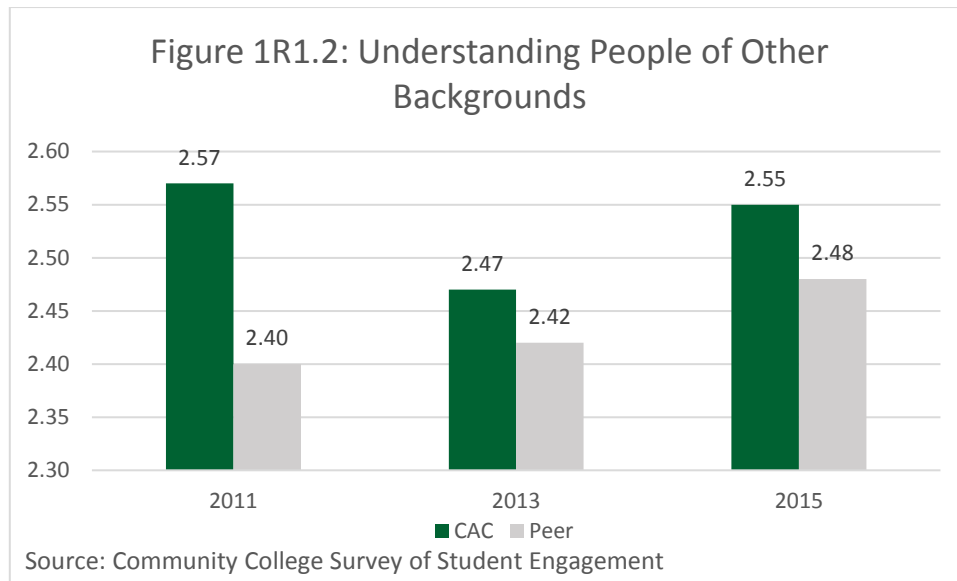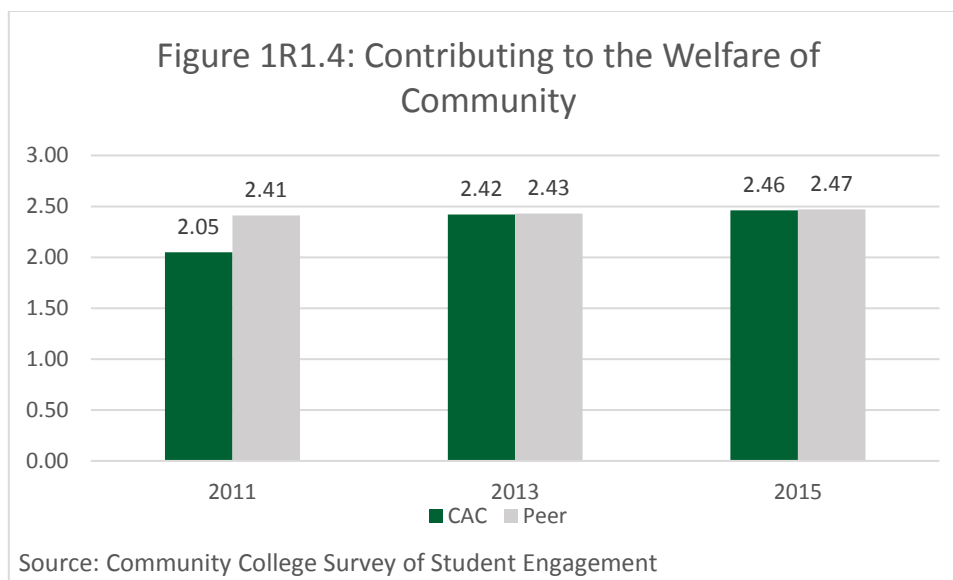| Figure 1P1.1: CAC's Common Student Learning Outcomes (CSLOs)	
CSLO	**Description**
CSLO 1: Cultural and Civic Engagement	Participate in diverse environments while demonstrating global citizenship and social consciousness.
CSLO 2: Integrative Knowledge	Identify, comprehend, apply, and synthesize facts, concepts, theories and practices across broad and specialized knowledge area.
CSLO 3: Personal and Professional Skills	Demonstrate skills that enhance personal and professional development.
CSLO 4: Reasoning Skills	Inquire and analyze to solve problems, draw logical conclusions, or create innovative ideas.
Source: CAC Department of Academic Affairs	

1R1 What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

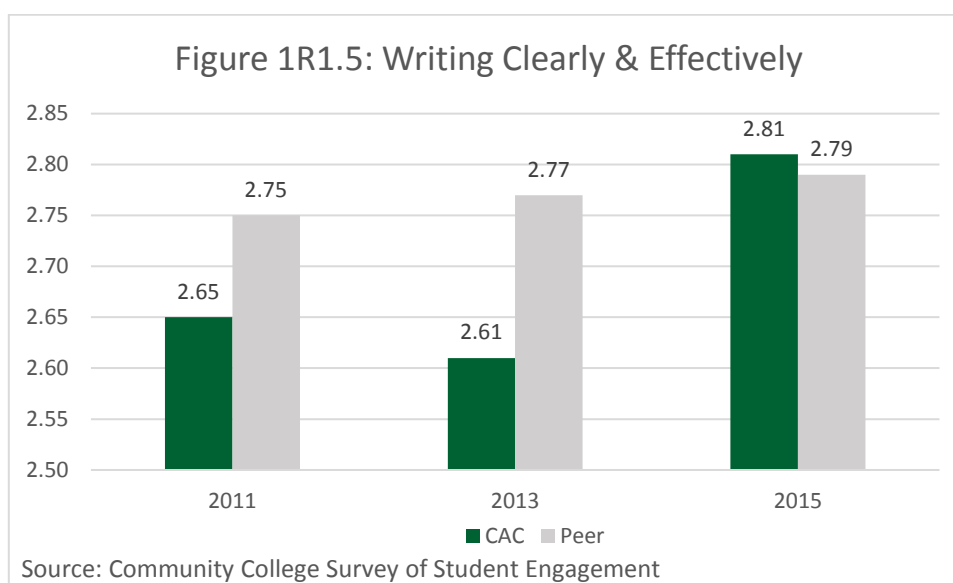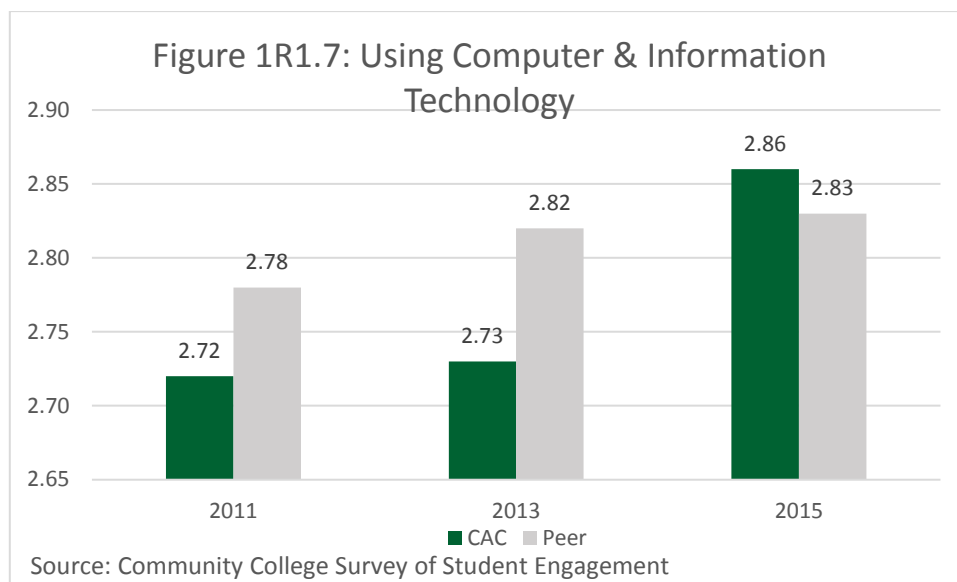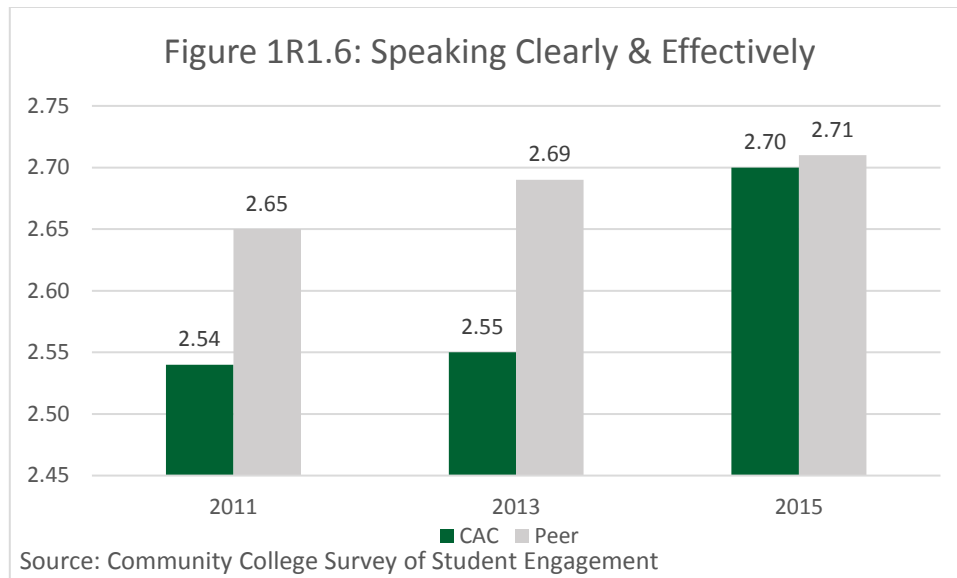Common Learning Student Outcome 1: Cultural & Civic Engagement

Figure 1R1.1: Working Effectively with Others

Year	CAC	Peer
2011	2.88	2.77
2013	2.79	2.80
2015	2.79	2.82
2017	2.83	2.76

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 1R1.2: Understanding People of Other Backgrounds

Year	CAC	Peer
2011	2.57	2.40
2013	2.47	2.42
2015	2.55	2.48

Source: Community College Survey of Student Engagement

Figure 1R1.3: Developing a Personal Code of Values & Ethics

CAC	Peer
2.55	2.41
2.42	2.44
2.50	2.49

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 1R1.4: Contributing to the Welfare of Community
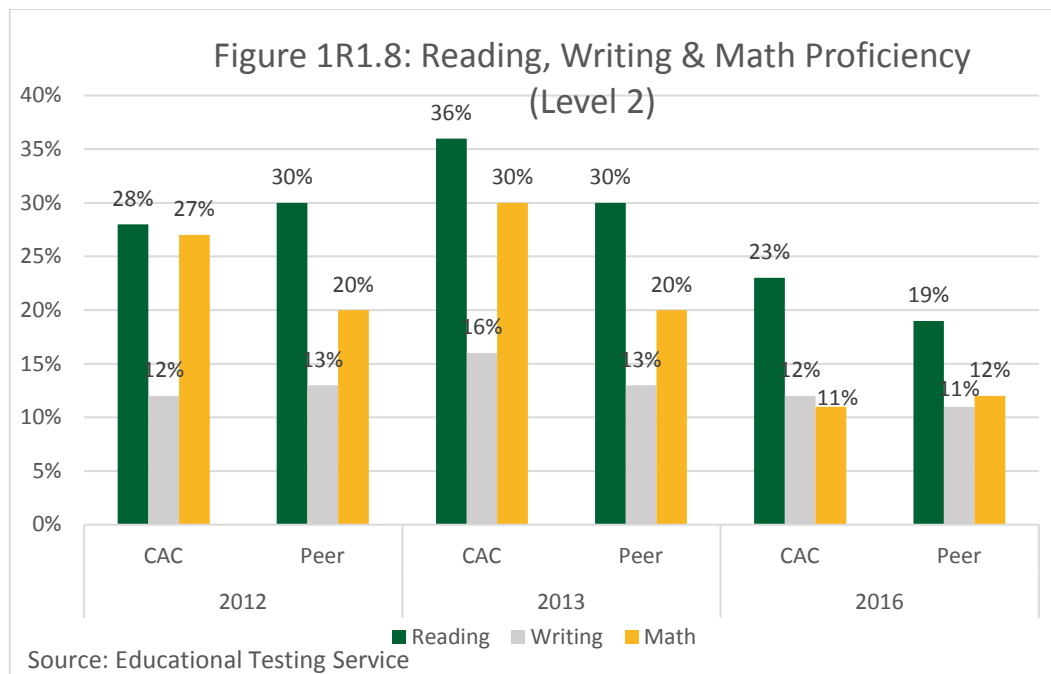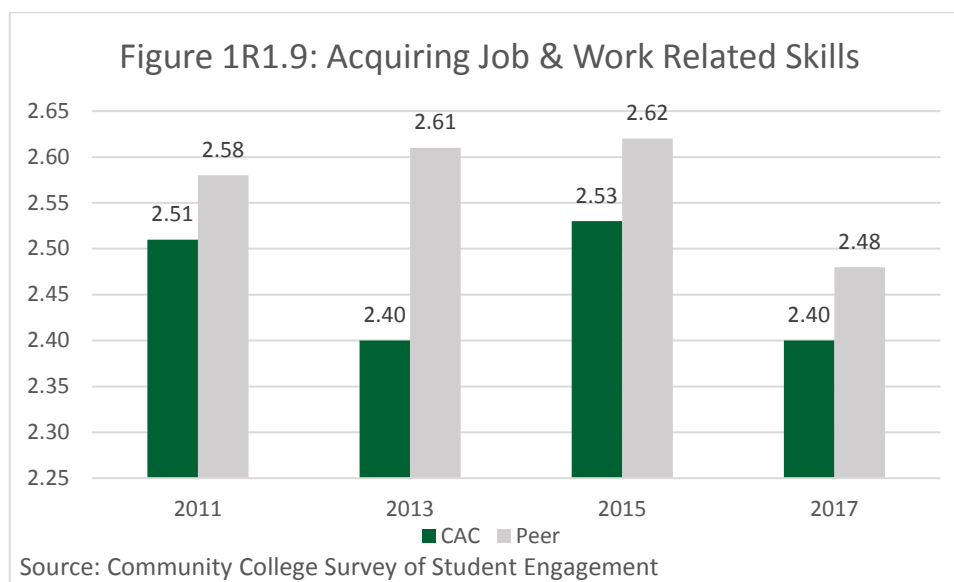

Source: Community College Survey of Student Engagement

Common Learning Student Outcome 2: Integrative Knowledge

Figure 1R1.5: Writing Clearly & Effectively

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 1R1.6: Speaking Clearly & Effectively

	2011	2013	2015
CAC	2.54	2.55	2.70
Peer	2.65	2.69	2.71

Source: Community College Survey of Student Engagement

Figure 1R1.7: Using Computer & Information Technology

	2011	2013	2015
CAC	2.72	2.73	2.86
Peer	2.78	2.82	2.83

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 1R1.8: Reading, Writing & Math Proficiency (Level 2)

Source: Educational Testing Service

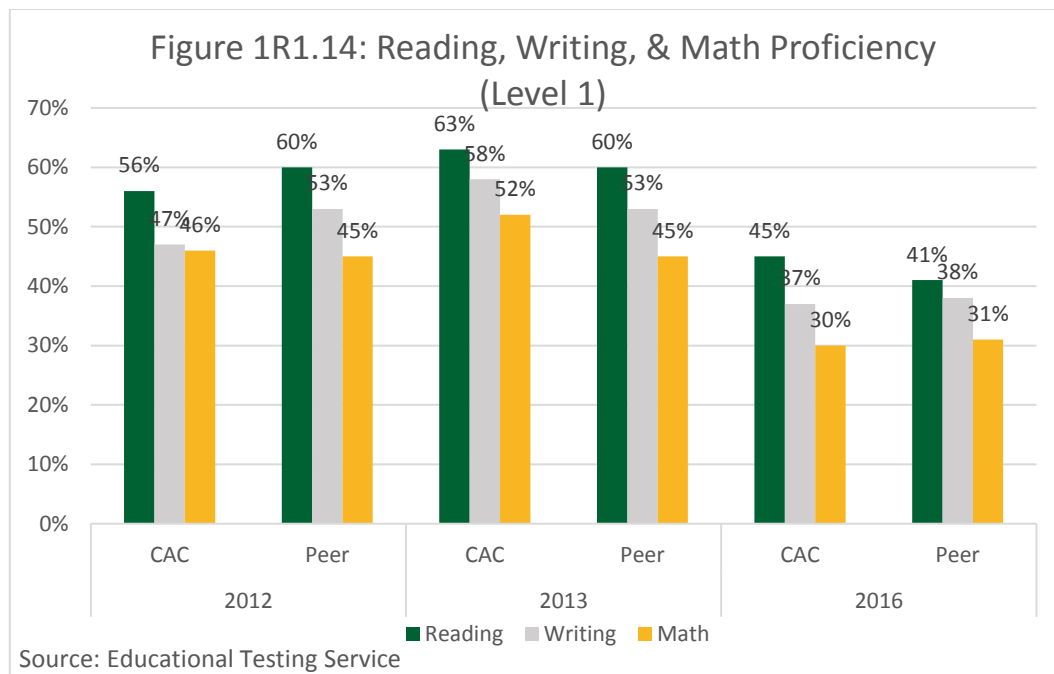Common Learning Student Outcome 3: Personal & Professional Skills

Figure 1R1.9: Acquiring Job & Work Related Skills

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 1R1.10: Learning Effectively on Your Own

Source: Community College Survey of Student Engagement

Figure 1R1.11: Understanding Yourself

Source: Community College Survey of Student Engagement
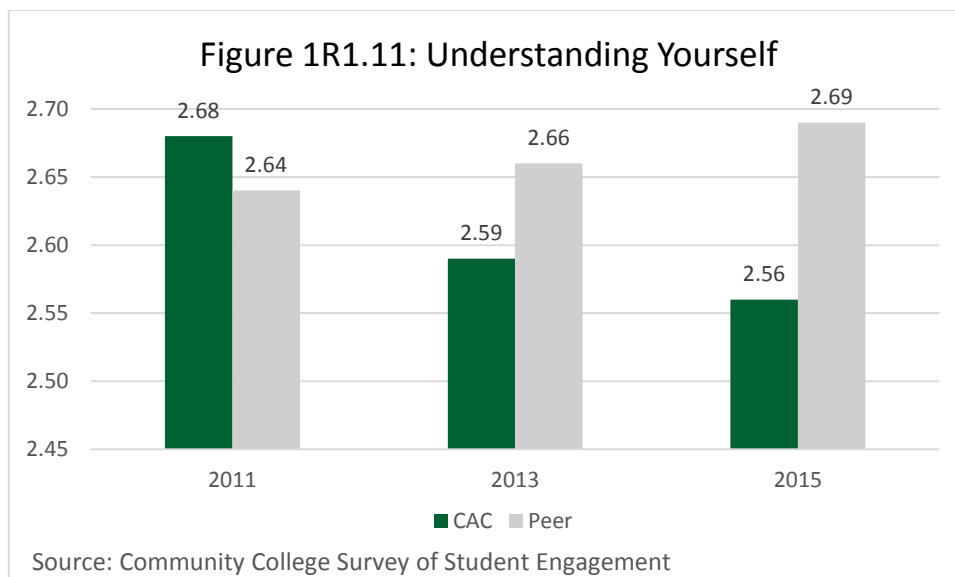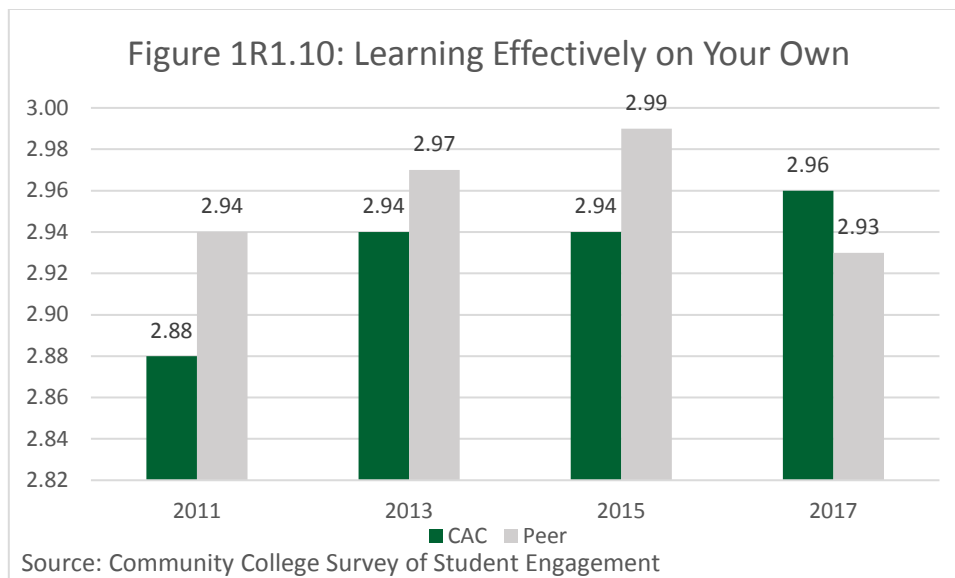
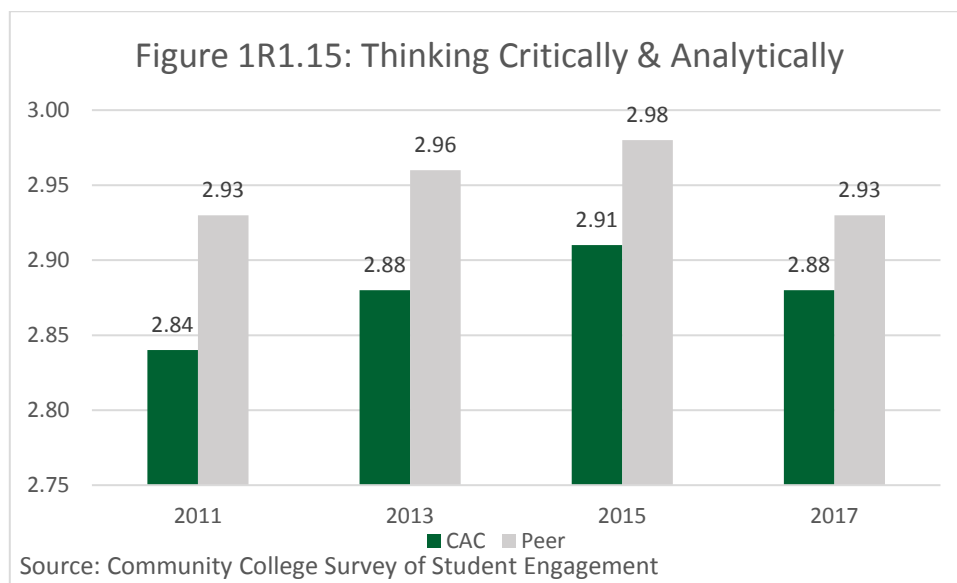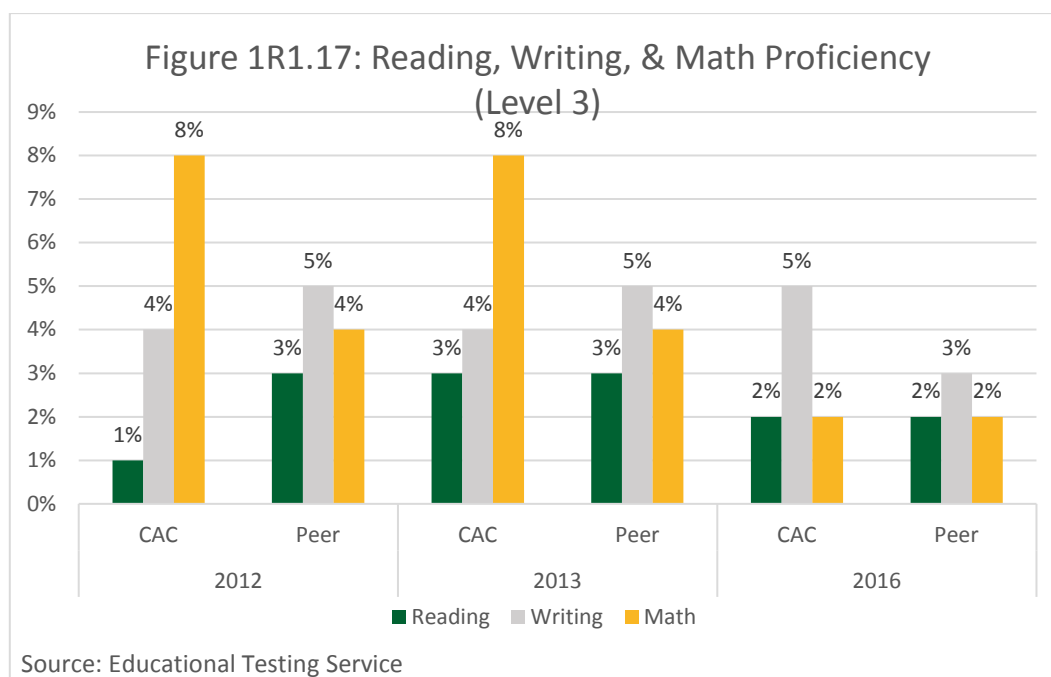Note: This measure was removed from CCSSE in 2017 and was replaced with "worked with other students on projects."

