

January 8, 2024



Central Arizona College

Assurance Argument



1. Mission

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 The mission was developed through a process suited to the context of the institution.

Central Arizona College's (CAC) mission, vision, and values statements guide the Governing Board and our employees in their daily work for the institution.

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

In 2016, CAC began to develop its mission and related statements through its Strategic Planning Process (SPP). President Elliott assembled a Strategic Planning Committee to conduct the mission, vision, and values review, using feedback from internal and external stakeholders. CAC held community forums, to listen and learn from Pinal County residents, business owners and leaders, students, nonprofit organizations, retirees, taxpayers, local government, and elected officials.

Feedback from stakeholders gleaned during the community forums 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 board meeting held on February 27, 2018. The mission statement affirms the College's commitment to serving students and Pinal County communities.

Every three years, the Governing Board reflects on the needs of the institution, students, community, and other stakeholders. Any changes or updates that the Governing Board recommends are sent to the college-wide community for input, feedback, and

suggestions. The Governing Board reviewed the mission and related statements during its 2021 summer retreat.

1.A.2 The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

Mission Statement

The mission statement is current and dedicates CAC to serving "...as a **TRUE Learning** community by empowering our students and staff to succeed. Teaching. Reaching. Understanding. Empowering."

Teaching – CAC's highly qualified faculty members are passionate about teaching and their disciplines and are dedicated to helping students achieve their academic goals. Fifteen of the 82 full-time faculty hold doctorates. We seek faculty open to learning new teaching methods and expanding their professional skills and knowledge. CAC provides professional development opportunities, including sabbatical, for faculty, with support from institutional and grant funds.

In 2020, CAC was selected to participate in the Caring Campus Initiative. Spearheaded by the Institute for Evidence-Based Change (IEBC), Caring Campus improves students' connectedness to their colleges, which leads to increased persistence and completion rates. Student Services, Academics, and Business Affairs staff are working in collaboration with *Caring Campus* coaches to ensure students feel welcome and connected to CAC. This multi-year project will allow faculty to develop best practices while maintaining academic rigor to assist students in attaining their academic goals.

In 2021, CAC was also invited to participate in the Caring Campus Faculty Initiative, also working with IEBC. The vice president of academics selected several faculty members with high rates of student success in courses (as measured by completion) to create (1) a set of best practices that they believed made a positive difference in student completion and success and (2) workshops to share these practices with other faculty. To date, workshops have been held for almost 60 faculty. Additional workshops will be held in the summer of 2024, with new faculty invited to participate.

In 2022, CAC established the Center for Teaching and Learning, staffed by a full-time director, to help faculty employ teaching effective pedagogies and design online content that fully supports learning.

Reaching – Reaching has a twofold meaning for CAC. First, students living in Pinal County's isolated communities confront large travel distances when accessing higher education. If we can reach students, we can assist them with attaining their educational and career goals. For this reason, we opened two new campuses in 2012 and have expanded our online course offerings in recent years. Additionally, we encourage the faculty to offer face-to-face classes in a hybrid format so that students may travel to campus less often. We have also increased dual enrollment options for the students attending several Pinal County high schools. During the COVID-19 pandemic, most of our classes moved from face-to-face to online.

Second, CAC is dedicated to helping students reach their goals. We strive to provide students with the support and resources they need to graduate or transfer to four-year institutions. We endeavor to remove the structural, financial, and motivational barriers that can impede student success.

Understanding – CAC strives to develop students' understanding of the world through increasing their knowledge, skills, and critical thinking abilities. The College's four Common Student Learning Outcomes (CSLOs) indicate the comprehensive skills, abilities, attitudes, and knowledge necessary for being a productive and educated citizen in the 21st century. We strive to develop this understanding by providing quality learning experiences.

Empowering - The mission statement addresses empowering students because CAC serves numerous communities with inter-generational poverty, low educational levels, and limited cultural experiences. Most of our students come from traditionally under-represented populations, have parents or guardians who never attained a tertiary credential, and live in low-income households. Thus, CAC's consistent work over the decades has been to help traditionally under-represented students expand their aspirations, explore their career options, and attain a college degree or certificate.

Vision

The College's vision of becoming "Central Arizona's premier choice in education and career excellence" is current and reflected in several approaches being undertaken to improve student success, transform the institution, and make CAC a better place to work. For example, the Governing Board sets annual targets for performance in mission-critical areas (e.g., expenditures, community partnerships, and retention and graduation rates). We benchmark our performance in several critical areas with that of our peer institutions and set targets for strategic goals that exceed the benchmarked averages for these colleges.