Figure 1R1.12: Developing Clearer Career Goals

Source: Community College Survey of Student Engagement

Figure 1R1.13: Gaining Information About Career Opportunities
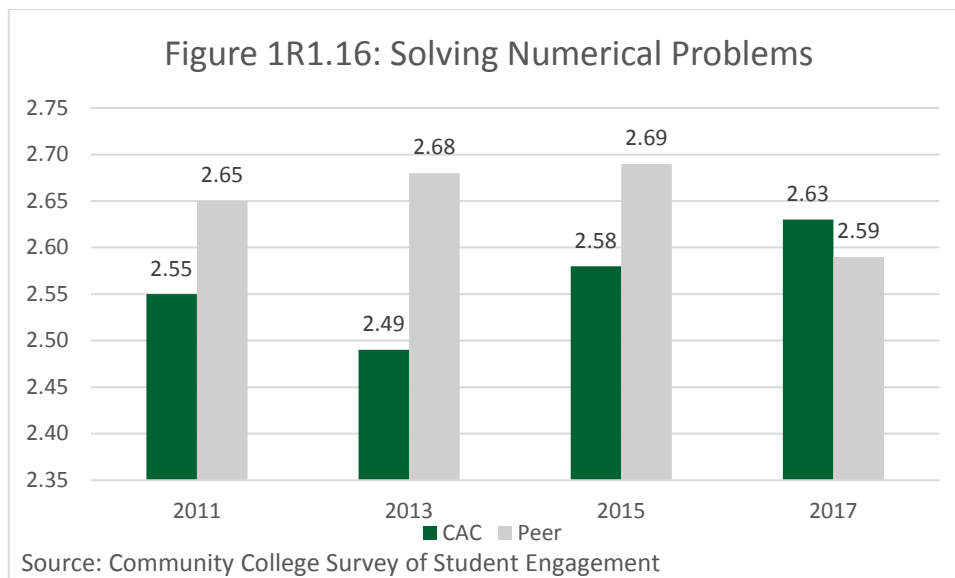

Source: Community College Survey of Student Engagement

Note: This measure was removed from CCSSE in 2017 and was replaced with "talked about career plans with instructor/advisor."

SP: Strategic Plan Target
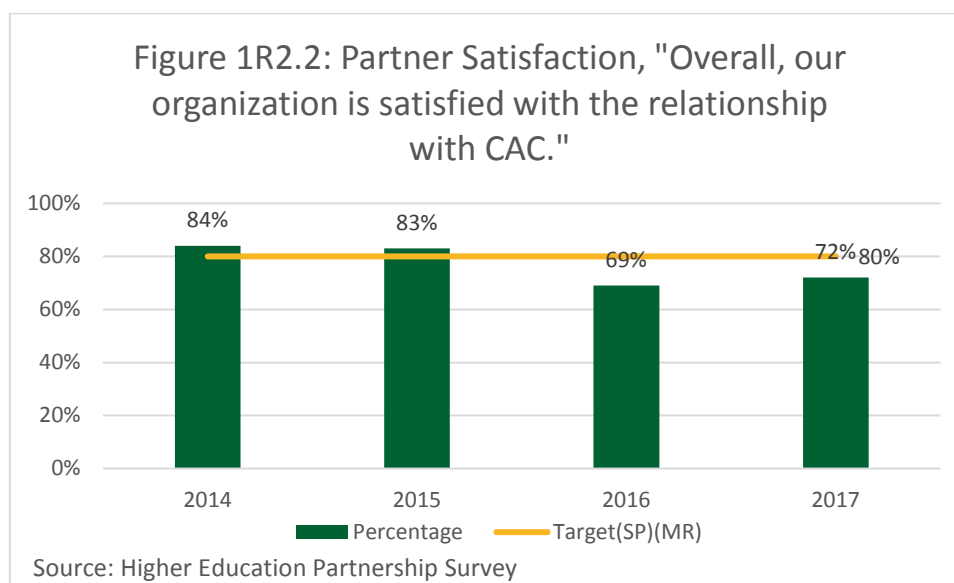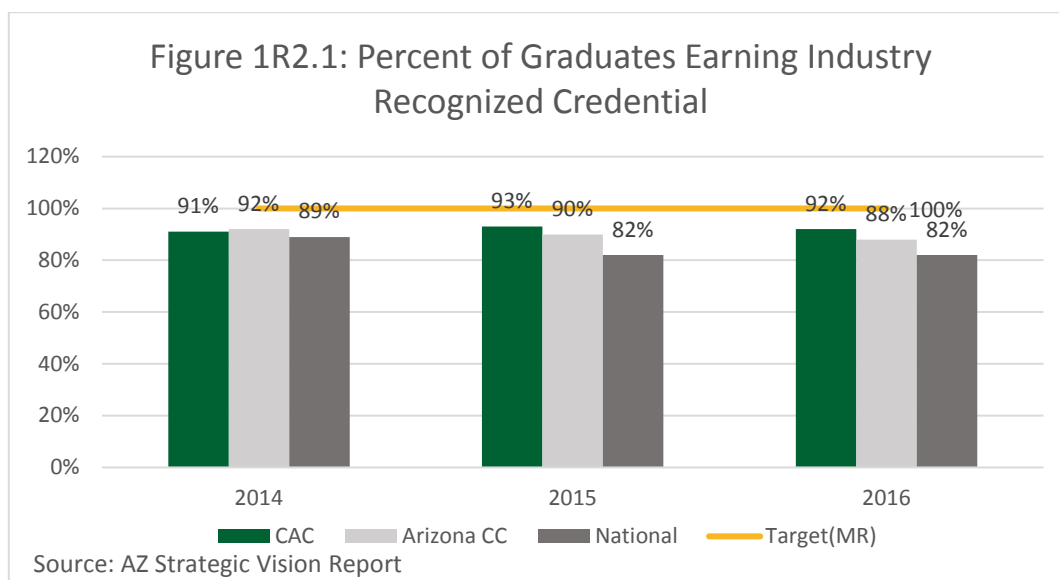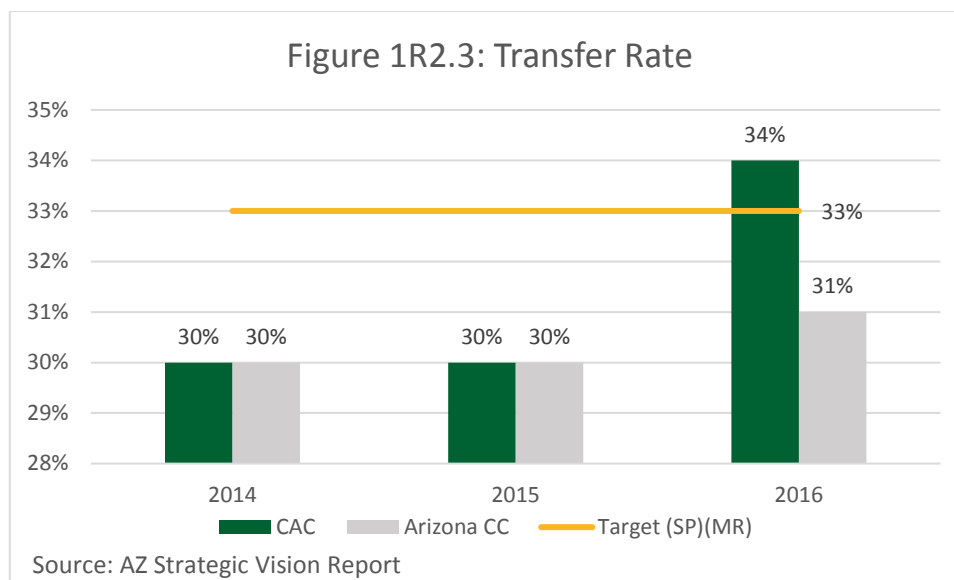MR: Board of Governors Monitoring Report Target

Figure 1R1.14: Reading, Writing, & Math Proficiency (Level 1)

Source: Educational Testing Service

Common Learning Student Outcome 4: Reasoning Skills

Figure 1R1.15: Thinking Critically & Analytically

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 1R1.16: Solving Numerical Problems

Source: Community College Survey of Student Engagement

Figure 1R1.17: Reading, Writing, & Math Proficiency (Level 3)

Source: Educational Testing Service

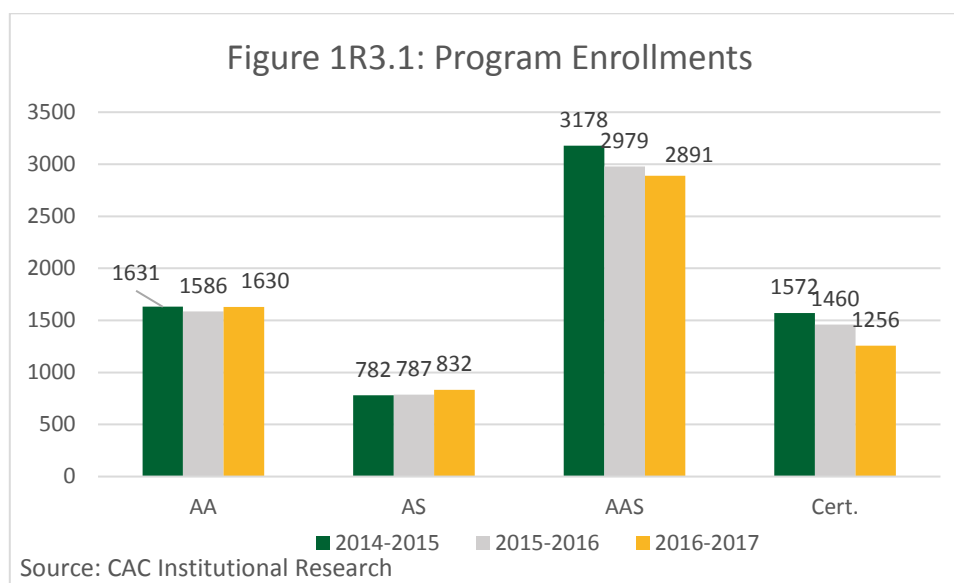SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

1R2 What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?
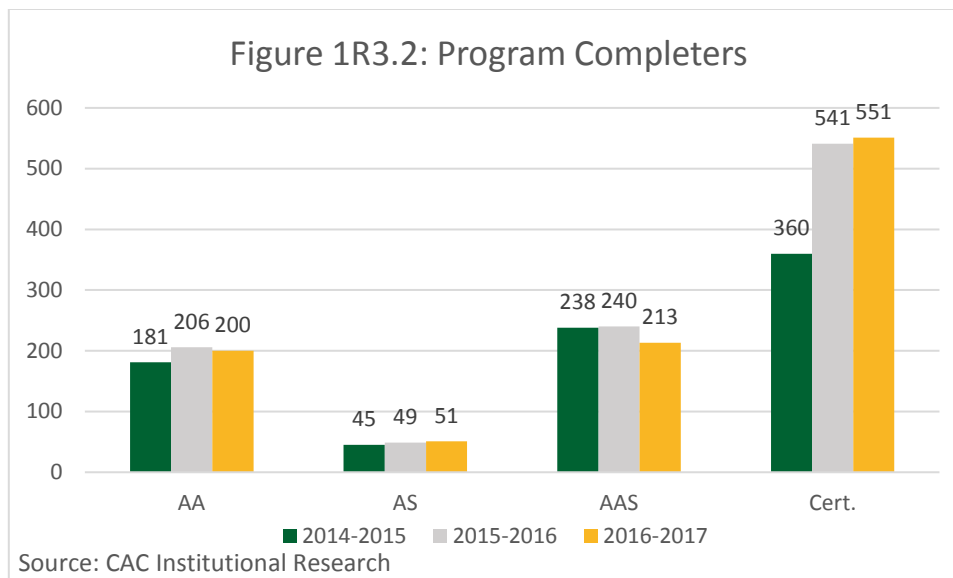

Figure 1R2.1: Percent of Graduates Earning Industry Recognized Credential

Source: AZ Strategic Vision Report

Figure 1R2.2: Partner Satisfaction, "Overall, our organization is satisfied with the relationship with CAC."

Source: Higher Education Partnership Survey

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 1R2.3: Transfer Rate
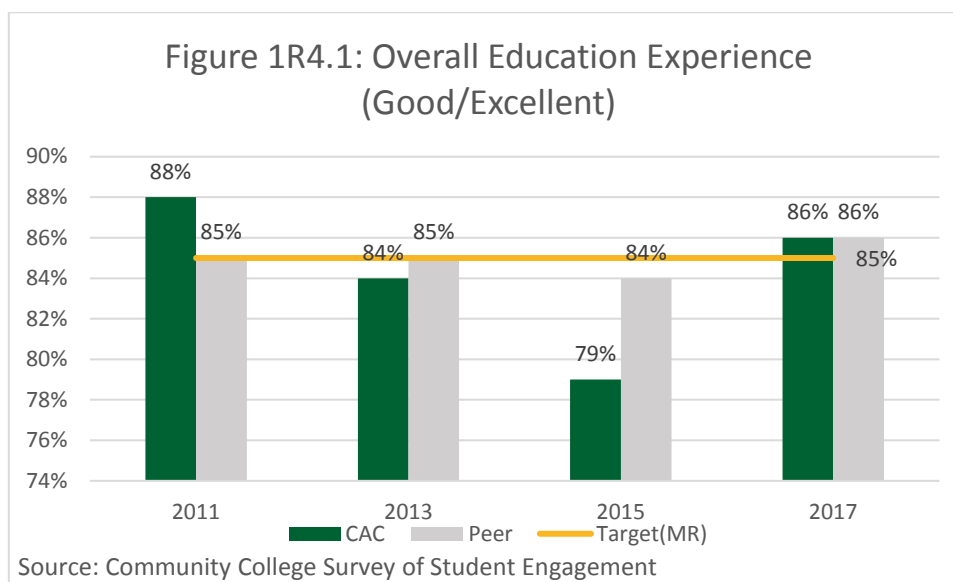

Source: AZ Strategic Vision Report

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?
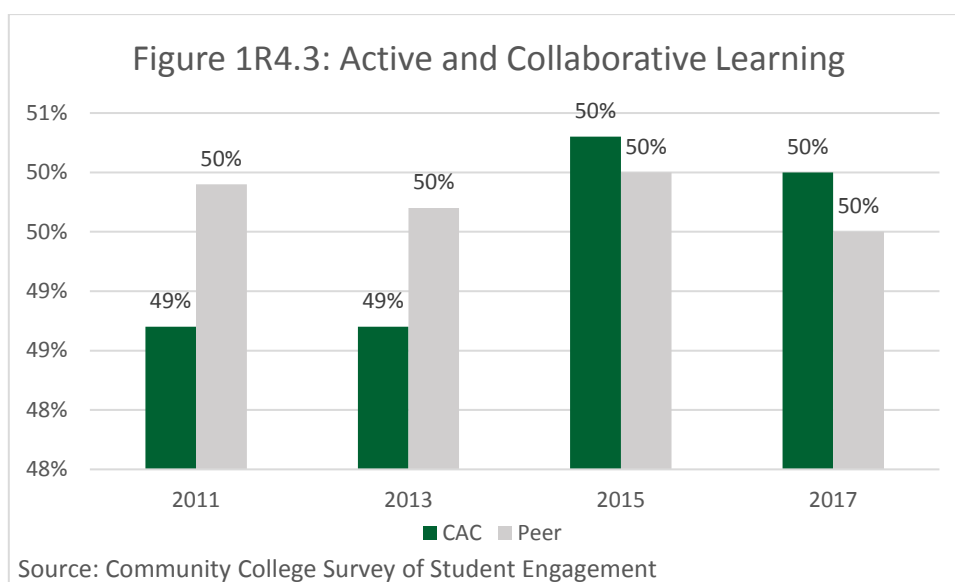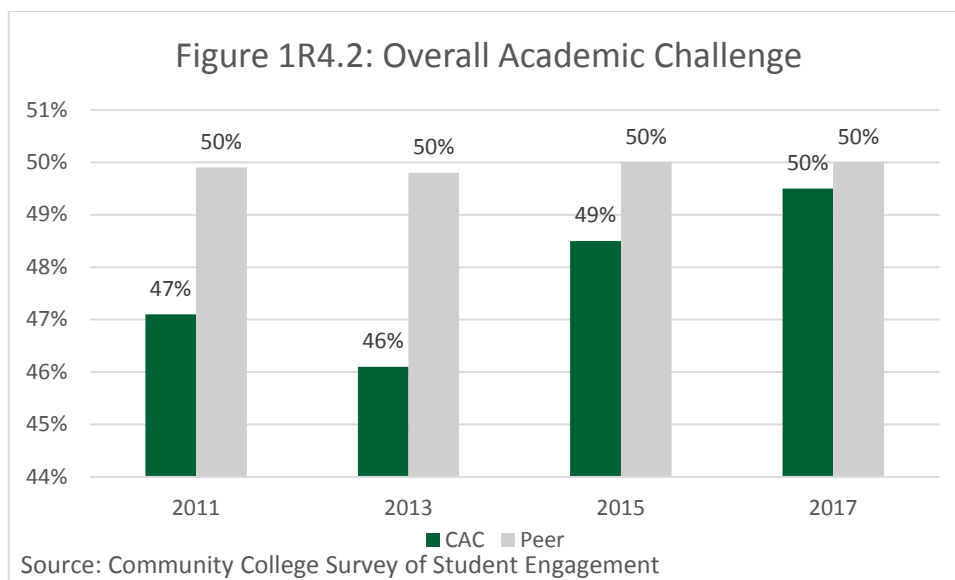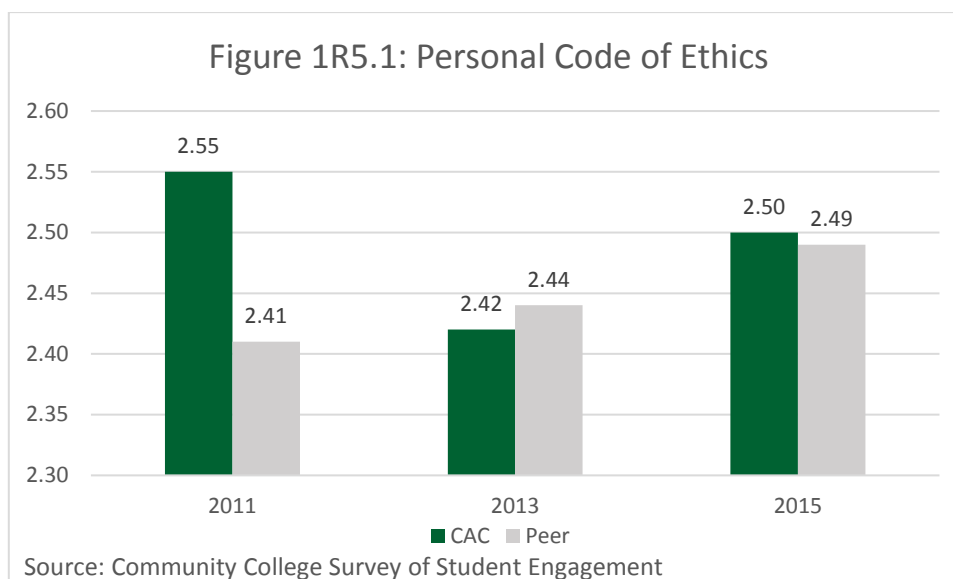
Figure 1R3.1: Program Enrollments

Source: CAC Institutional Research

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

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Figure 1R3.2: Program Completers

Source: CAC Institutional Research

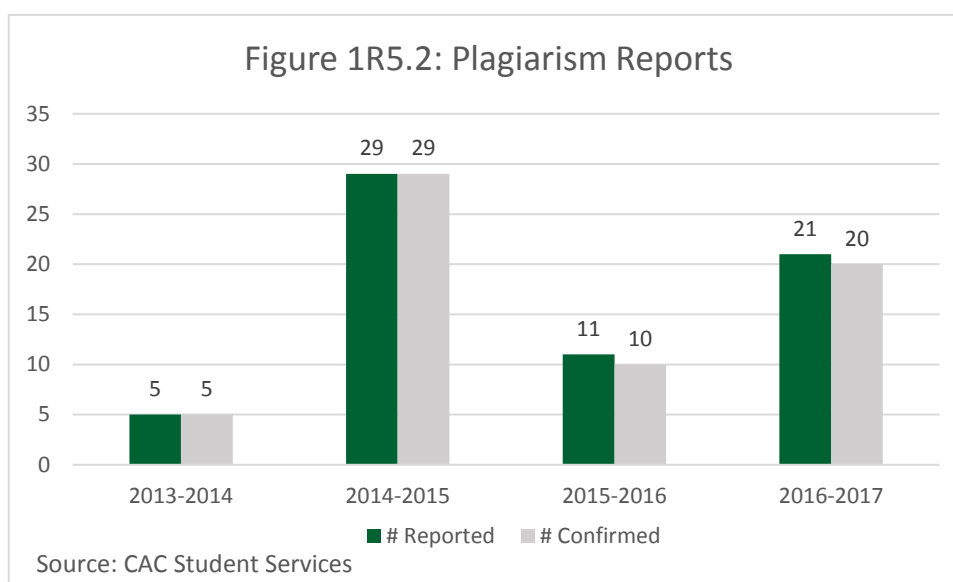**1R4: What are the results for determining the quality of academic programs?**

Figure 1R4.1: Overall Education Experience (Good/Excellent)

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 1R4.2: Overall Academic Challenge

Source: Community College Survey of Student Engagement

Year	CAC	Peer
2011	47%	50%
2013	46%	50%
2015	49%	50%
2017	50%	50%

Figure 1R4.3: Active and Collaborative Learning

Source: Community College Survey of Student Engagement

Year	CAC	Peer
2011	49%	50%
2013	49%	50%
2015	50%	50%
2017	50%	50%

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

1R5 What are the results for determining the quality of academic integrity?

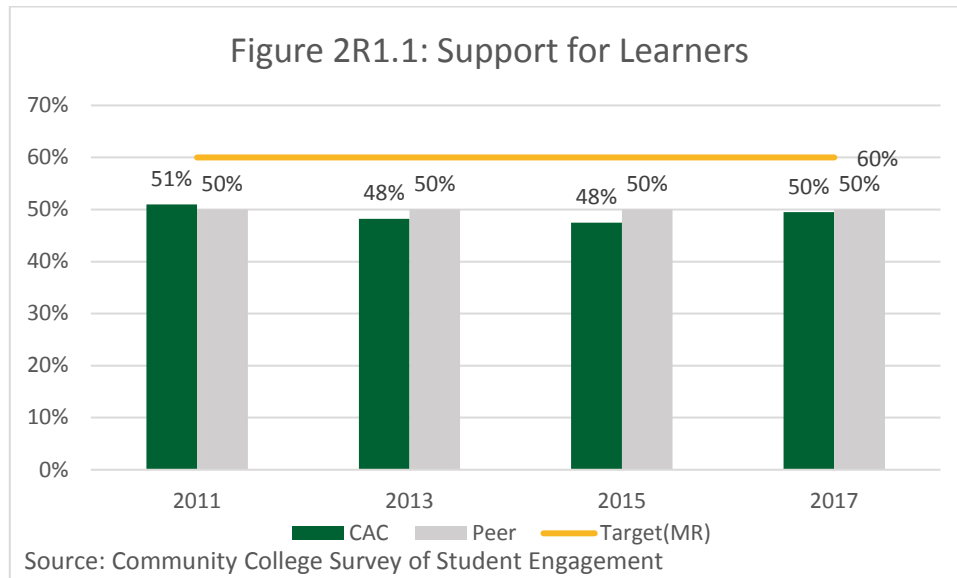Figure 1R5.1: Personal Code of Ethics

Source: Community College Survey of Student Engagement

Note: This measure was removed from CCSSE in 2017 and was replaced with a new measure.

Figure 1R5.2: Plagiarism Reports

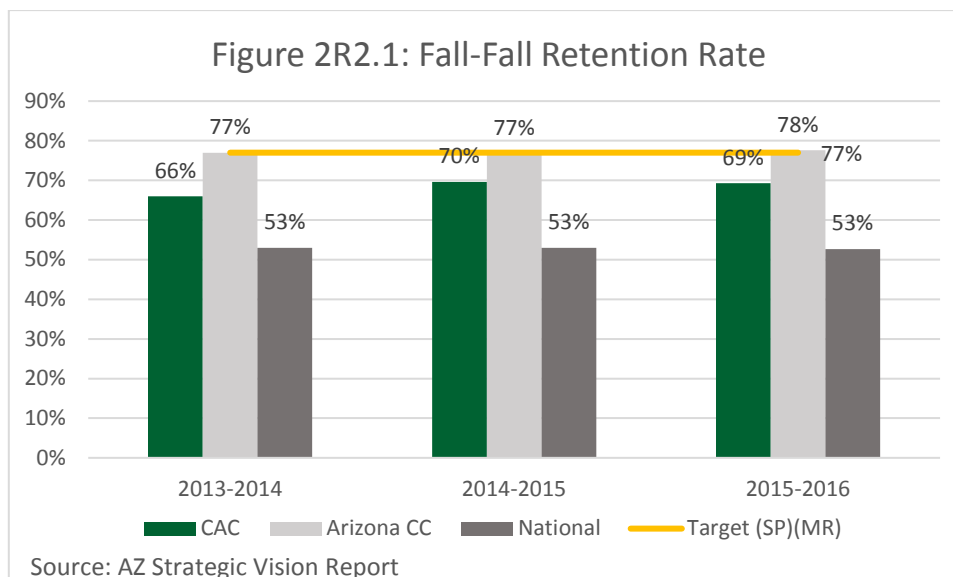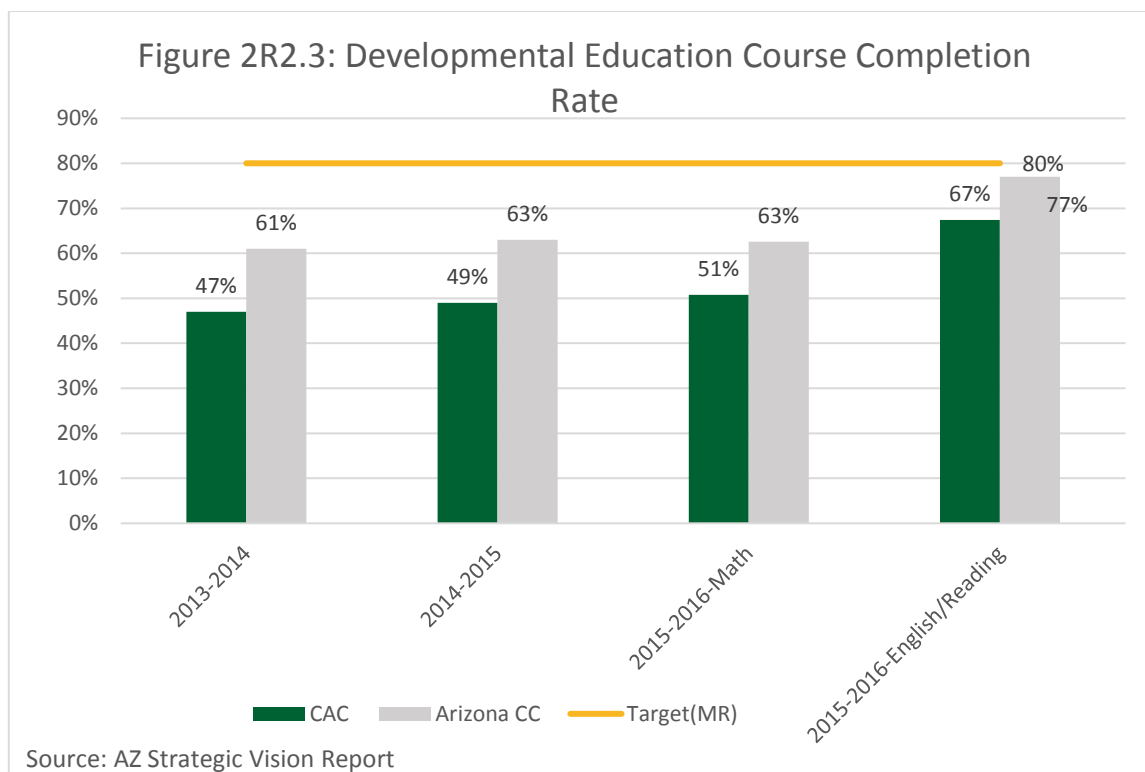Source: CAC Student Services

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

CATEGORY 2

2R1 What are the results for determining if current and prospective students' need are being met?

Figure 2R1.1: Support for Learners

Source: Community College Survey of Student Engagement

Figure 2R1.2: Providing the Financial Support for Education

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
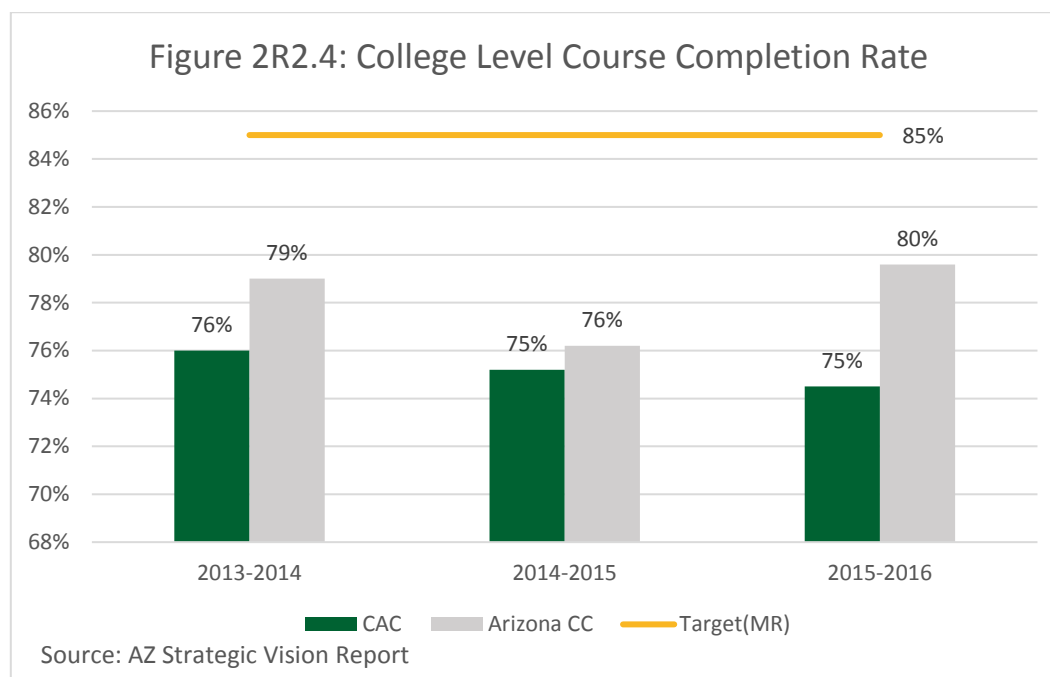MR: Board of Governors Monitoring Report Target

2R2 What are the results for student retention, persistence and completion?

Figure 2R2.1: Fall-Fall Retention Rate

	2013-2014	2014-2015	2015-2016
CAC	66%	70%	69%
Arizona CC	77%	77%	78%
National	53%	53%	53%
Target (SP)(MR)			77%

Source: AZ Strategic Vision Report

Figure 2R2.2: Graduation Rate

	2013-2014	2014-2015	2015-2016
CAC	37%	29%	32%
Arizona CC	32%	29%	30%
National	23%	25%	25%
Target (SP)(MR)			50%

Source: AZ Strategic Vision Report

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Central Arizona College

Figure 2R2.3: Developmental Education Course Completion Rate

Source: AZ Strategic Vision Report

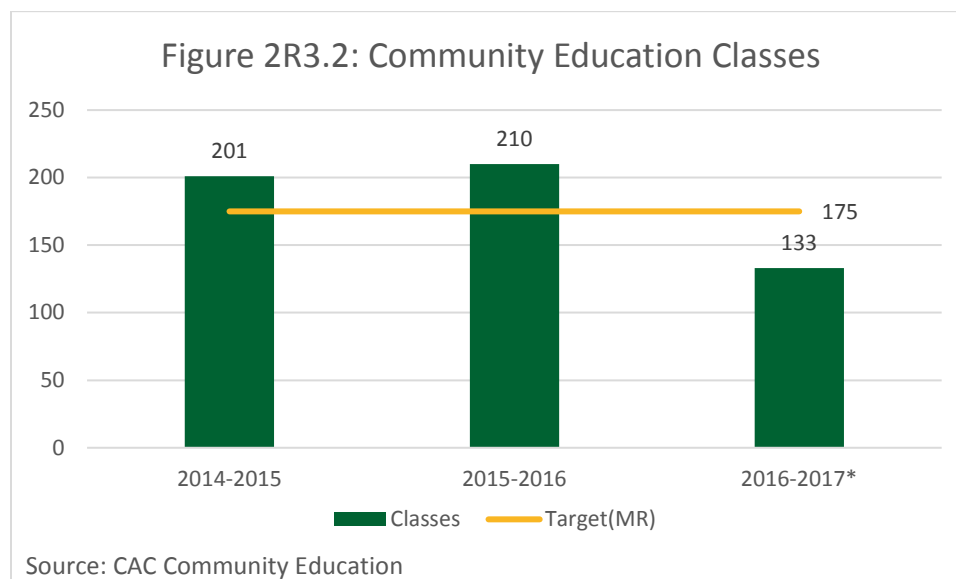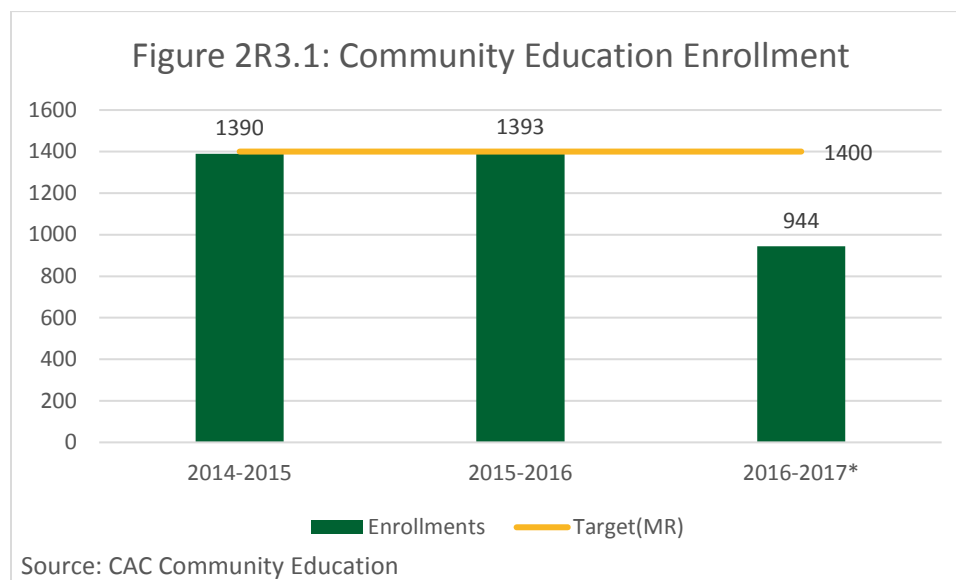Note: In 2015-2016 Development Education was separated out into two categories: Math and English/Reading.

Figure 2R2.4: College Level Course Completion Rate

Source: AZ Strategic Vision Report

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 2R2.5: Progression Rate (12 Credits First Term)

Source: AACC Pathways 2.0 Project

Figure 2R2.6: Progression Rate (24 Credits First Year)

Source: AACC Patwhays 2.0 Project

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

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2R3 What are the results for determining if key stakeholder needs are being met?

Figure 2R3.1: Community Education Enrollment

Source: CAC Community Education

Figure 2R3.2: Community Education Classes

Source: CAC Community Education

Note: Summer 2017 classes were on hiatus to revamp Community Education.

Figure 1R2.1 Industry Credentials
Figure 1R2.2 Partner Satisfaction

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

2R4 What are the results for student and stakeholder complaints?

Figure 2R4.1: Student Complaints

Source: CAC Student Services

Figure 2R4.2: Employee Complaints

Source: CAC Ombudsperson

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

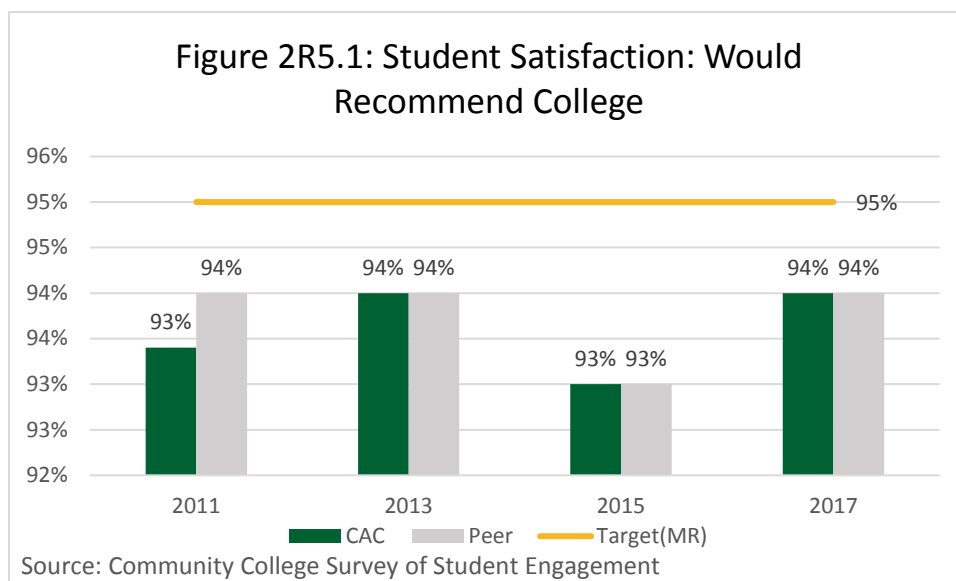Figure 2R4.3: President's Pencil Feedback Comments

Source: CAC President's Office
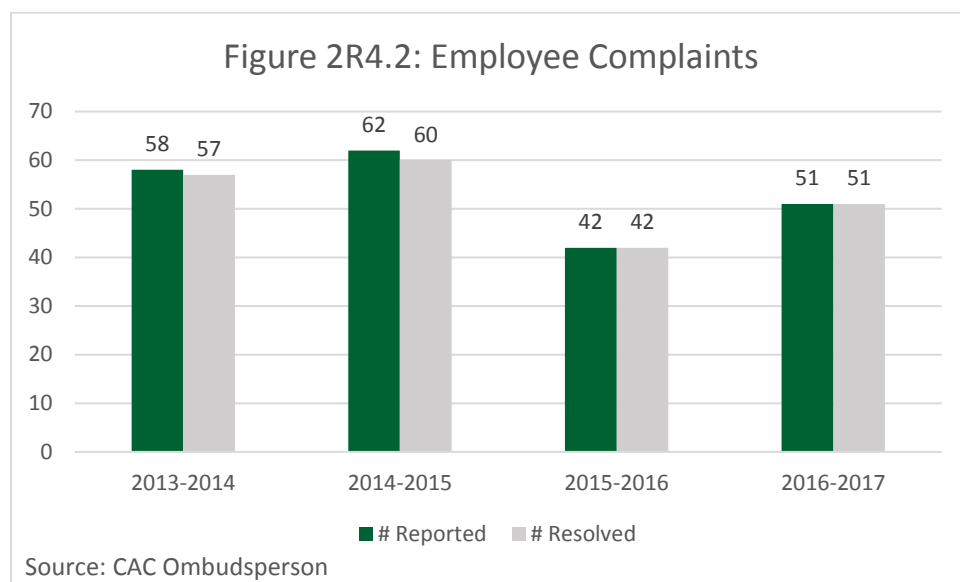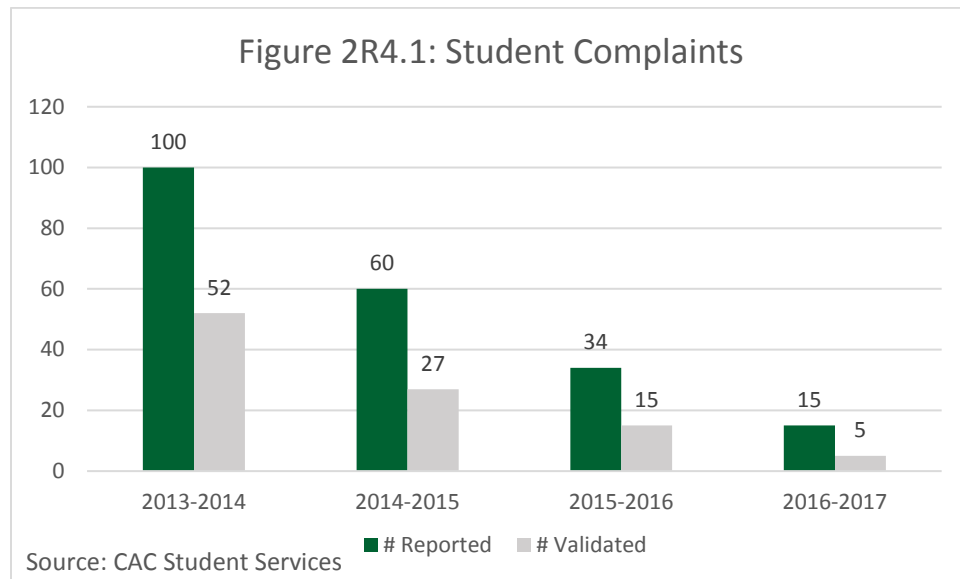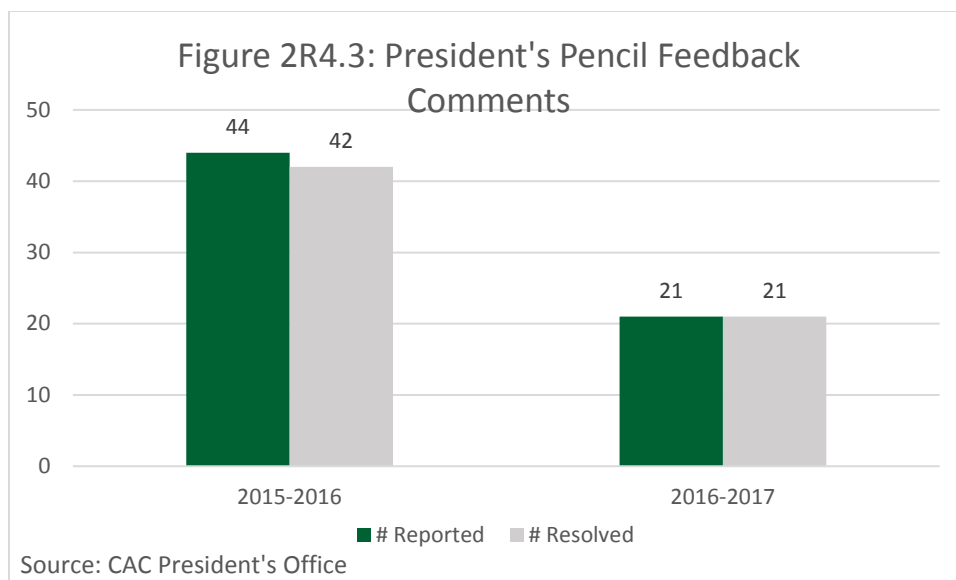
Note: The previous administration did not track results.

Figure 1R2.2 Partner Satisfaction
Figure 1R4.1 Student Education Experience

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships?
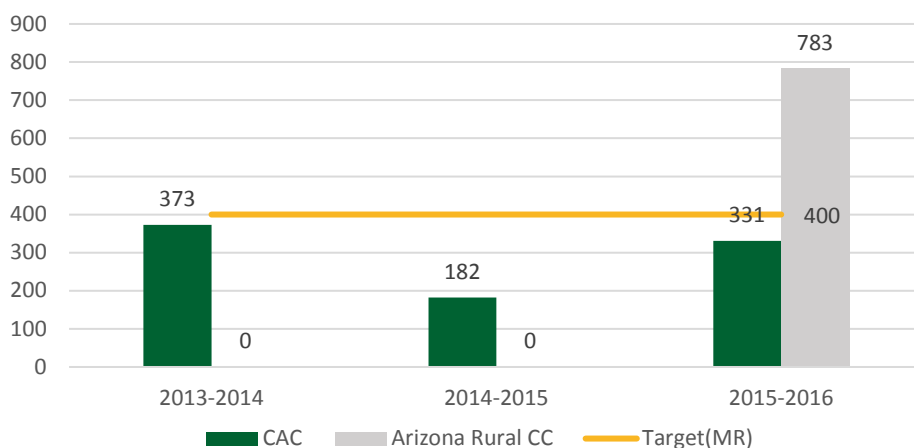

Figure 2R5.1: Student Satisfaction: Would Recommend College

Source: Community College Survey of Student Engagement

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 2R5.2: Partners Satisfaction, Will Continue Relationship
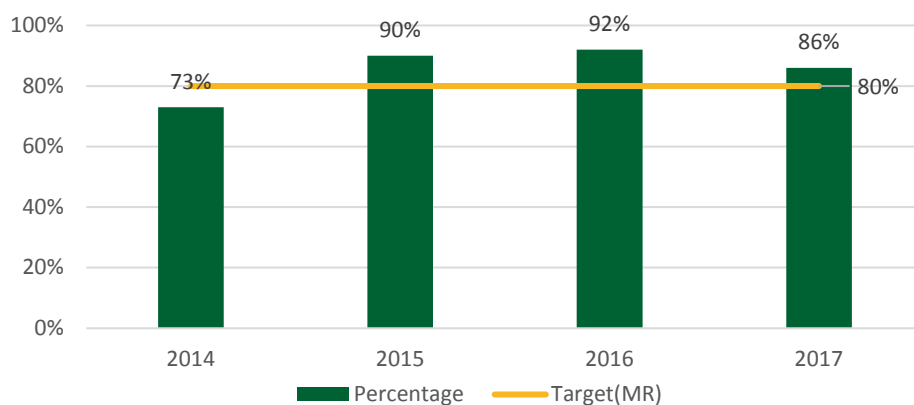
Source: Higher Education Partnership Survey

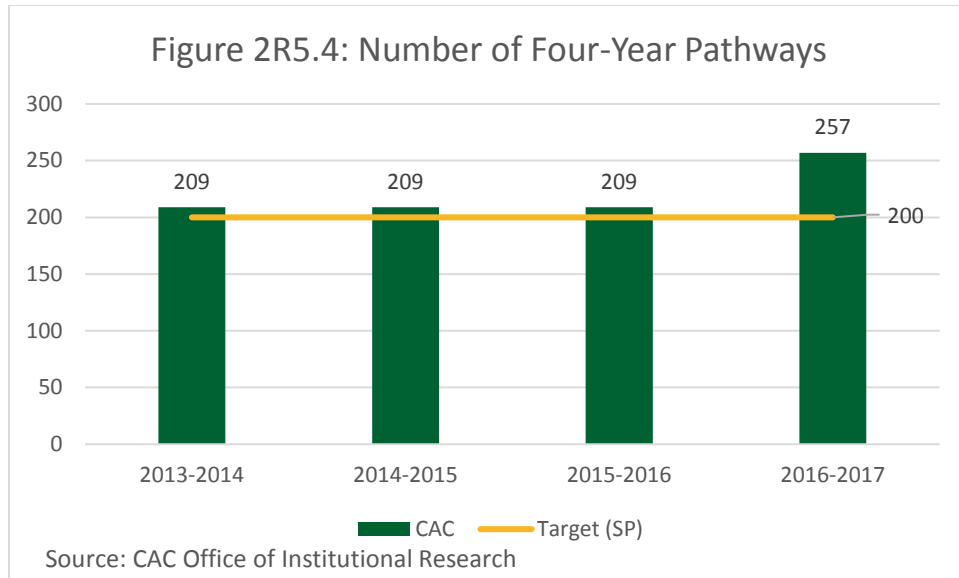## Figure 2R5.3: Dual Enrollement (# of Students)
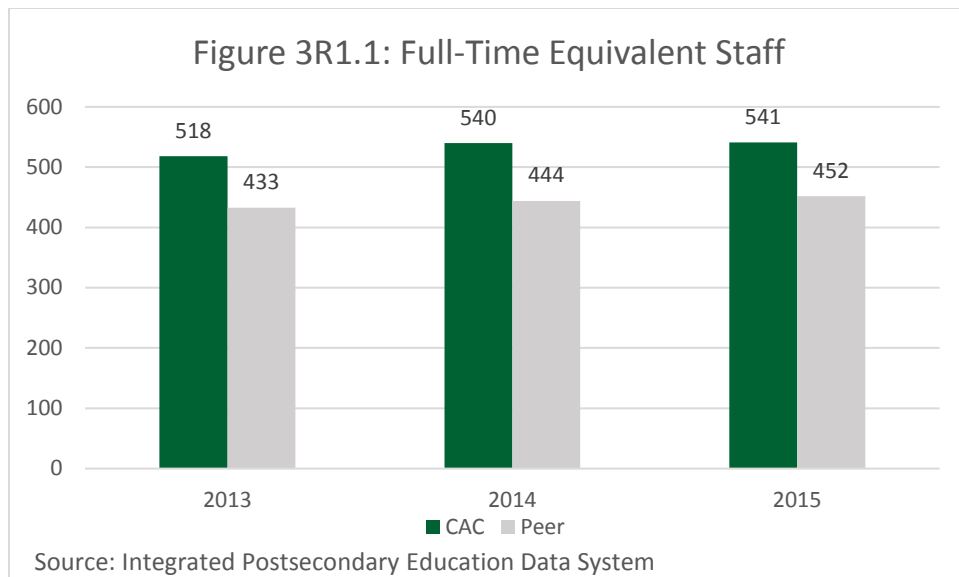

Source: AZ Strategic Vision Report

Note: The state did not collect data from AZ colleges (comparative) until 2015-2016.

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 2R5.4: Number of Four-Year Pathways
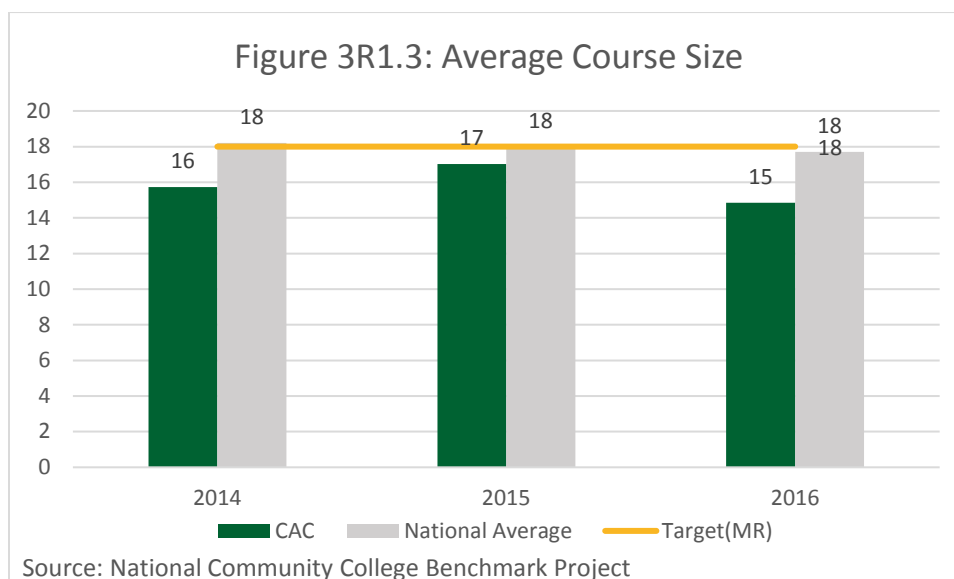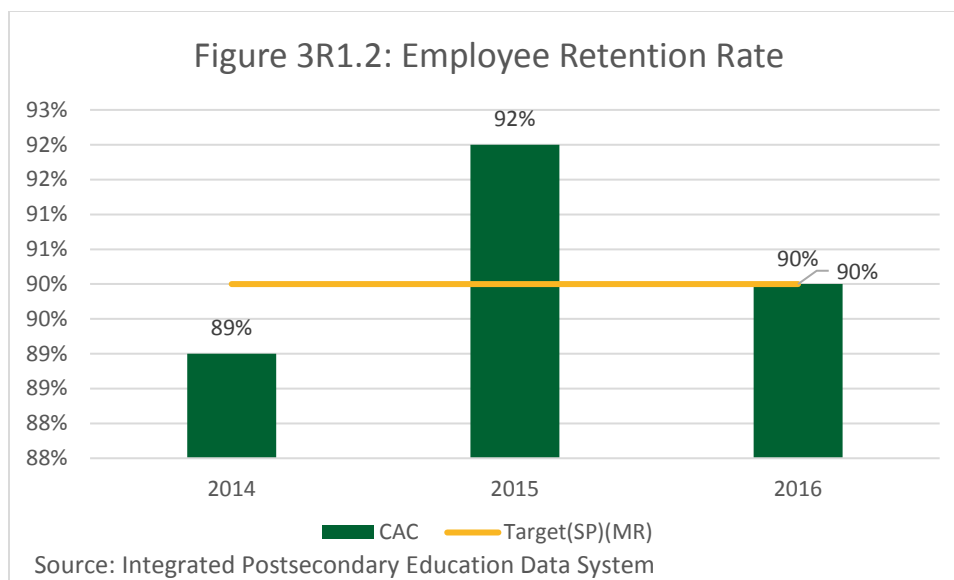

Source: CAC Office of Institutional Research
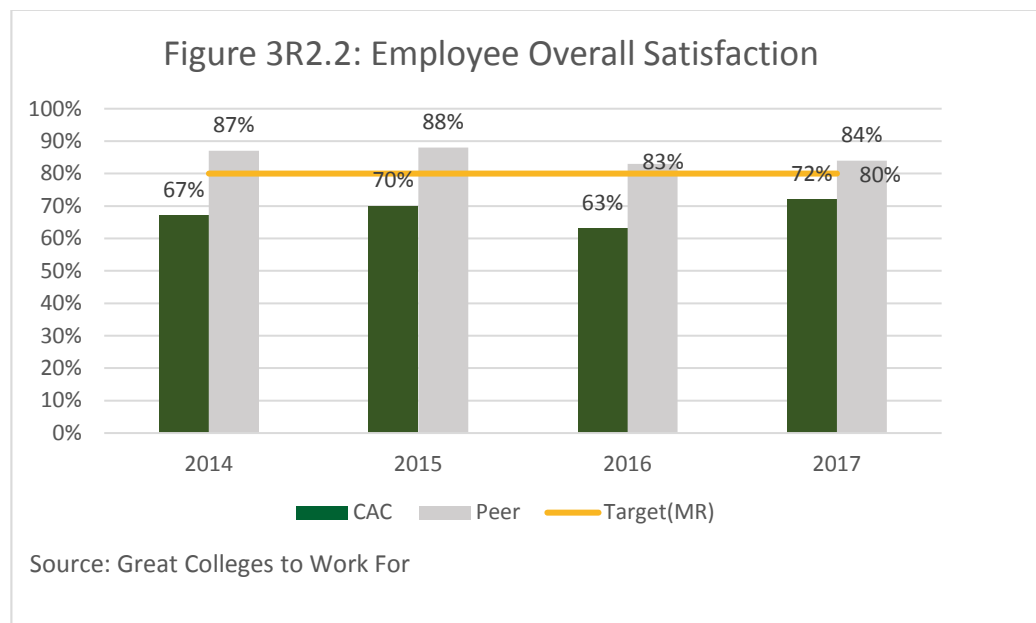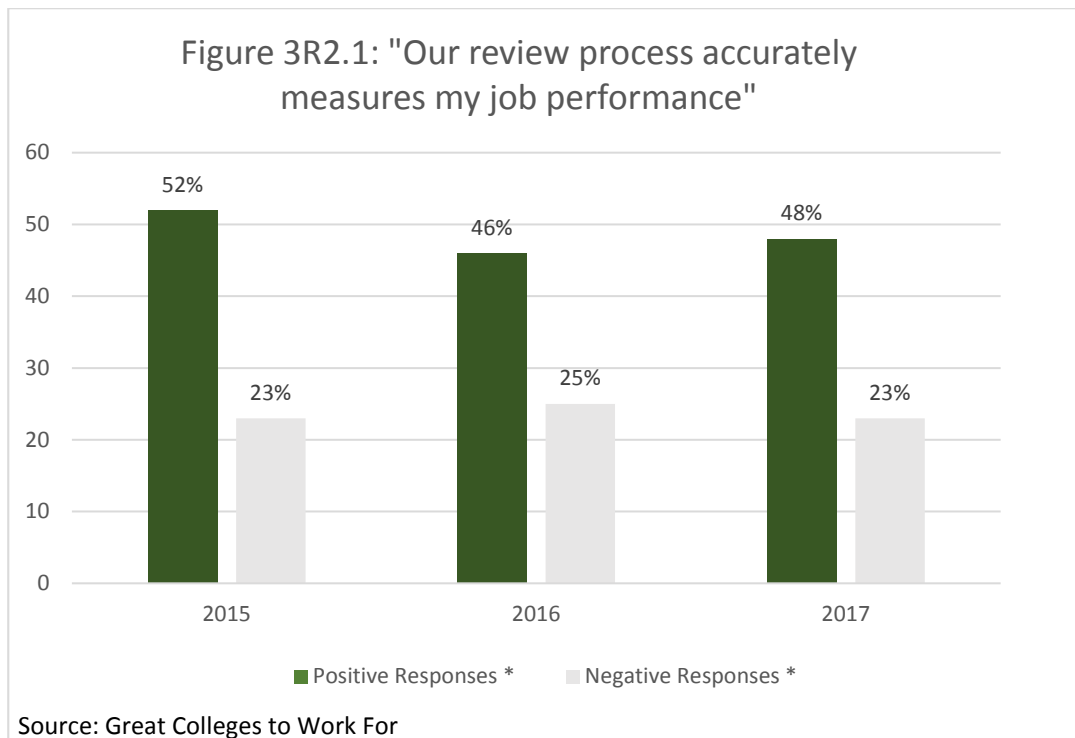
CATEGORY 3

3R1 What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services.
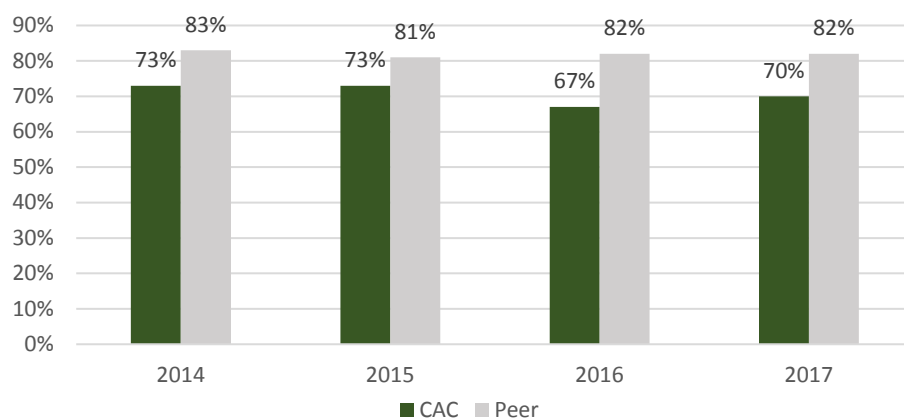
Figure 3R1.1: Full-Time Equivalent Staff

Source: Integrated Postsecondary Education Data System

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

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Figure 3R1.2: Employee Retention Rate

Source: Integrated Postsecondary Education Data System

Figure 3R1.3: Average Course Size

Source: National Community College Benchmark Project

[Figure 2R1.1 Support for Learners](#)

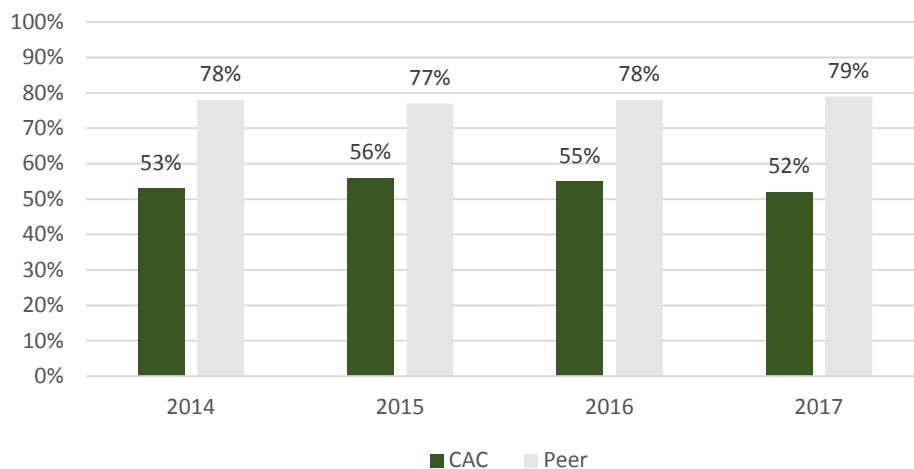SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

3R2 What are the results for determining if evaluation processes assess employees' contributions to the institution?

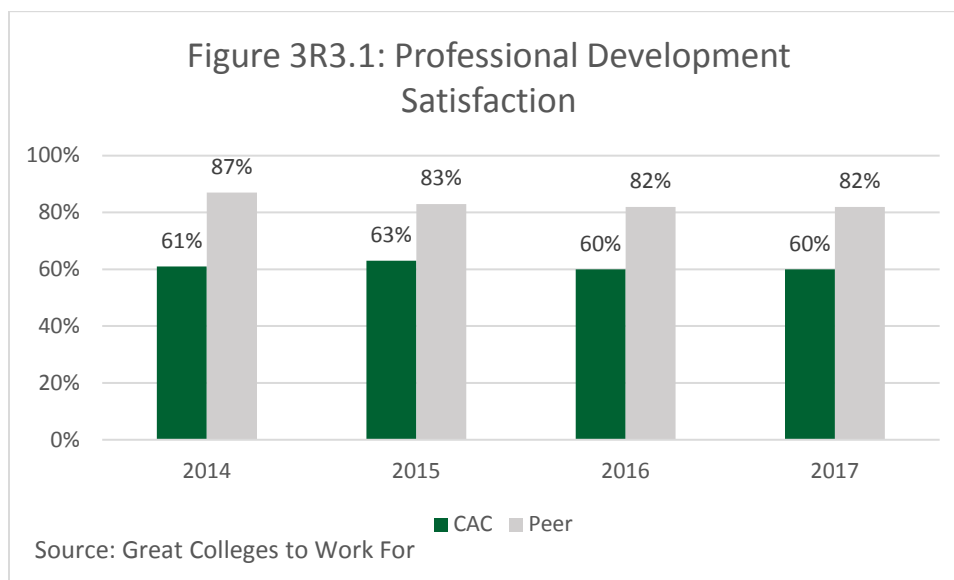### Figure 3R2.1: "Our review process accurately measures my job performance"

	2015	2016	2017
Positive Responses *	52%	46%	48%
Negative Responses *	23%	25%	23%

Source: Great Colleges to Work For

Figure 3R2.2: Employee Overall Satisfaction

	2014	2015	2016	2017
CAC	67%	70%	63%	72%
Peer	87%	88%	83%	84%
Target(MR)				80%

Source: Great Colleges to Work For

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 3R2.3: Compensation, Benefits, Work/Life Balance Satisfaction

Source: Great Colleges to Work For

Figure 3R2.4: Respect & Appreciation

Source: Great Colleges to Work For
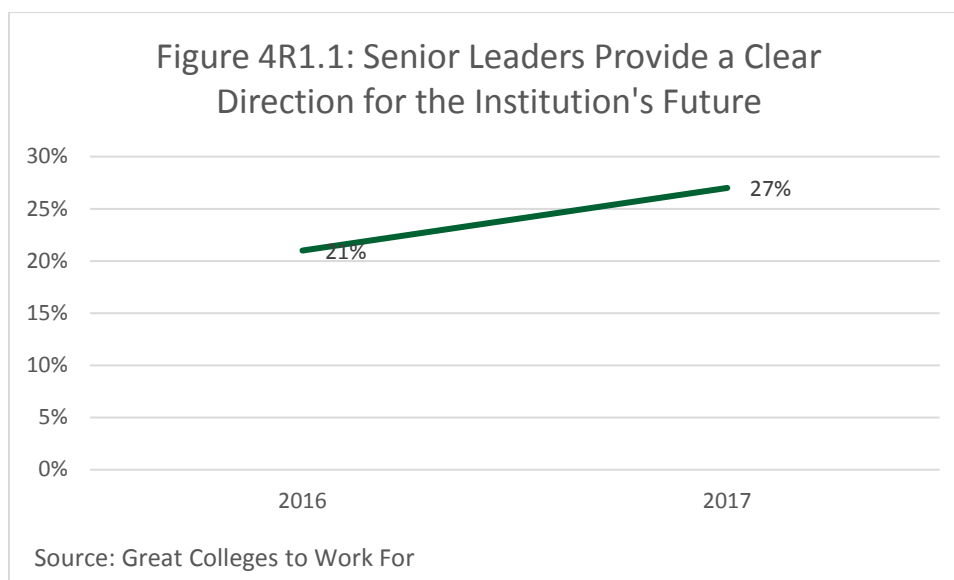
SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

3R3 What are the results for determining if employees are assisted and supported in their professional development?

Figure 3R3.1: Professional Development Satisfaction

Year	CAC	Peer
2014	61%	87%
2015	63%	83%
2016	60%	82%
2017	60%	82%

Source: Great Colleges to Work For

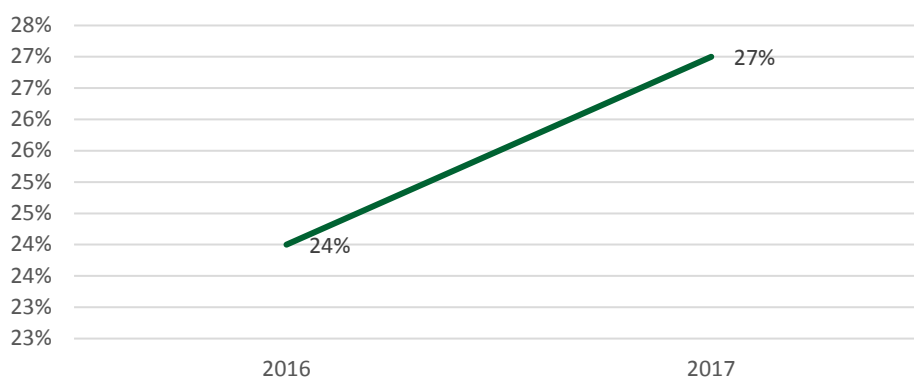## *CATEGORY 4*

4R1 What are the results for developing, communicating and reviewing the institution's mission, vision and values?

Figure 4R1.1: Senior Leaders Provide a Clear Direction for the Institution's Future

Year	Value
2016	21%
2017	27%

Source: Great Colleges to Work For

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

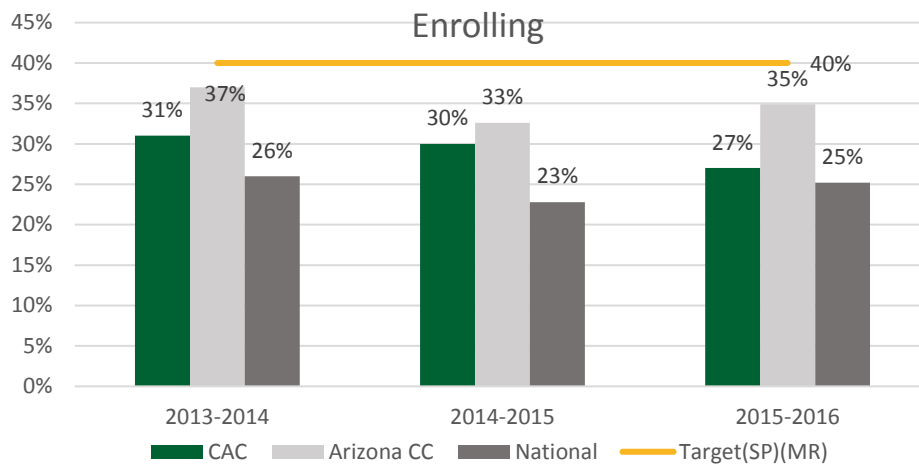Figure 4R1.2: Faculty & Staff are Meaningfully Involved in Institutional Planning

Source: Great Colleges to Work For

4R2 What are the results for communicating, planning, implementing and reviewing the institution's operational plans?
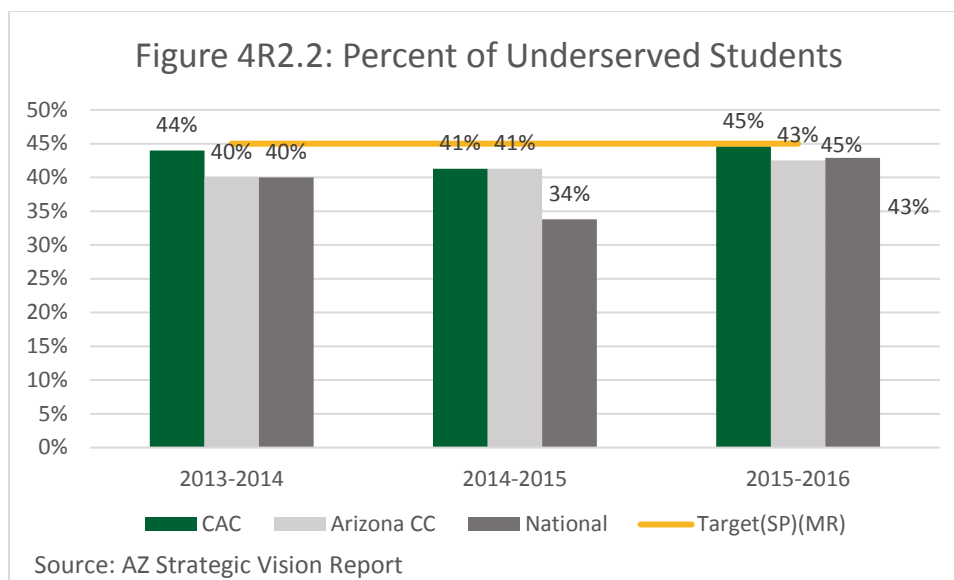
Access Goal Results
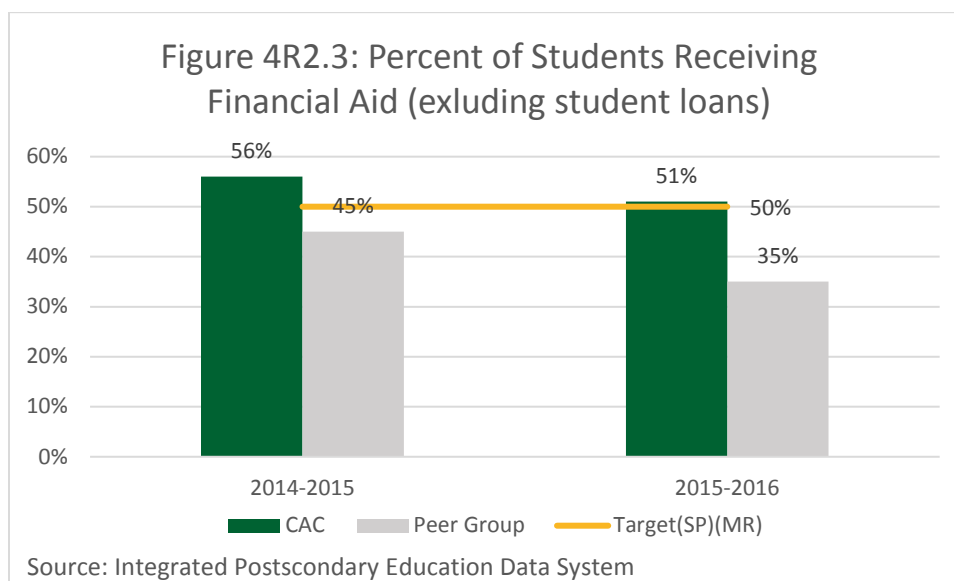
Figure 4R2.1: Percent of In-District Students Enrolling
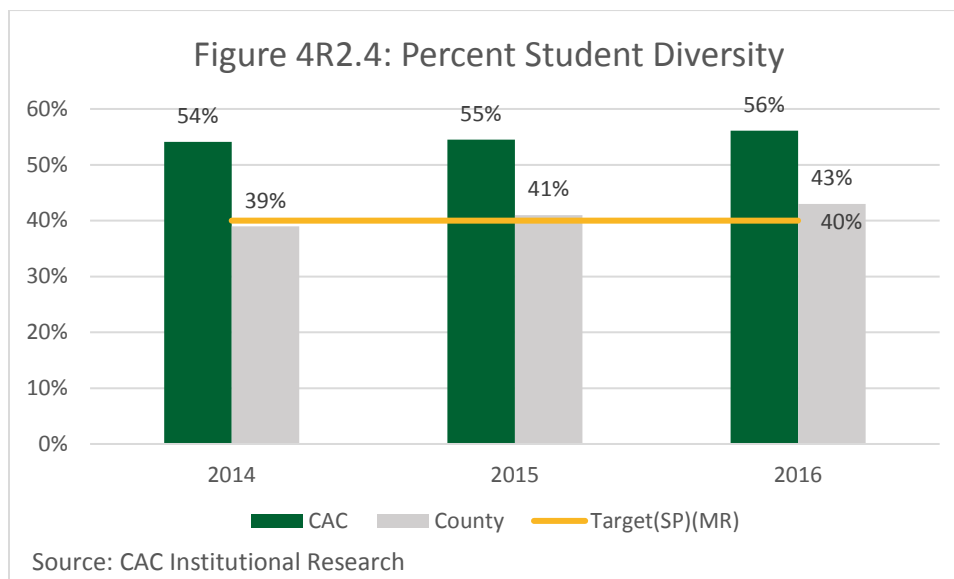
Source: AZ Strategic Vision Report

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 4R2.2: Percent of Underserved Students

Source: AZ Strategic Vision Report

Access Goal Results

Figure 4R2.3: Percent of Students Receiving Financial Aid (exluding student loans)

Source: Integrated Postscondary Education Data System

Student Success Goal Results

Figure 1R2.3 Transfer Rate
Figure 2R2.1 Retention Rate
Figure 2R2.2 Graduation Rate

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Environment Goal Results

Figure 4R2.4: Percent Student Diversity

Source: CAC Institutional Research

Environment Goal Results

Figure 4R2.5: Percent Employee Diversity

Source: Integrated Postsecondary Education Data System

[Figure 3R1.2 Employee Retention](#)

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Partnership Goal Results

Financial Goal Results

4R3 What are the results for ensuring long-term effective leadership of the institution?

Figure 4R3:1: Shared Governance

Source: Great Colleges to Work For

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target
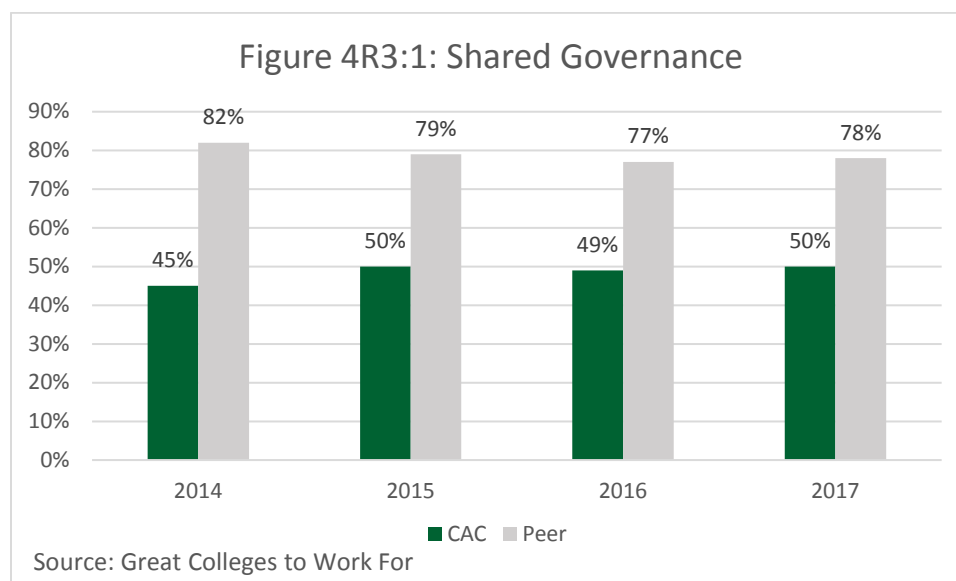
Figure 4R3.2: Confidence in Leadership

Source: Great Colleges to Work For

Figure 4R3.3: Communication
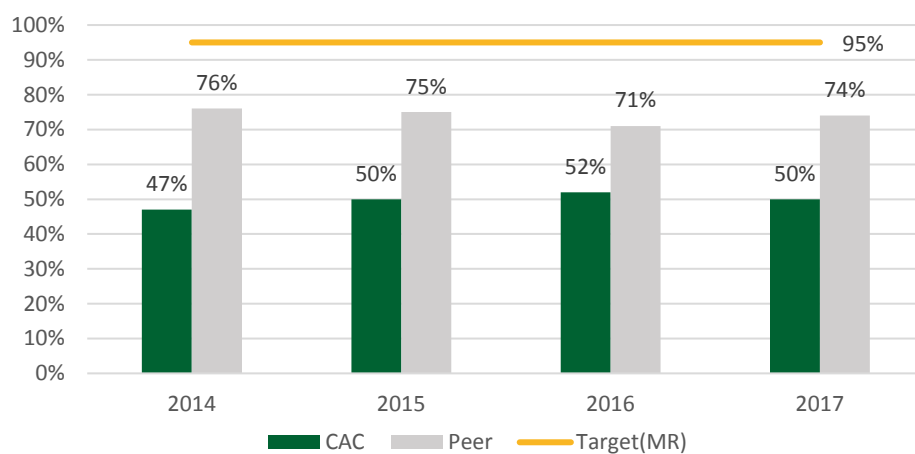
Source: Great Colleges to Work For

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target
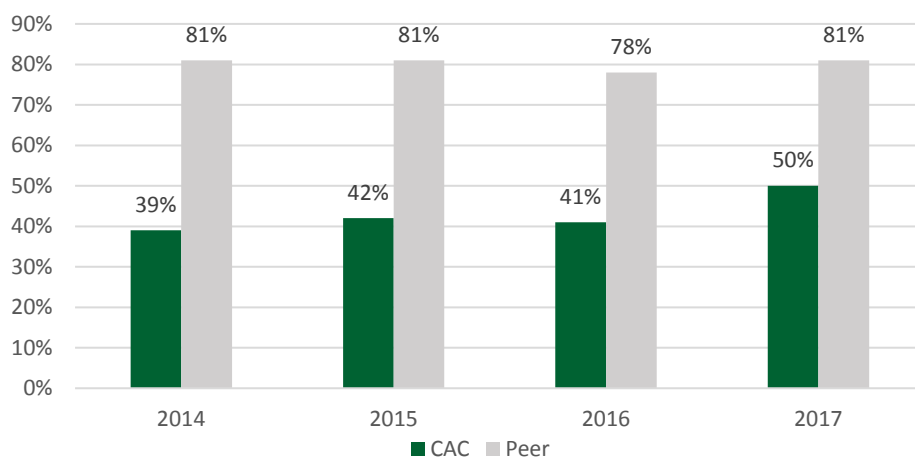
4R4 What are the results for ensuring institutional integrity?

Figure 4R4.1: Policies, Resources, Efficiency

Source: Great Colleges to Work For
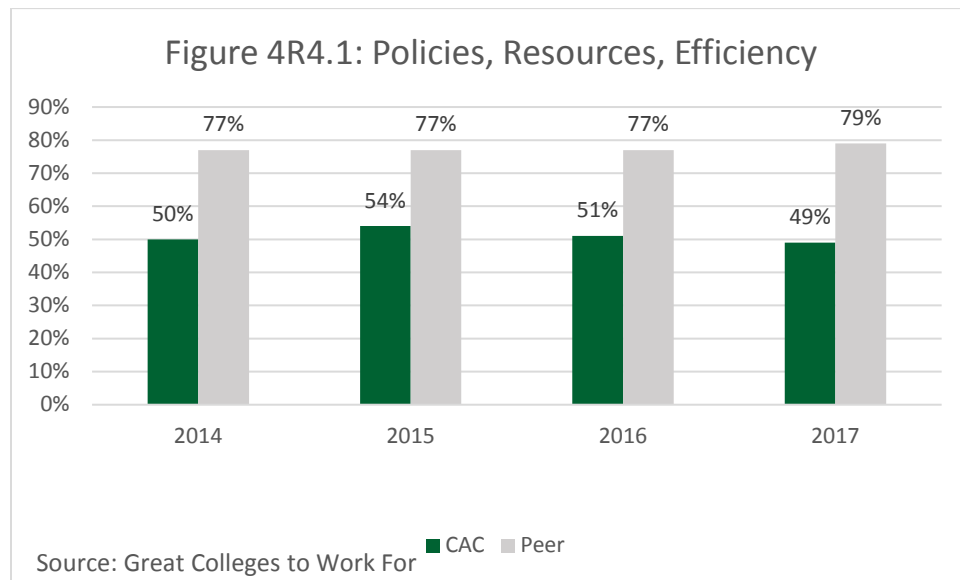
Figure: 4R4.2 Audit Findings				
Audit Type	**2014**	**2015**	**2016**	**2017**
IT Audit Findings	0	0	0	4
Budget Audit Findings	0	0	0	0
Title IX Violation Findings - Staff	0	0	0	0
Financial Aid Audit	0	1	1	1
Source: CAC Office of Finance and Student Services				

SP: Strategic Plan Target
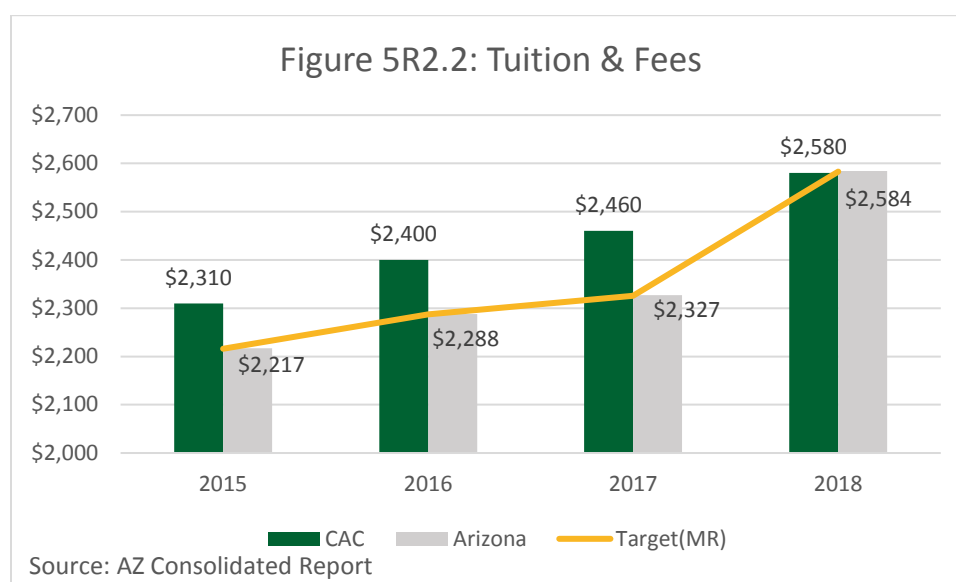MR: Board of Governors Monitoring Report Target

CATEGORY 5

5R1 What are the results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution?

Figure 4R4.2 Audit Findings

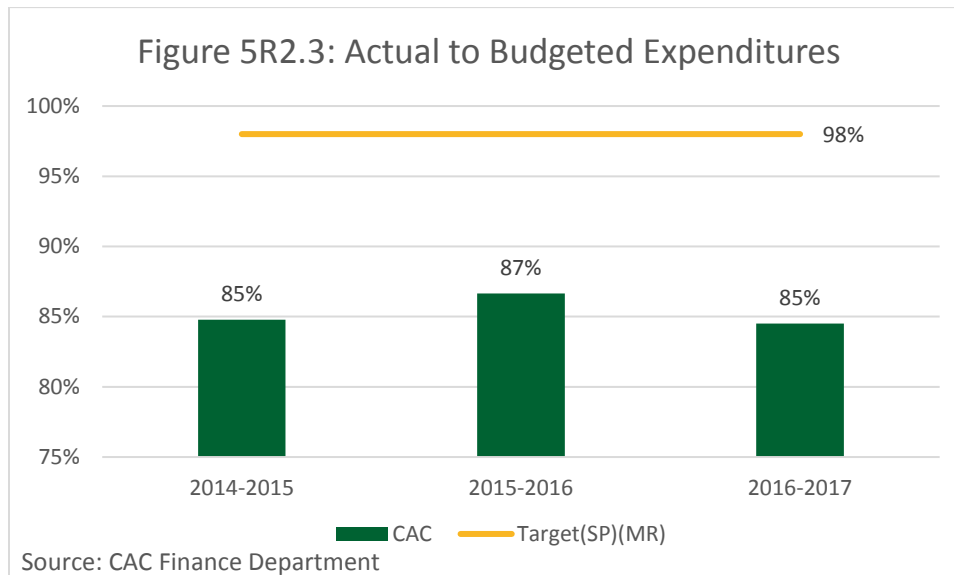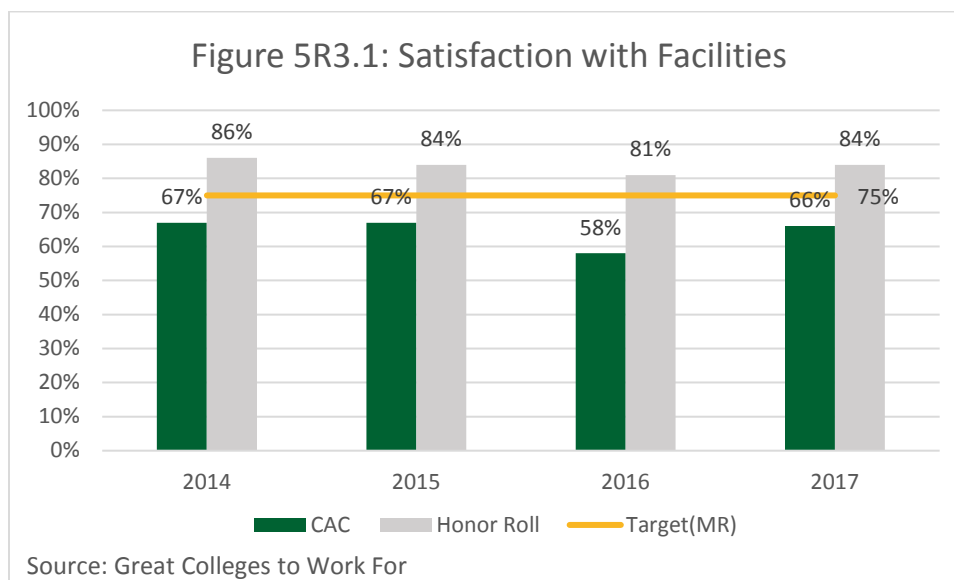**5R2 what are the results for resource management?**

Figure 5R2.1: Expenditures per FTSE

Year	CAC	Peer Group	Target(SP)(MR)
2014	$2,572	$1,795	
2015	$2,643	$1,840	
2016	$2,882	$1,972	$2,000

Source: Integrated Postsecondary Education Data system

5R2 what are the results for resource management?

Figure 5R2.2: Tuition & Fees

Year	CAC	Arizona	Target(MR)
2015	$2,310	$2,217	
2016	$2,400	$2,288	
2017	$2,460	$2,327	
2018	$2,580	$2,584	

Source: AZ Consolidated Report

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

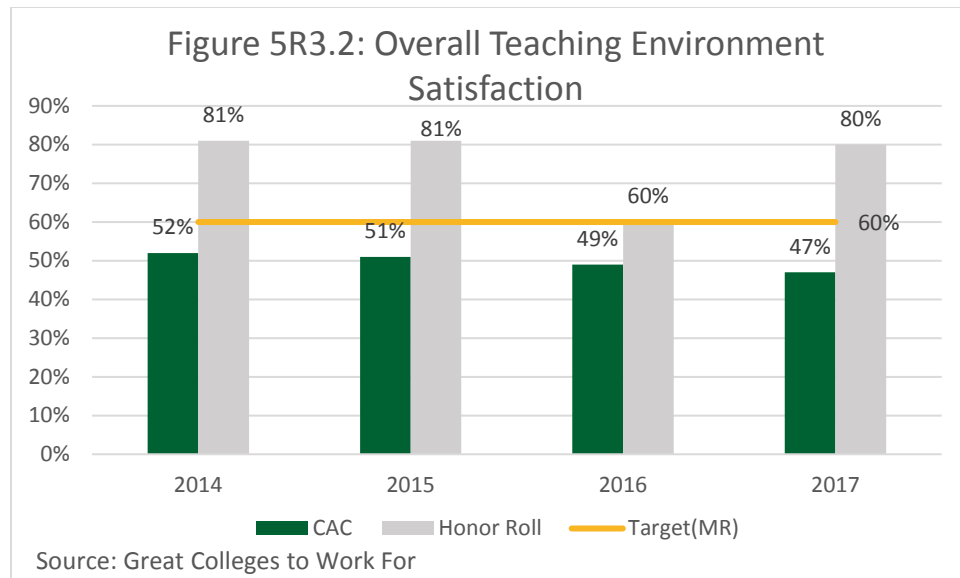**Figure 5R2.3: Actual to Budgeted Expenditures**

Source: CAC Finance Department

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future?

Figure 5R3.1: Satisfaction with Facilities

Source: Great Colleges to Work For

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

Figure 5R3.2: Overall Teaching Environment Satisfaction

Source: Great Colleges to Work For

Figure 5R2.1 Expenditures per FTSE
Figure 5R2.2 Tuition and Fees
Figure 5R2.3 Actual to Budgeted Expenditures
Figure 3R1.1 Full-Time Equivalent Staff
Figure 3R1.3 Average Course Size

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

CATEGORY 6
6R2: The results for continuous quality improvement to evidence a culture of quality

		FIGURE 6R2.1: BOARD ENDS MONITORING REPORTS	
ENDS	**Number**	**Measurement**	**Portfolio Figure**
Student Success	1.1	Retention Rate	2R2.1
	1.2	Dev. Ed. Course Completion Rate	2R2.3
	1.3	College Level Course Completion Rate	2R2.4
	1.4	Graduation Rate	2R2.2
	1.5	Degrees & Certificates Awarded	
	1.6	Transfer Rate	1R2.3
	1.7	ABE/GED Enrollment in College	
Access	2.1	Percent In-District Enrolling	4R2.1
	2.2	Percent Underserved Enrolled	4R2.2
	2.3	Enrollment	.
	2.4	Dual Enrollment	2R5.3
	2.5	Percent of Credits via Alternative Delivery	
	2.6	Number of Four-Year Pathways	2R5.4
Workforce	3.1	Graduate Employment	
	3.2	Percent of Graduates with Industry Credential	1R2.1
	3.3	Employer Satisfaction	
	3.4	FTSE in Occupational Courses	
	3.5	Workforce (non-credit) Training	
Community	4.1	Community Education Enrollment	2R3.1
	4.2	Community Education Courses	2R3.2
	4.4	Performances & Cultural Enrichment	
	4.5	Community Perception/Satisfaction	1R2.2
Environment	5.1	Campus Crime Statistics	
	5.2	Student Educational Experience Satisfaction	1R4.1
	5.3	Student Recommendation of College	2R5.1
	5.4	Student Diversity	4R2.4
	5.5	Employee Satisfaction: Communication	4R3.3
	5.6	Employee Overall Satisfaction	3R2.1
	5.7	Employee Diversity	4R2.5
	5.8	Employee Retention	3R1.2
Stewardship	6.1	Expenditures per FTSE	5R2.1
	6.2	Tuition and Fees	5R2.2
	6.3	Average Course Size	3R1.3
	6.4	Percent of Students Receiving Financial Aid	4R2.3
	6.5	Institutional Grants Received	
	6.6	Private Gifts and Grants Received	
	6.7	Actual to Budgeted Expenditures	5R2.3
Infrastructure	7.1	Support for Students Satisfaction	2R1.1
	7.2	Employee Satisfaction with Facilities	5R3.1
	7.3	Satisfaction with Teaching Environment	5R3.2
	7.4	Facilities Master Plan	
	7.5	IT Master Plan	

SP: Strategic Plan Target
MR: Board of Governors Monitoring Report Target

PROCESS FLOWCHARTS

KEY FOR FIGURES

|	
AC	Assessment Committee
AP	Action Projects
BMR	Board Monitoring Reports
BP	Budgeting Process
CC	Curriculum Committee
CSLO	Common Student Learning Outcome
CQR	Comprehensive Quality Review
M/V/V	Mission, Vision, Values
PLO	Program Learning Outcome
SF	Strategic Forum
STPC	Strategic Planning Committee
SVR	Arizona Strategic Vision Report
SWOT	Strengths, Weaknesses, Opportunities, Threats

CATEGORY 1: HELPING STUDENTS LEARN

1.1: COMMON LEARNING OUTCOMES

Figure 1P1.1, Common Student Learning Outcomes, is in the Figures evidence file.
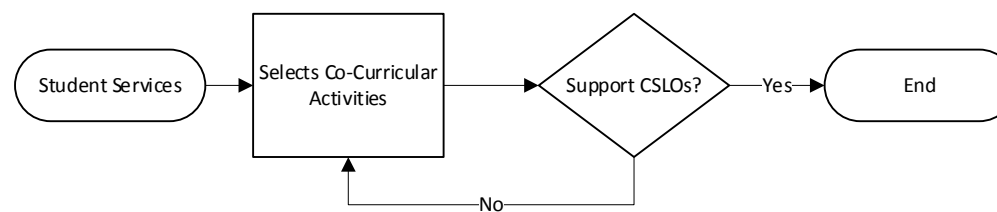
FIGURE 1P1.2: SELECTING COMMON STUDENT LEARNING OUTCOMES
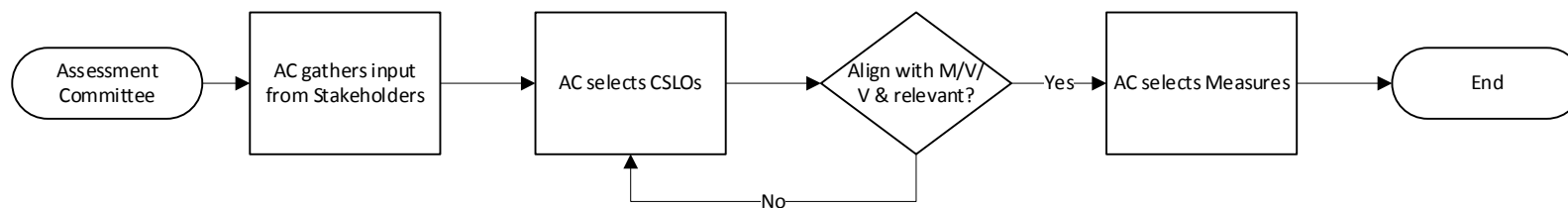
FIGURE 1P1.3: EVALUATING CSLO OUTCOMES AND REVISING THE CSLOS
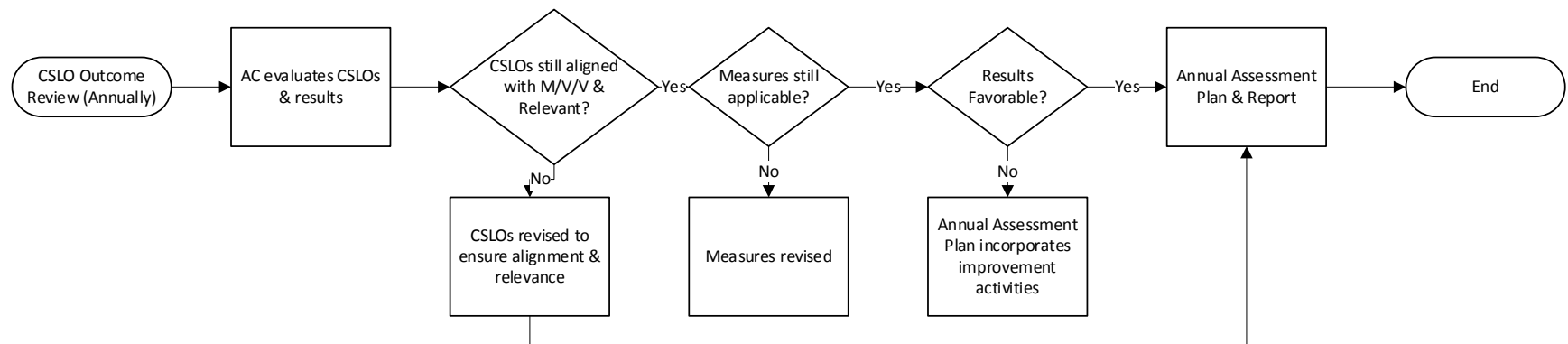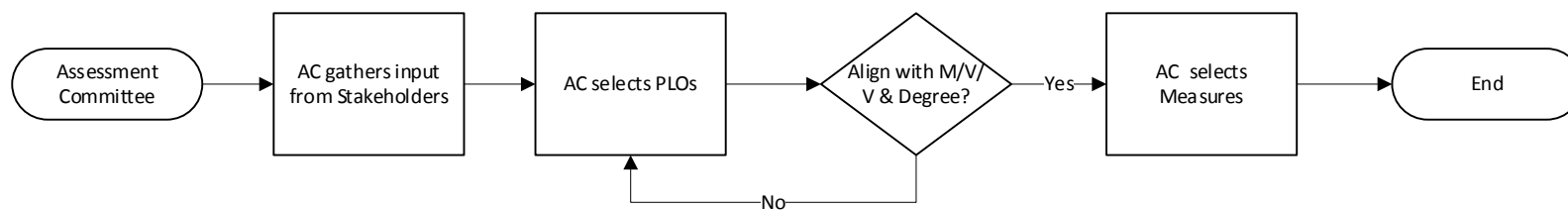

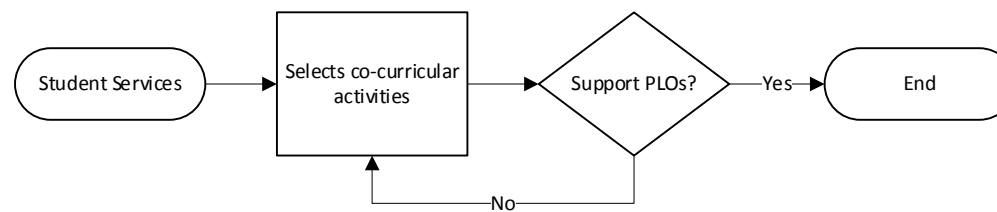**FIGURE 1P1.4: SELECTING CO-CURRICULAR ACTIVITIES TO SUPPORT CSLOs**
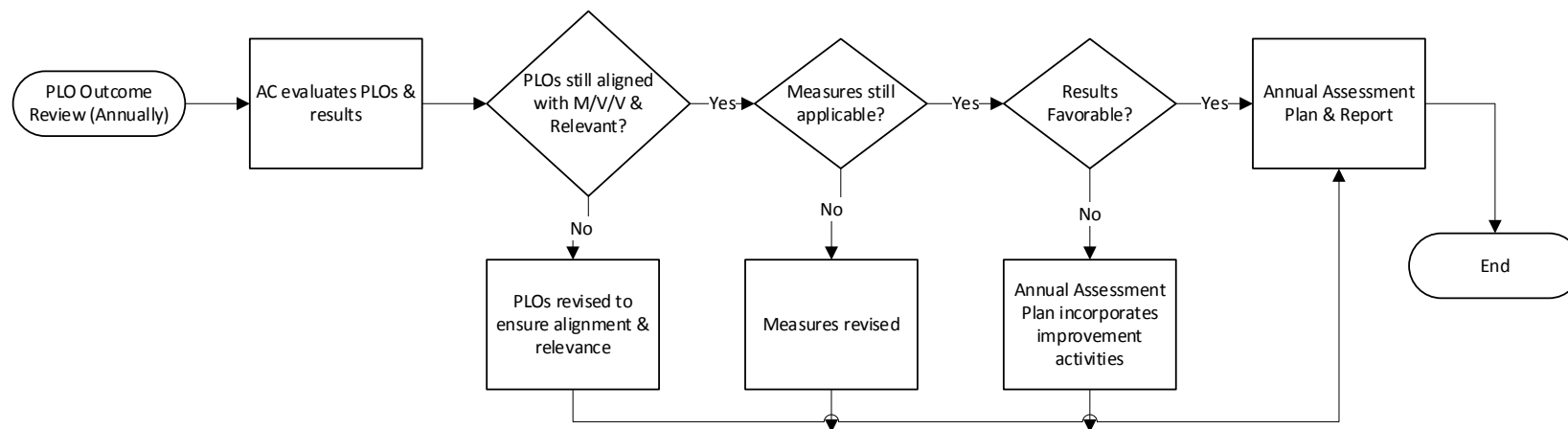
1.2 PROGRAM LEARNING OUTCOMES

FIGURE 1P2.1: SELECTING AND ALIGNING PROGRAM LEARNING OUTCOMES

FIGURE 1P2.2: SELECTING CO-CURRICULAR ACTIVITIES TO SUPPORT PROGRAM LEARNING OUTCOMES

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FIGURE 1P2.3: REVIEWING AND ALIGNING PROGRAM LEARNING OUTCOMES
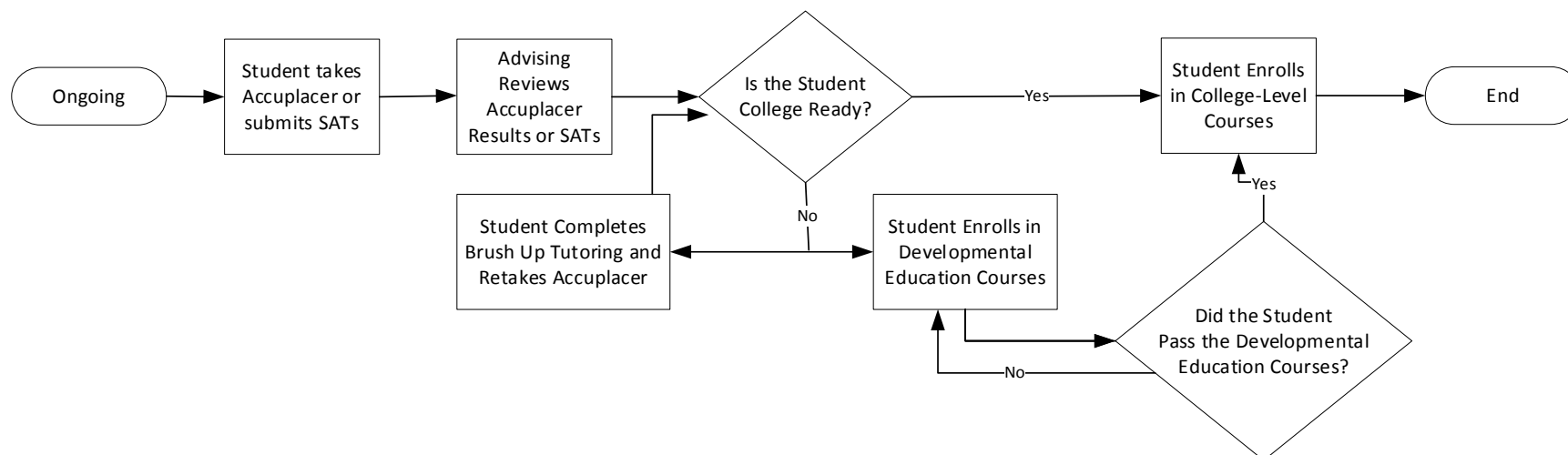
1.3: ACADEMIC PROGRAM DESIGN

FIGURE 1P3.1: REVISING AND DISCONTINUING PROGRAMS
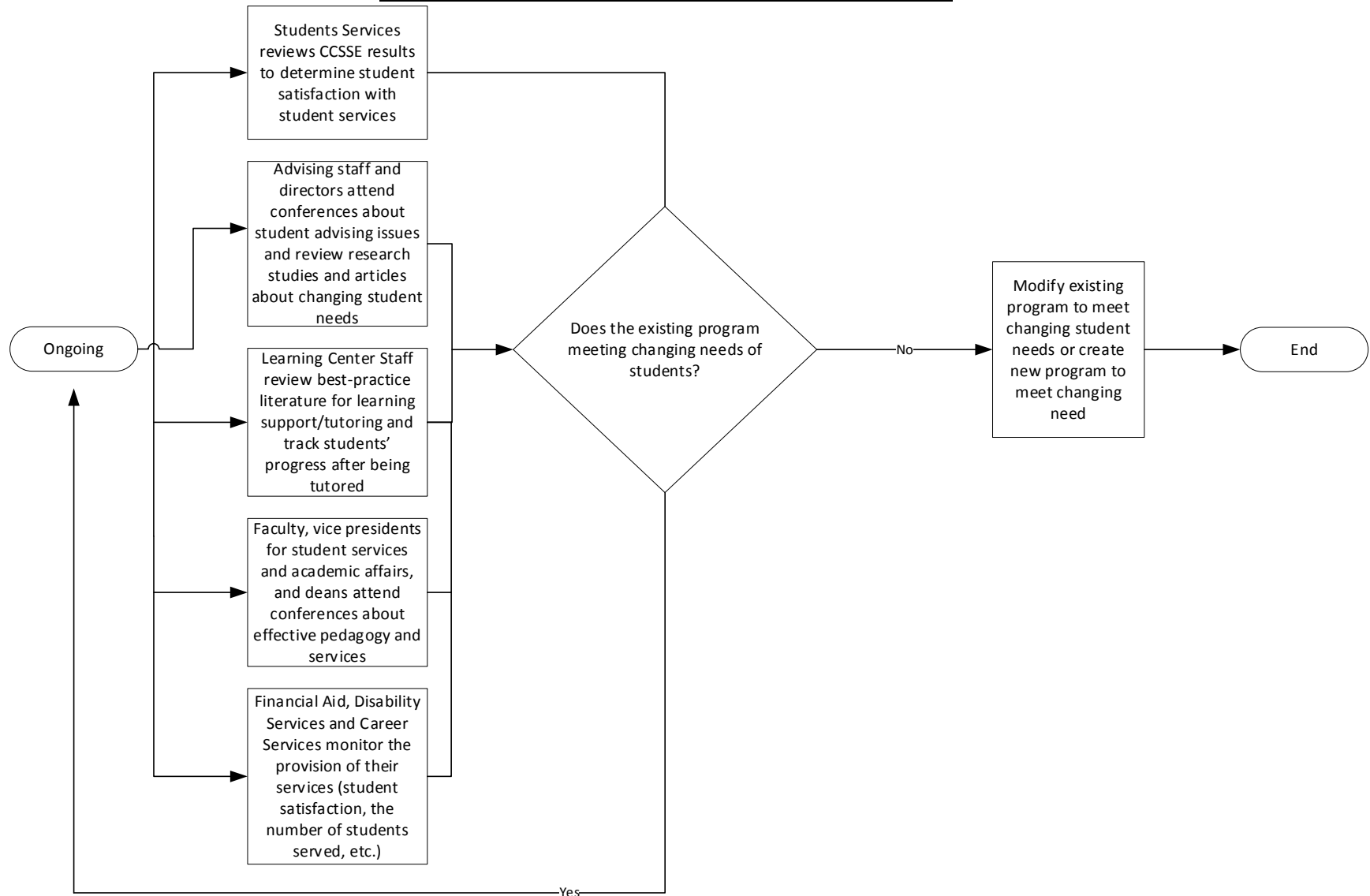
CATEGORY 2: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

2.1 CURRENT AND PROSPECTIVE STUDENT NEED

FIGURE 2P1.1: DETERMINING INCOMING STUDENTS' ACADEMIC NEEDS AND PLACEMENT

FIGURE 2P1.2: MEETING STUDENTS' CHANGING NEEDS

FIGURE 2P1.3: IDENTIFYING STUDENT SUBGROUPS WITH DISTINCTIVE NEEDS
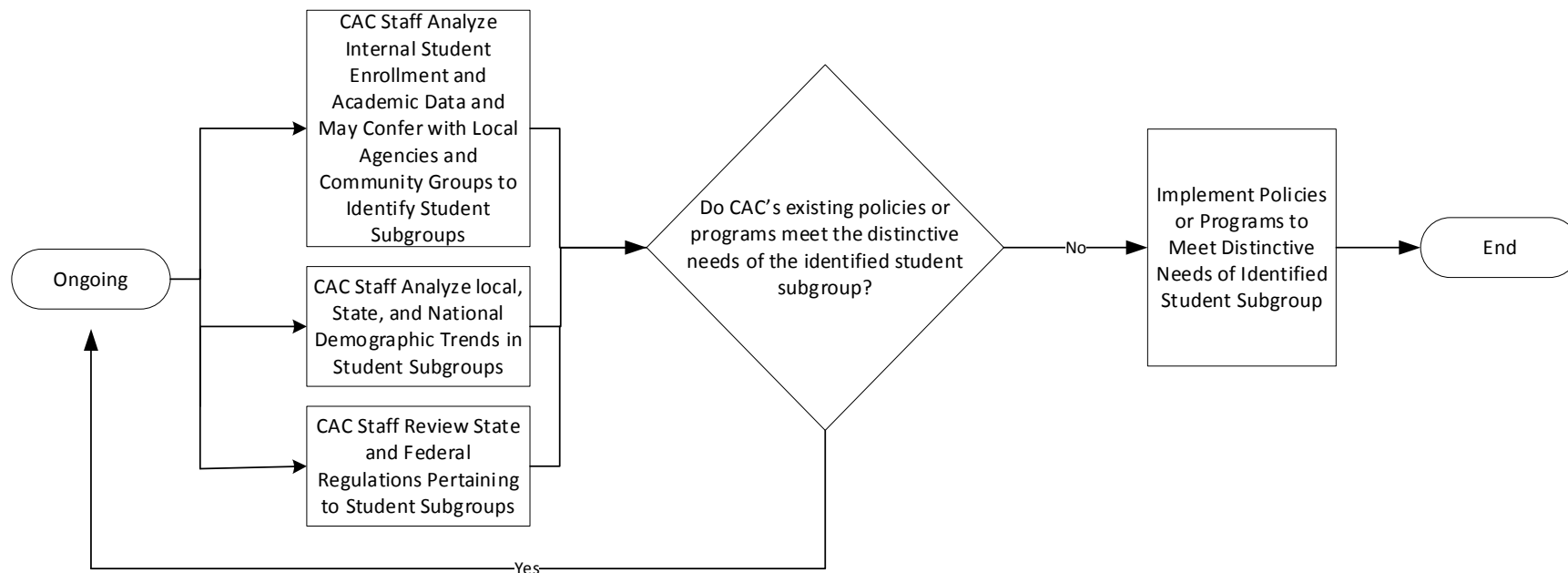
FIGURE 2P1.4: COMMUNICATING THE AVAILABILITY OF NON-ACADEMIC SUPPORT SERVICES
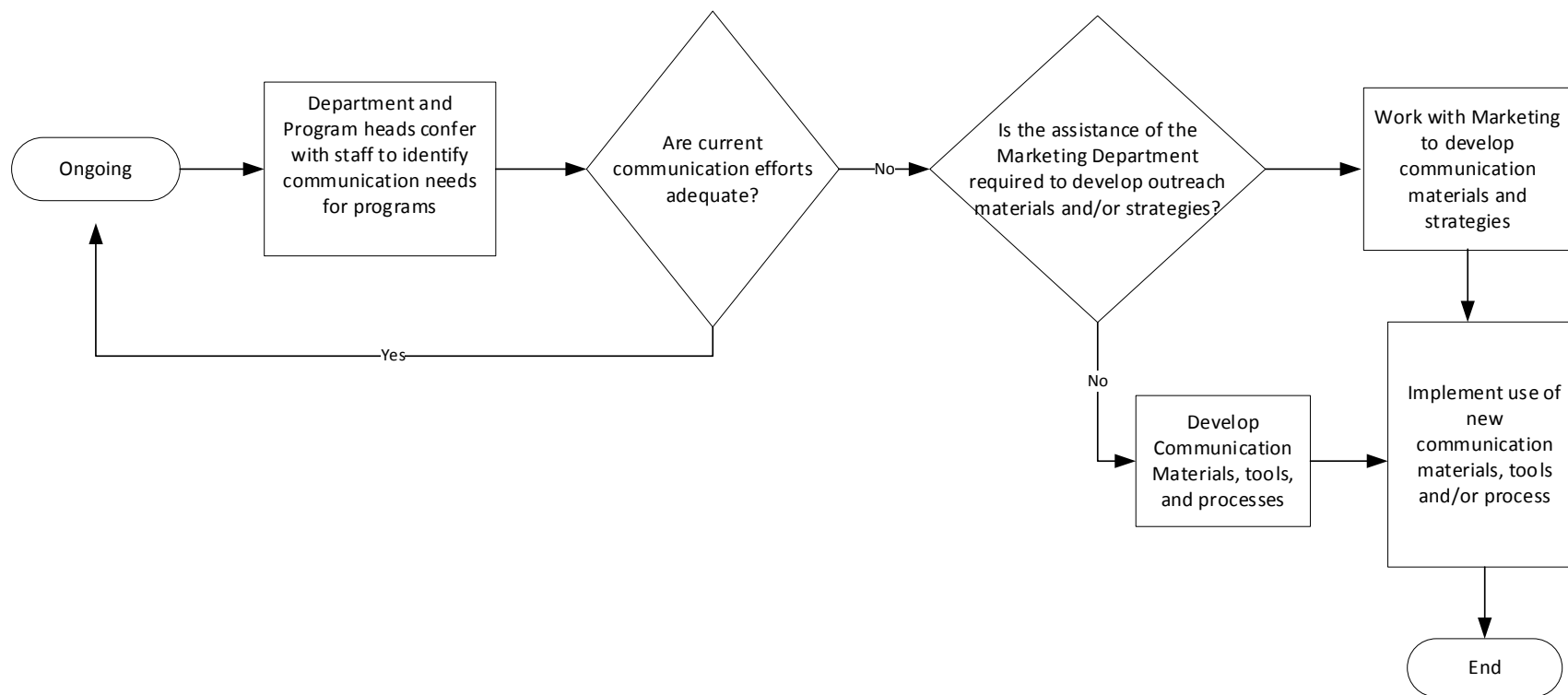
2.2: RETENTION, PERSISTENCE, AND COMPLETION

FIGURE 2P2.1: DETERMINING THE YEARLY TARGETS FOR STUDENT RETENTION, PERSISTENCE, AND COMPLETION
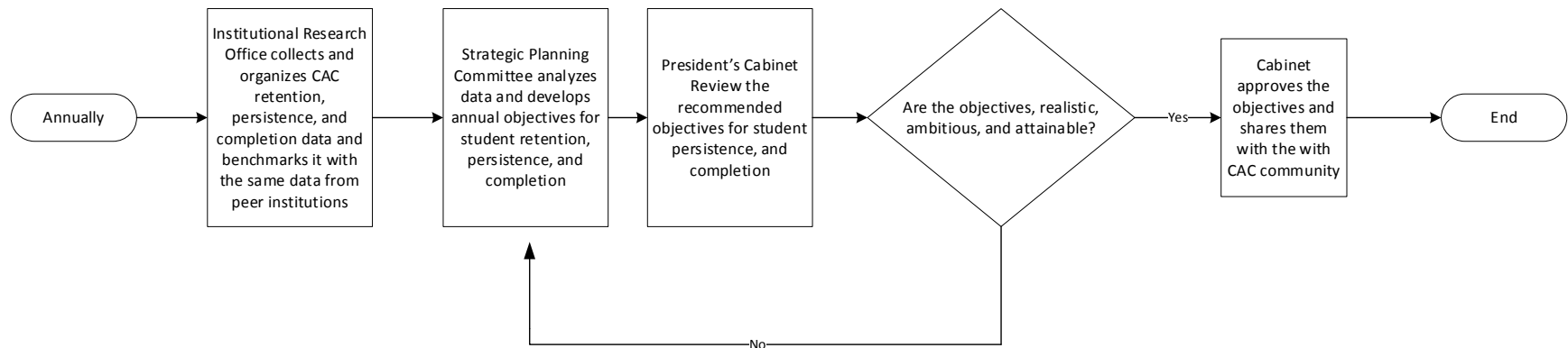
2.3 KEY STAKEHOLDER NEEDS

FIGURE 2P3.1: DETERMINING NEW STAKEHOLDERS TO TARGET FOR SERVICES OR PARTNERSHIPS
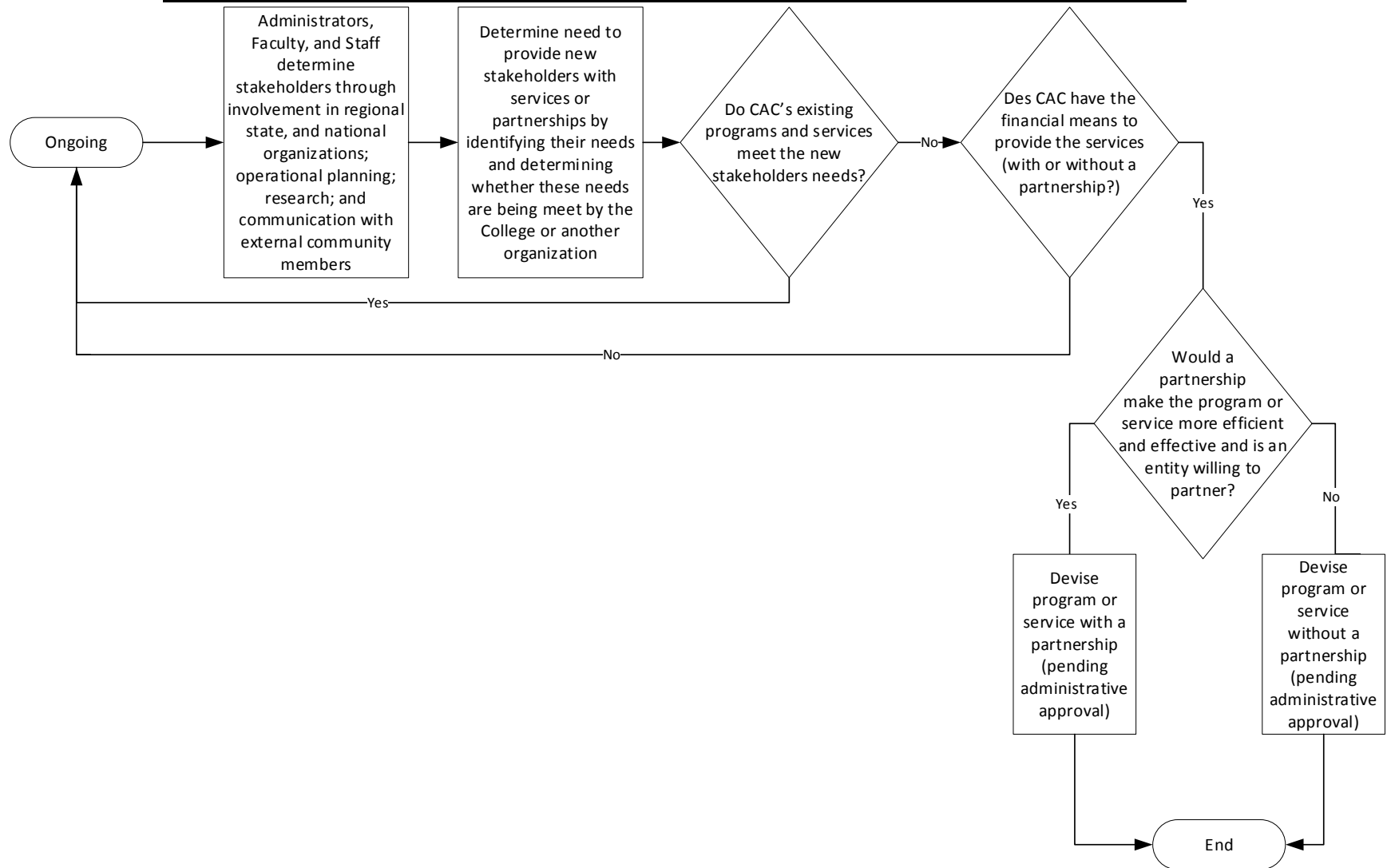
FIGURE 2P3.2: MEETING STAKEHOLDERS' CHANGING NEEDS
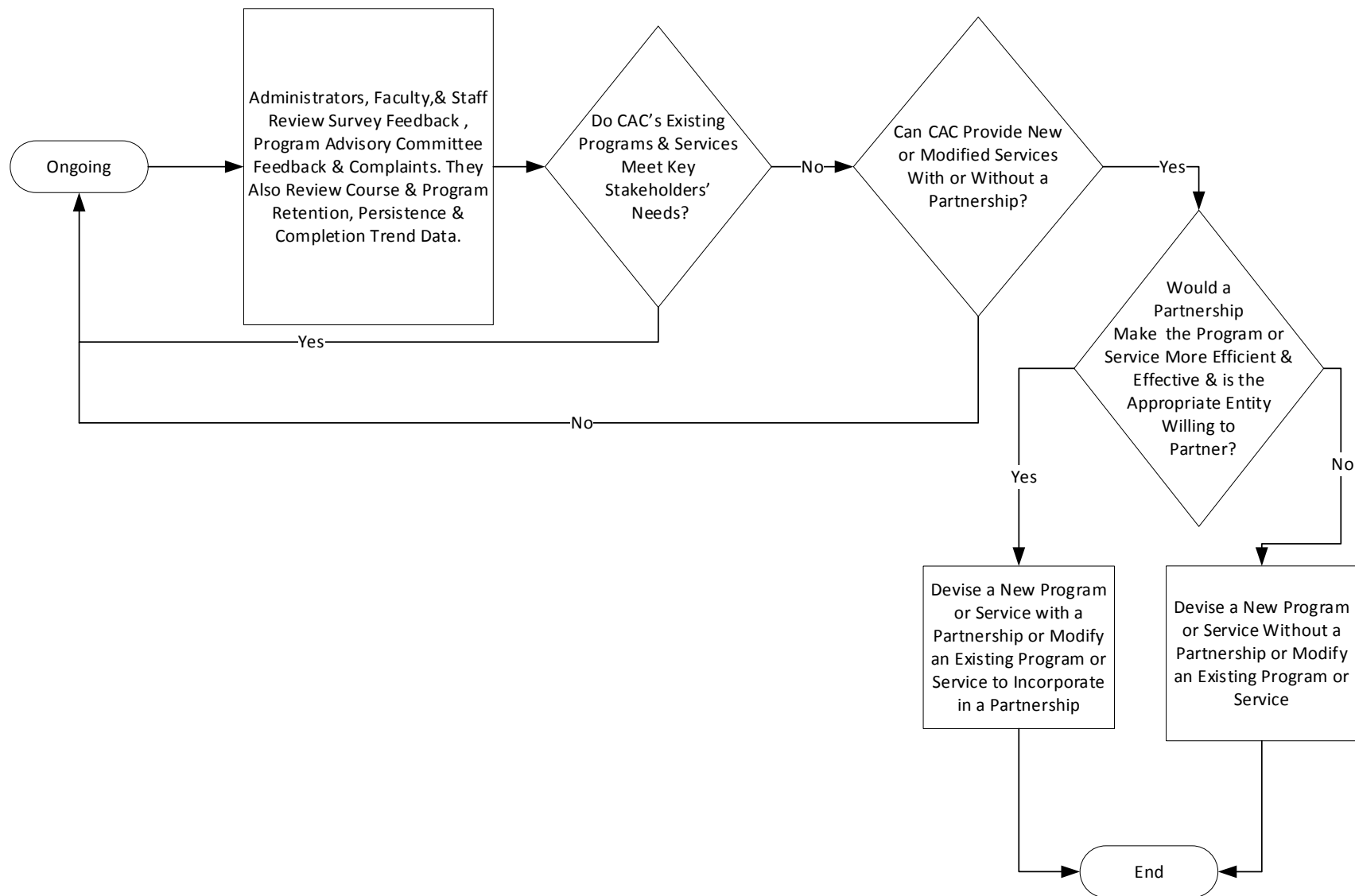
2.4 COMPLAINT PROCESSES

FIGURE 2P4.1: THE PROCESS FOR ADDRESSING COMPLAINTS SUBMITTED THROUGH THE ONLINE COMPLAINT FORM

```
┌──────────┐    ┌──────────────────┐    ┌──────────────────────┐    ┌──────────────────────┐
│ Ongoing  │──▶ │ Student or        │──▶ │ Academic Complaints   │──▶ │ The Vice President of │
└──────────┘    │ Community Member  │    │ are Sent to the VP Of │    │ Academic affairs or   │
                │ Makes Complaint   │    │ Academic Affairs.     │    │ Dean of Student       │
                │ via the Online    │    │ Student Services      │    │ Services Logs The     │
                │ Complaint         │    │ Complaints are Sent   │    │ Complaint & Refers it │
                │ Submission Form   │    │ to the Dean of        │    │ to the Appropriate    │
                └──────────────────┘    │ Student Services      │    │ Staff Member for      │
                                        └──────────────────────┘    │ Resolution            │
                                                                    └──────────────────────┘
```
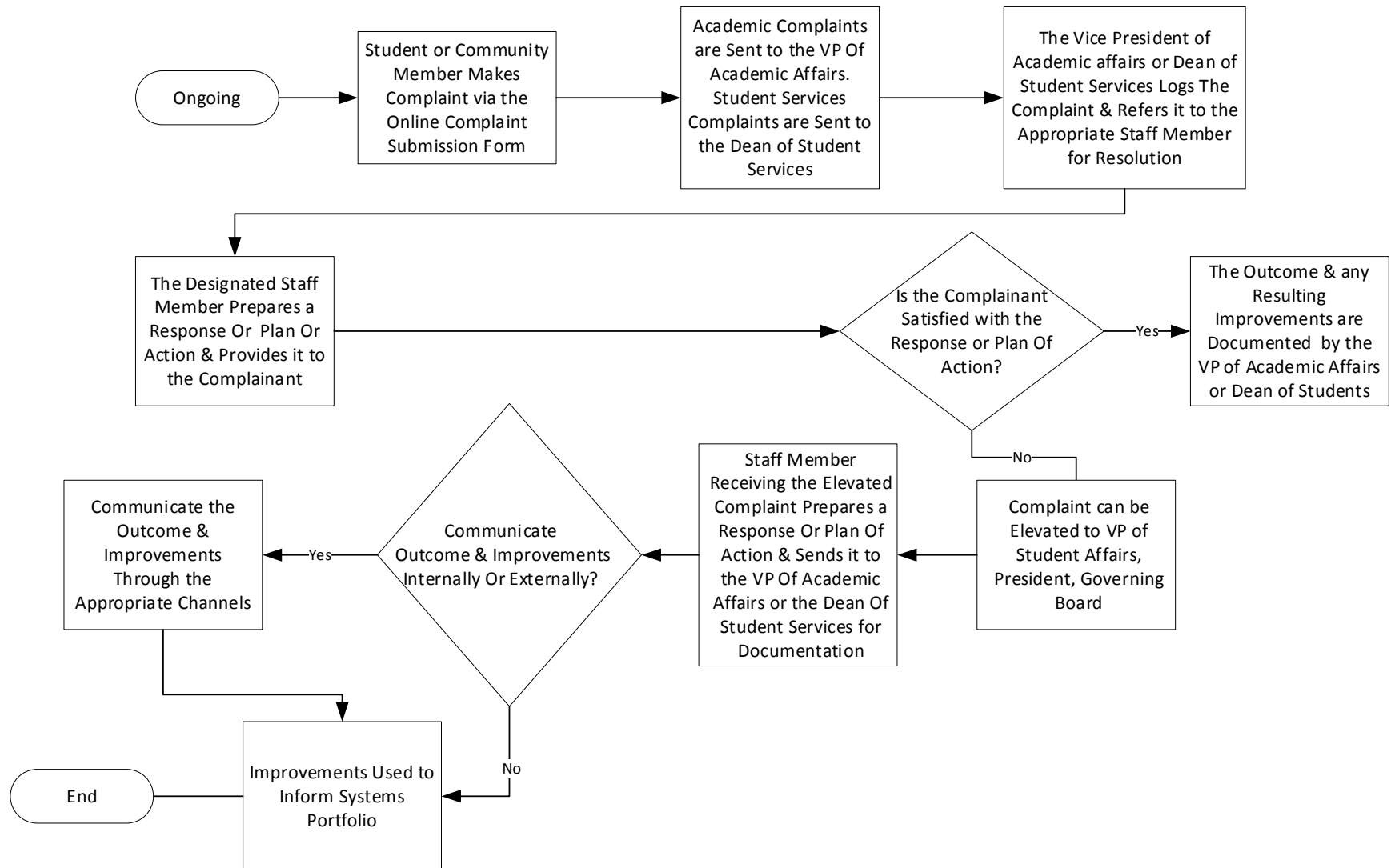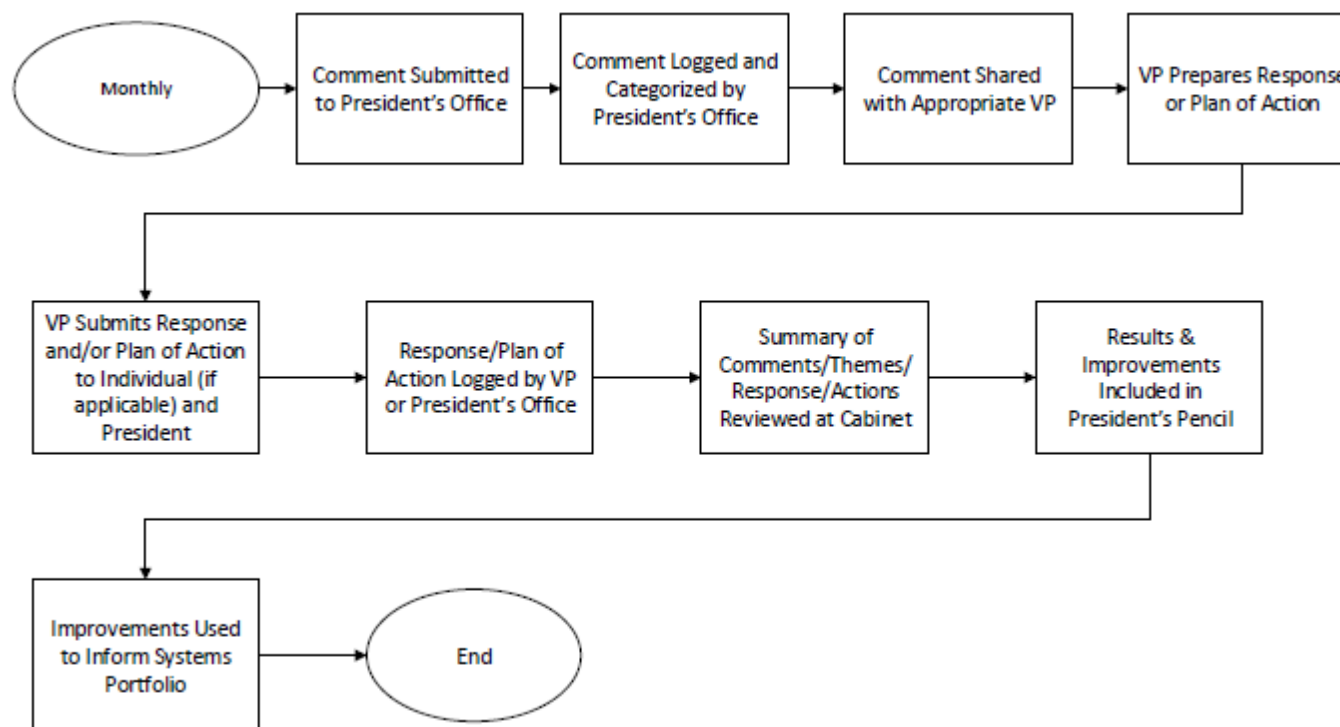
Ongoing → Student or Community Member Makes Complaint via the Online Complaint Submission Form → Academic Complaints are Sent to the VP Of Academic Affairs. Student Services Complaints are Sent to the Dean of Student Services → The Vice President of Academic affairs or Dean of Student Services Logs The Complaint & Refers it to the Appropriate Staff Member for Resolution

The Designated Staff Member Prepares a Response Or Plan Or Action & Provides it to the Complainant

Is the Complainant Satisfied with the Response or Plan Of Action?

— Yes → The Outcome & any Resulting Improvements are Documented by the VP of Academic Affairs or Dean of Students

— No → Complaint can be Elevated to VP of Student Affairs, President, Governing Board

Staff Member Receiving the Elevated Complaint Prepares a Response Or Plan Of Action & Sends it to the VP Of Academic Affairs or the Dean Of Student Services for Documentation

Communicate Outcome & Improvements Internally Or Externally?

— Yes → Communicate the Outcome & Improvements Through the Appropriate Channels

— No → Improvements Used to Inform Systems Portfolio

Communicate the Outcome & Improvements Through the Appropriate Channels → Improvements Used to Inform Systems Portfolio → End

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FIGURE 2P4.2: PRESIDENT'S PENCIL – LEADERSHIP FEEDBACK COMMENT PROCESS

2.5 BUILDING COLLABORATIONS AND PARTNERSHIPS

**FIGURE 2P5.1: SELECTING PARTNERS FOR COLLABORATION
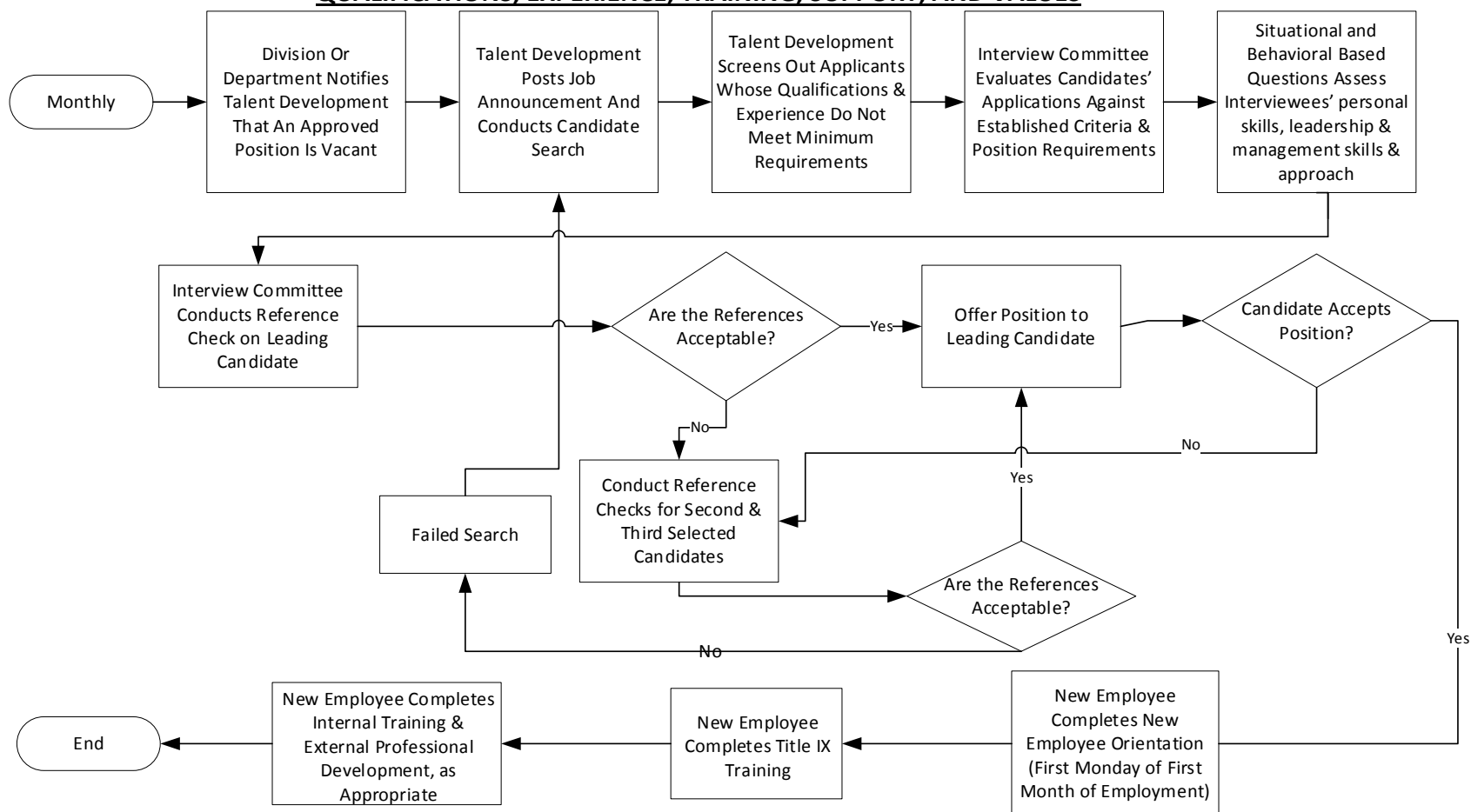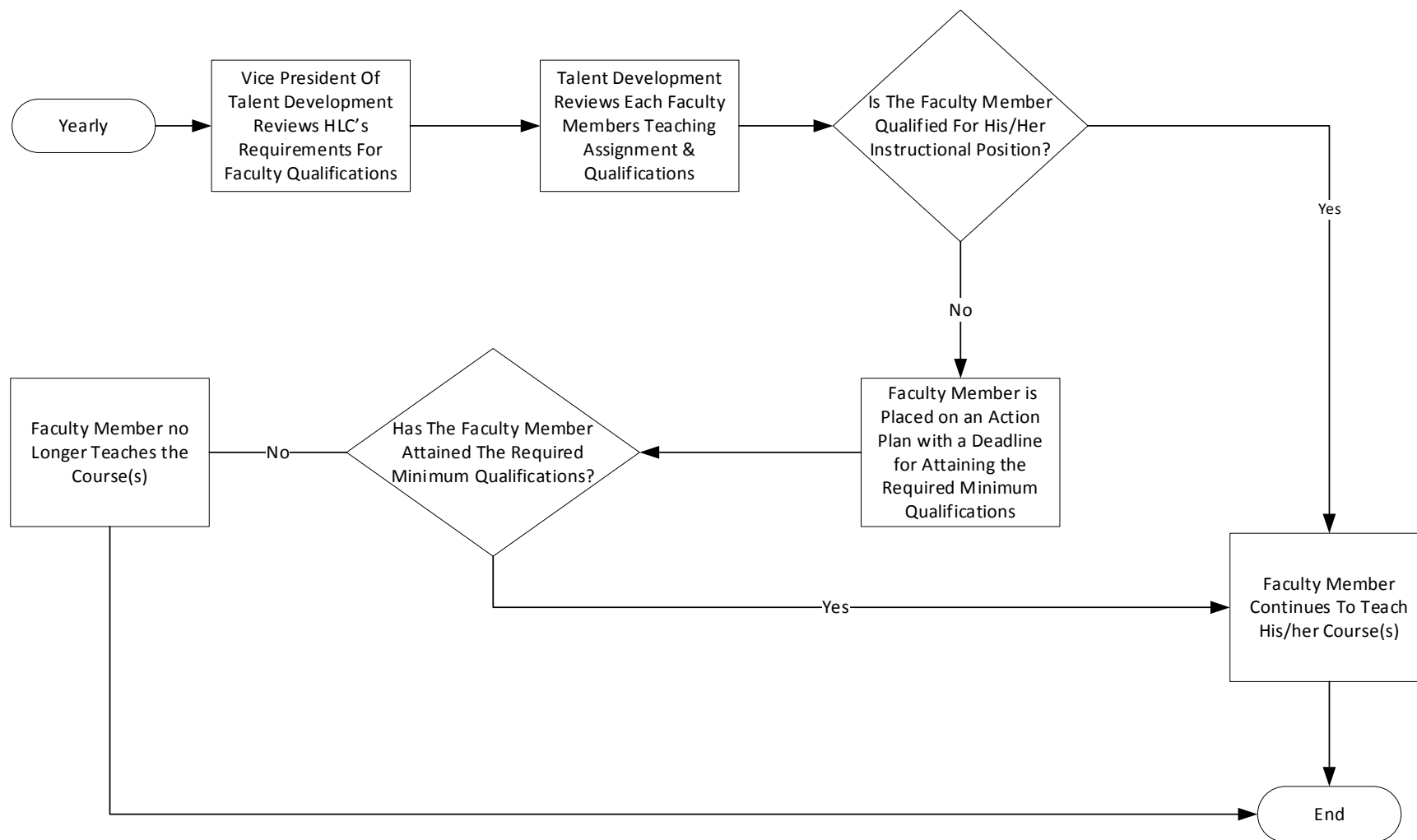AND CODIFYING THE PARTNERSHIP**
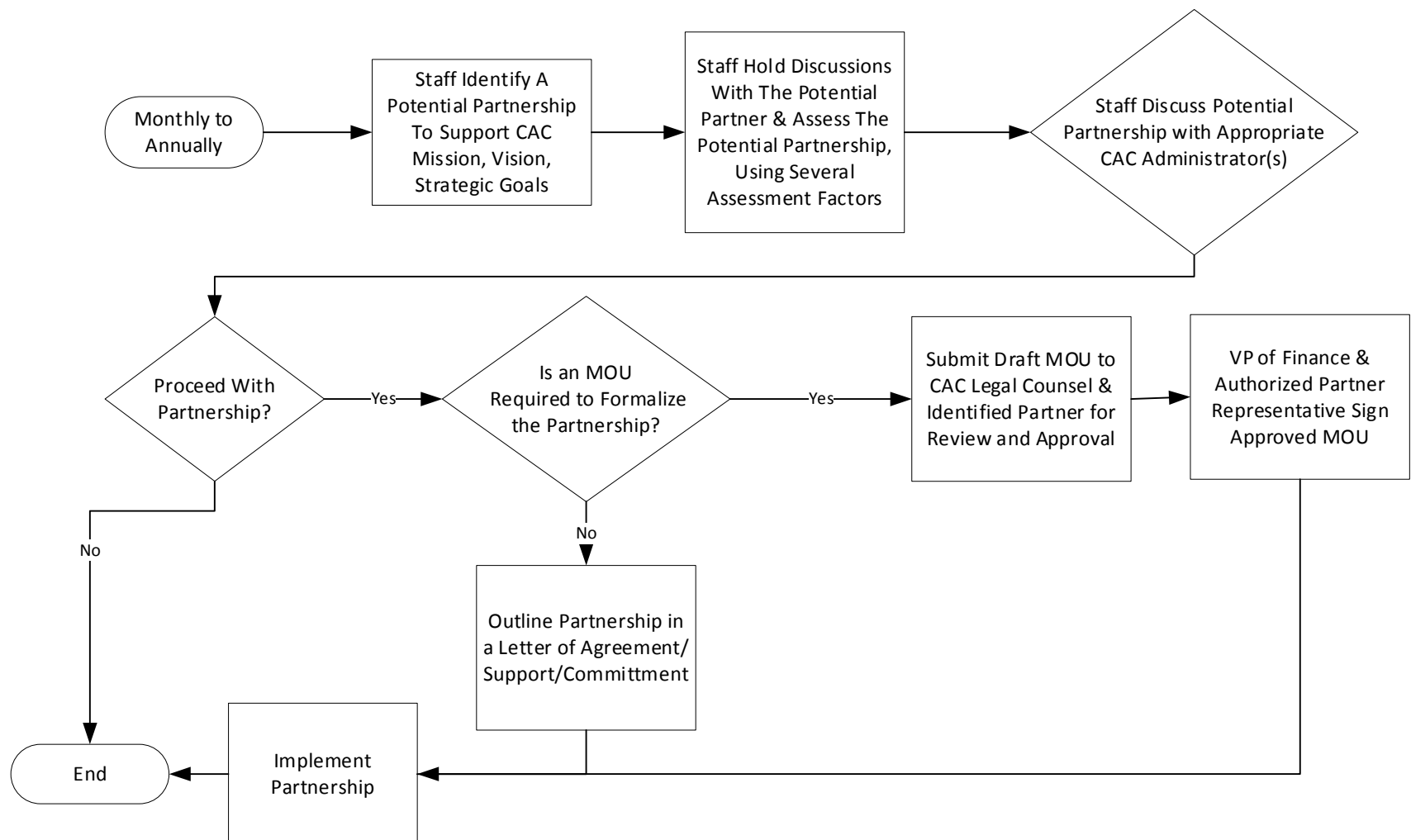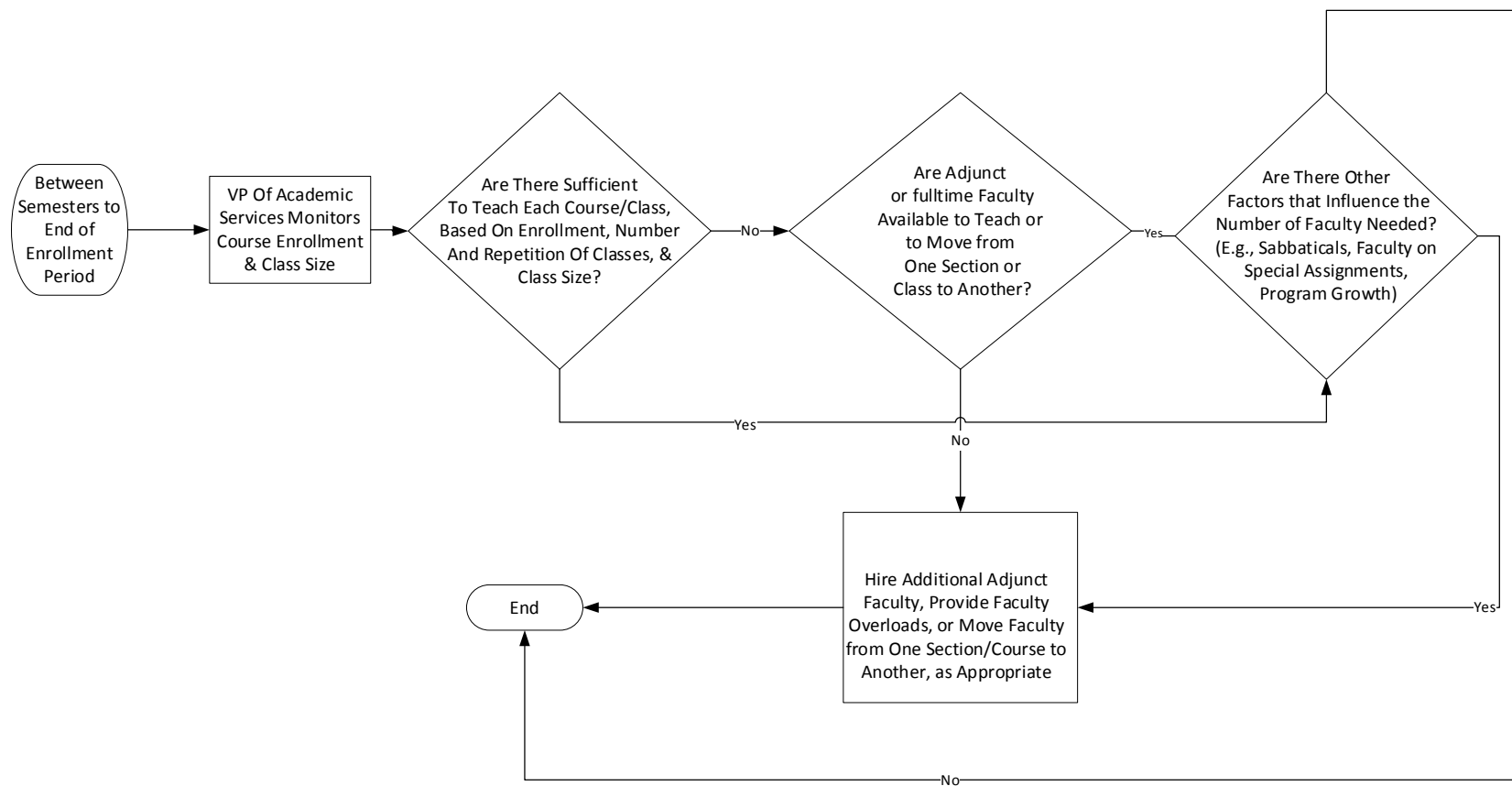
CATEGORY 3: VALUING EMPLOYEES

3.1 HIRING

FIGURE 3P1.1: ENSURING THAT NEW EMPLOYEES HAVE THE APPROPRIATE QUALIFICATIONS, EXPERIENCE, TRAINING, SUPPORT, AND VALUES

Central Arizona College

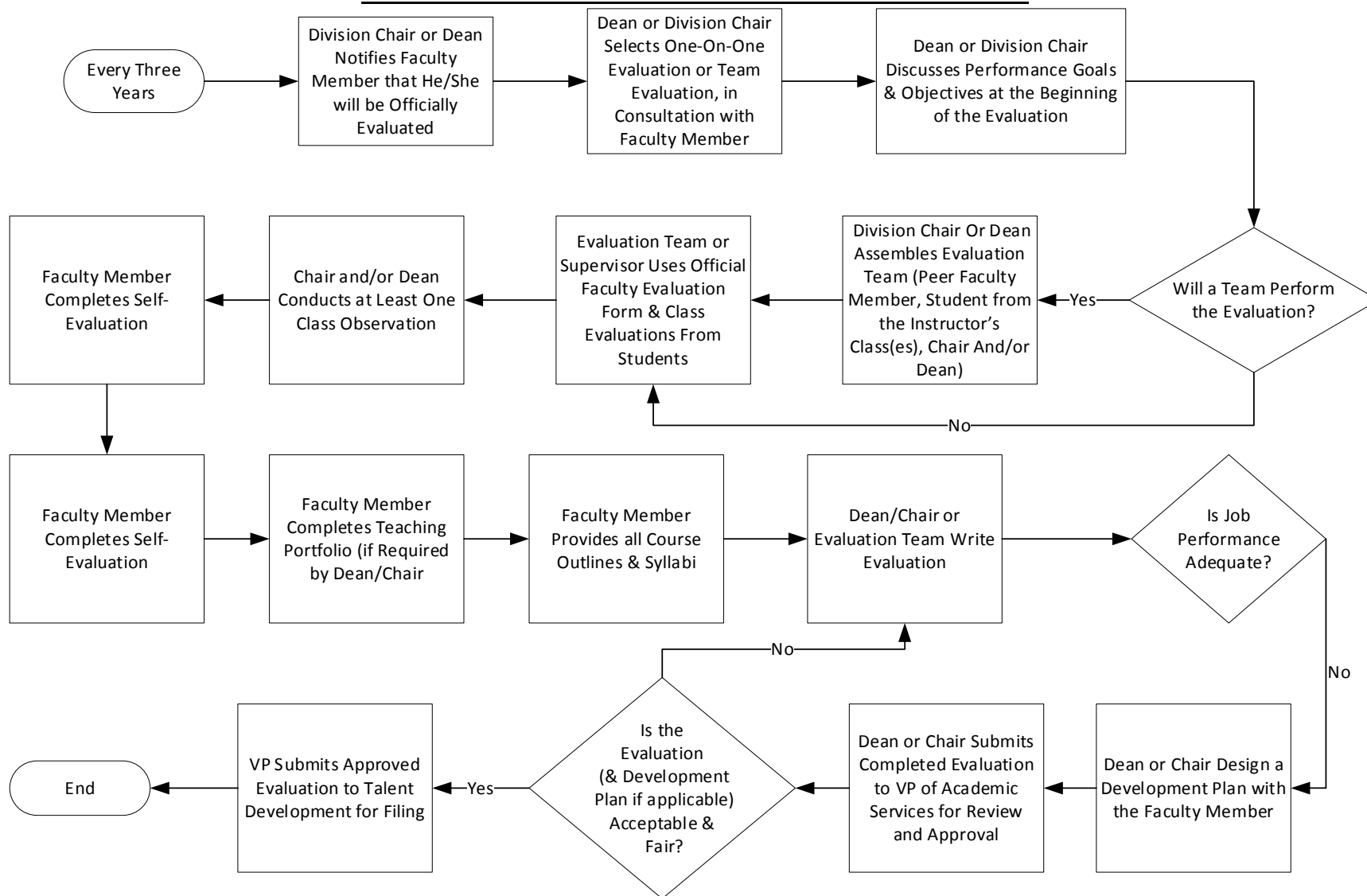**FIGURE: 3P1.2: ENSURING THAT FACULTY MEET ACADEMIC CREDENTIALING STANDARDS**

FIGURE 3P1.3: ENSURING A SUFFICIENT NUMBER OF FACULTY
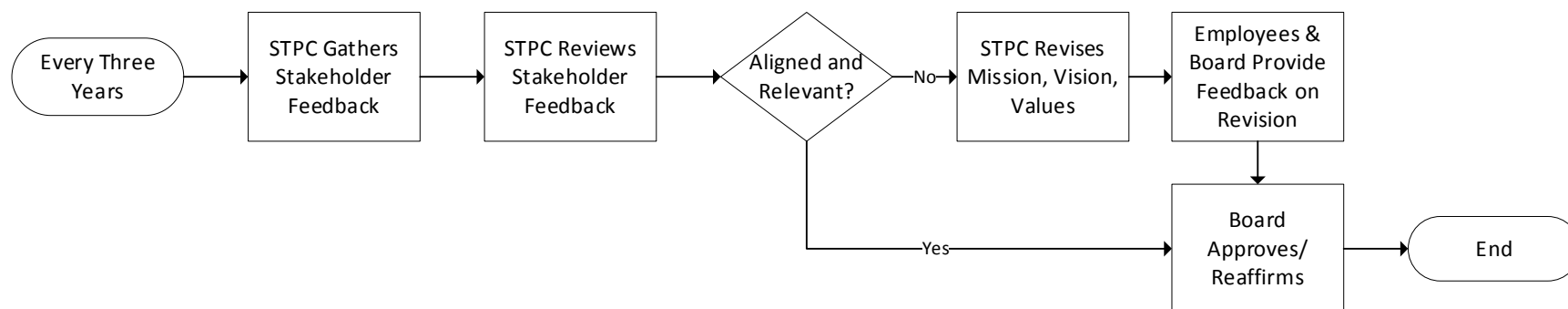

3.2: EVALUATION AND RECOGNITION

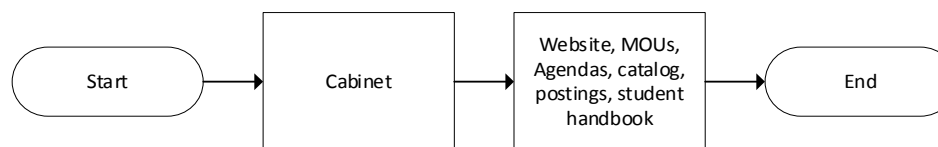**FIGURE 3P2.1: THE PROCESS TO EVALUATE FULL-TIME FACULTY**

Every Three Years → Division Chair or Dean Notifies Faculty Member that He/She will be Officially Evaluated → Dean or Division Chair Selects One-On-One Evaluation or Team Evaluation, in Consultation with Faculty Member → Dean or Division Chair Discusses Performance Goals & Objectives at the Beginning of the Evaluation

Faculty Member Completes Self-Evaluation ← Chair and/or Dean Conducts at Least One Class Observation ← Evaluation Team or Supervisor Uses Official Faculty Evaluation Form & Class Evaluations From Students ← Division Chair Or Dean Assembles Evaluation Team (Peer Faculty Member, Student from the Instructor's Class(es), Chair And/or Dean) ←Yes— Will a Team Perform the Evaluation?

—No→

Faculty Member Completes Self-Evaluation → Faculty Member Completes Teaching Portfolio (if Required by Dean/Chair → Faculty Member Provides all Course Outlines & Syllabi → Dean/Chair or Evaluation Team Write Evaluation → Is Job Performance Adequate?

—No→

Is the Evaluation (& Development Plan if applicable) Acceptable & Fair? —Yes→ VP Submits Approved Evaluation to Talent Development for Filing → End

Dean or Chair Submits Completed Evaluation to VP of Academic Services for Review and Approval ← Dean or Chair Design a Development Plan with the Faculty Member ←No—

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CATEGORY 4: PLANNING AND LEADING	

4P1: MISSION AND VISION

### FIGURE 4P1.1: DEVELOPING AND REVIEWING THE MISSION AND VISION STATEMENTS

Every Three Years → STPC Gathers Stakeholder Feedback → STPC Reviews Stakeholder Feedback → Aligned and Relevant?

Aligned and Relevant? —No→ STPC Revises Mission, Vision, Values → Employees & Board Provide Feedback on Revision → Board Approves/ Reaffirms → End

Aligned and Relevant? —Yes→ Board Approves/ Reaffirms

FIGURE 4P1.2: COMMUNICATING CAC's MISSION AND VISION STATEMENTS

Start → Cabinet → Website, MOUs, Agendas, catalog, postings, student handbook → End
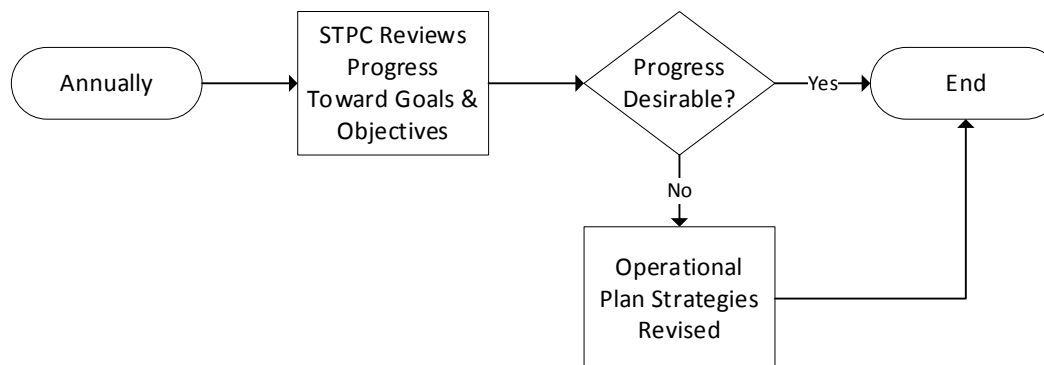
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4P2: STRATEGIC PLANNING

FIGURE 4P2.1: CAC's STRATEGIC PLANNING PROCESS
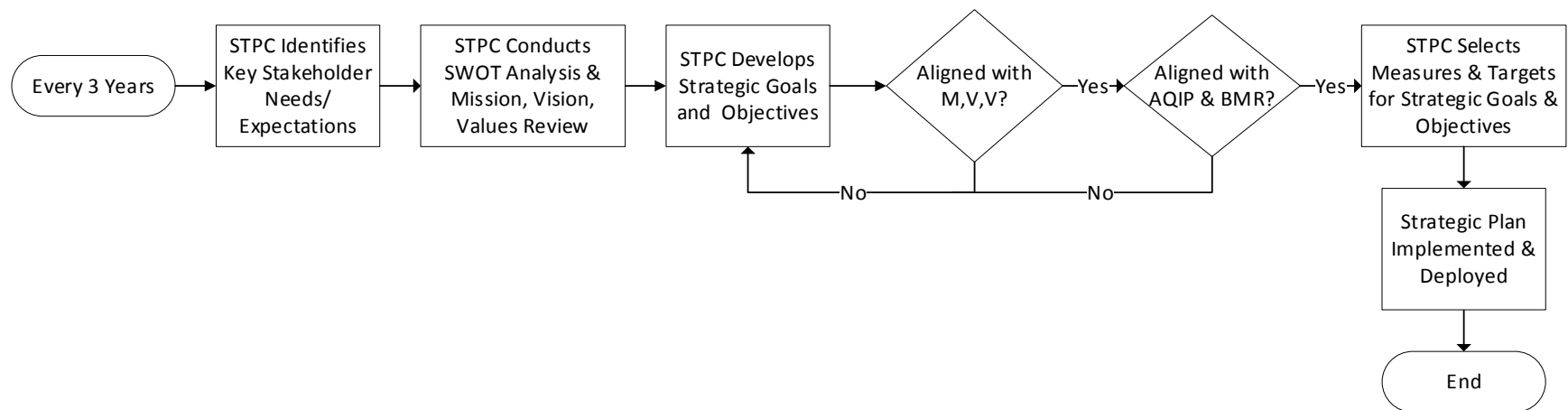
FIGURE 4P2.2: DEVELOPING DEPARTMENTS' ANNUAL OPERATIONAL PLANS
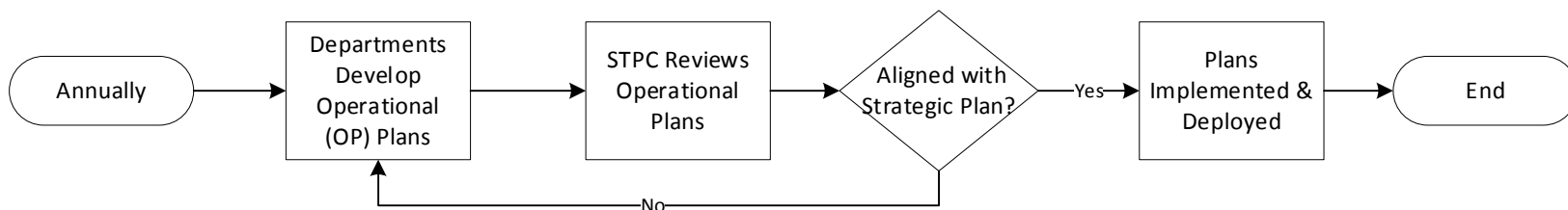
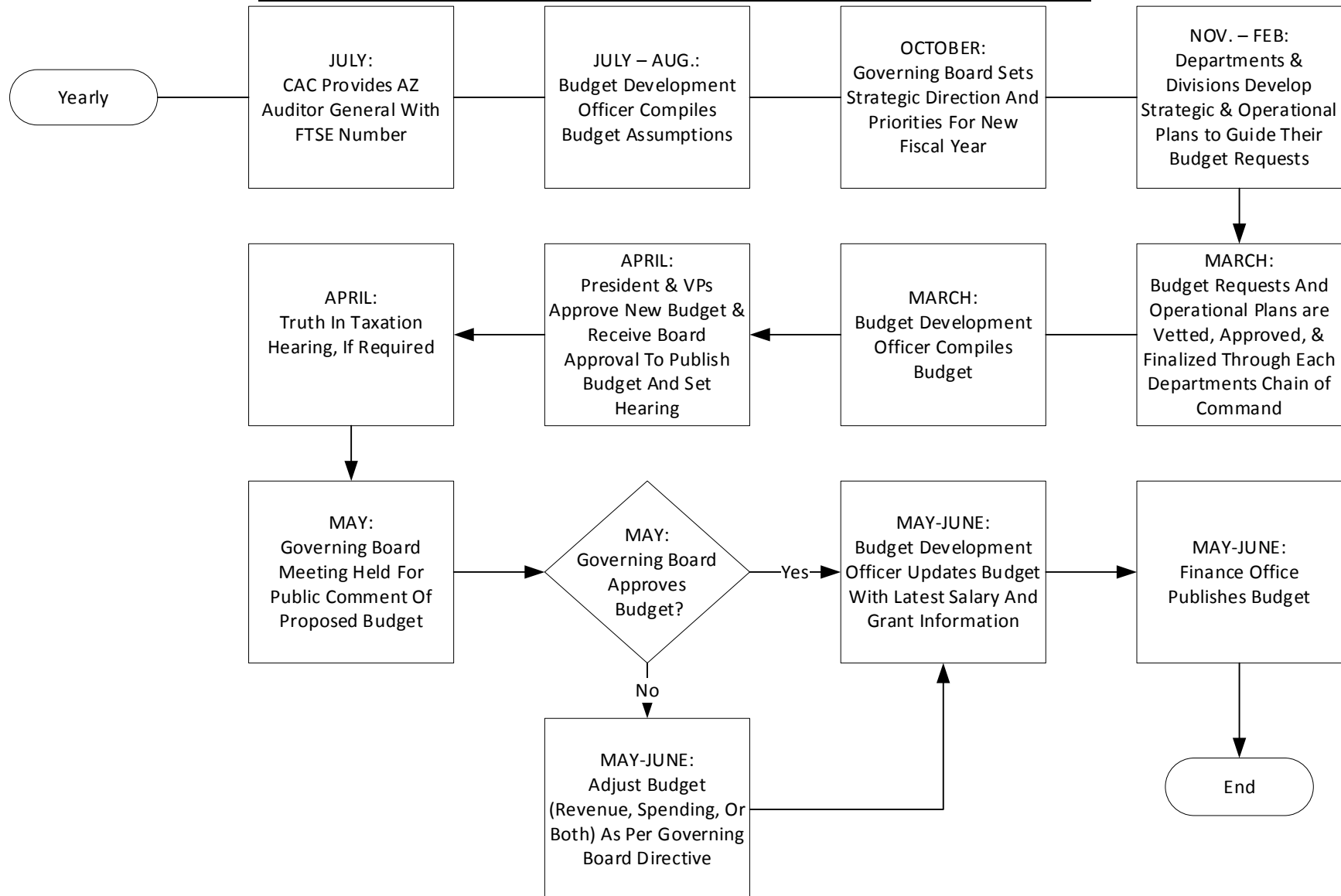**FIGURE 4P2.3: MONITORING PROGRESS OF OPERATIONAL PLANS**

CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP
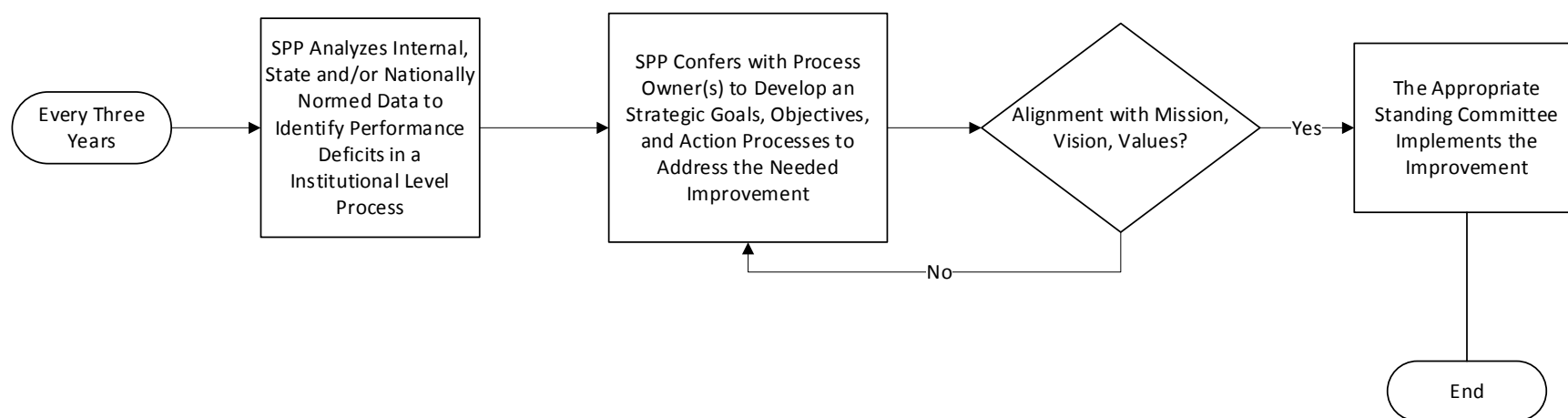
5.3 OPERATIONAL EFFECTIVENESS

FIGURE 5P3.1: THE PROCESS TO DEVELOP AND APPROVE THE COLLEGE'S BUDGET
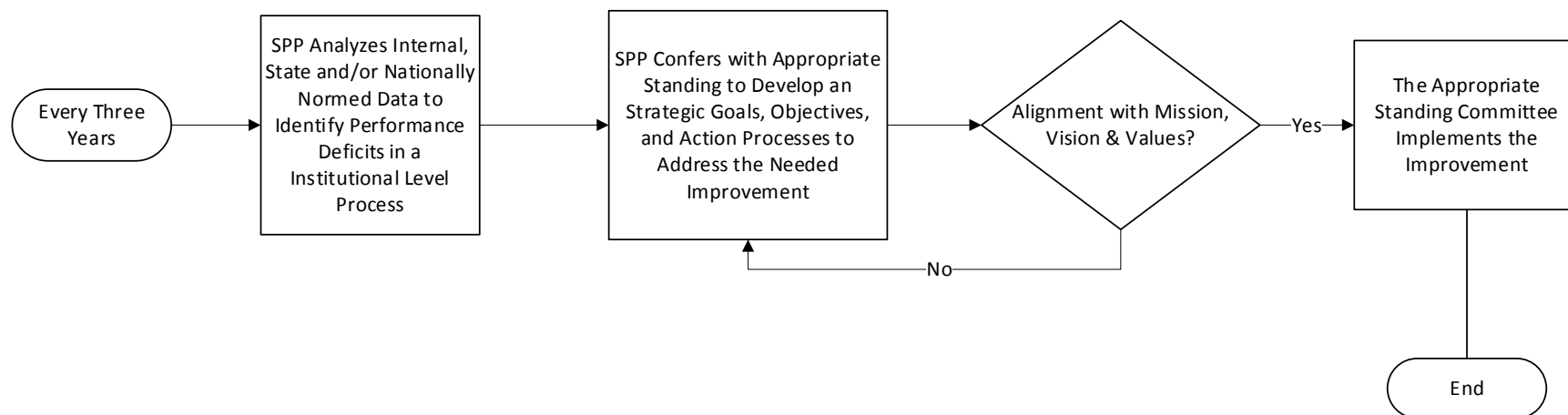
CATEGORY 6: QUALITY OVERVIEW

6.1 QUALITY IMPROVEMENT INITIATIVES

FIGURE 6P1.1: DETERMINING AND INTEGRATING INSTITUTIONAL-LEVEL QUALITY INITIATIVES

FIGURE 6P1.2: SELECTING AN IMPROVEMENT FOR AN AQIP ACTION PROJECT

6.2: CULTURE OF QUALITY

FIGURE 6P2.1: ENSURING A CULTURE OF QUALITY WITHIN THE INSTITUTION