The College was a member of the Achieving the Dream (ATD) 2020 cohort of community colleges until spring 2023. Achieving the Dream

focuses on improving student success, as primarily measured by retention, graduation, and transfer. Although CAC is no longer an ATD member, some of our faculty still participate in ATD conferences, for a nominal fee. CAC also participates in the Alliance for Innovation & Transformation (AFIT), dedicated to community colleges exploring models of excellence used in the private sector and discovering how they can adopt these models.

In 2022, the Governing Board directed the College to implement two Wildly Important Goals (WIGs) that support the vision of becoming "Central Arizona's premier choice in education and career excellence." The first goal is to "create a world-class learner experience." To help the institution achieve this goal, the administration is soliciting ideas from faculty and staff, is researching best practices at other community colleges, and has revamped the senior administrative structure by creating a dean of equity and innovation position.

The second WIG is "make CAC a great place to work." To achieve this goal, the College frames many of its decisions through the lens of what impact the decision will have on employee satisfaction. For example, in 2022, the institution decided to absorb the cost of a three percent increase in healthcare insurance for employees, instead of passing the cost on to them.

Additionally, in the same year, CAC created a sustainability plan because of important environmental and educational considerations and sustainability being an important value for our employees, particularly for Millennials and Generation Z, who will likely form most of our new hires by the mid-2020s. Various research studies show that organizations having sustainability plans is one of the most important considerations for Millennial and Generation Z workers.

In 2022, CAC also established Employee Resource Groups, whose aim is to foster a diverse, supportive workplace. Employees lead and participate in groups based on shared characteristics or interests. The groups exist to provide support and help in personal or career development. They include Women of Color at CAC, Men of Color at CAC, LGBTQ, Veterans, Family Support, and Working Parents, among others.

Values

Accountability - Central Arizona College's values focus on the institution being accountable to its stakeholders, supporting its communities, and being trusted by Pinal County residents and taxpayers. To foster accountability, we practice transparency so that our stakeholders can readily assess the institution's performance.

Central Arizona College's important financial documents are available for review on the institution's website as published for each fiscal year. These documents include the yearly Comprehensive Financial Reports, the Single Audit, and the approved and proposed budgets. Because CAC receives Title IV funding, in compliance with the Student Right to Know Act, the institution discloses the following information to students, employees, and the public: its graduation and transfer rates, financial aid policies and information, costs of attendance, programs of study, policies, and contact information. The Wildly Important Goals document, which measures CAC's performance in seven areas that align with our strategic goals, is also available on the institution's website.

Communities - CAC supports and engages with communities in its service area through its employees being active members of local charities and nonprofit organizations, and the Chambers of Commerce in several communities. During the COVID-19 pandemic

when CAC was in partial lockdown and all classes were online, our nurse education program gave many of its medical supplies to a local hospital.

As is outlined in its online Community Education Catalog, CAC provides educational opportunities in art, computer technology, travel, and leisure, among other fields, to community members. We provide G.E.D. and E.S.L programming in various Pinal County communities so it is easily accessible to residents without access to private transportation or who lack time for extensive travel within Pinal County's sprawling 5,374 square miles (the same size as the state of Connecticut). The College also provides food pantries, which are open to students and the public.

Trust - CAC's adoption of the Trust Edge reflects its desire to be a trusted member of Pinal County. When organizations manifest the Eight Pillars of Trust – Clarity, Compassion, Character, Competency, Commitment, Connection, Contribution, and Consistency – they flourish because their customers trust them. Students will choose CAC over another institution when they know that our college can be trusted to provide them with a quality education at a competitive price, the support they need to complete their studies, convenient scheduling, and a strong likelihood of attaining a credential or transferring to a four-year institution. In line with the Pillar of Compassion, CAC offered free tuition for an unlimited number of classes for Pinal County residents and canceled \$1.4 million of its students' financial debt during the COVID-19 pandemic.

1.A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

CAC's mission and related statements capture the institution's dedication to empowering its

students and staff to succeed, to be the best institution it can be for its constituents, and to be a trustworthy, valued member of Pinal County's communities. The mission and its related statements emphasize the value the institution places on teaching and creating a learning environment that helps students attain their education and career goals. These statements stress the importance of the College's relationship with its service area. They help ensure that we are fully accountable to our internal and external stakeholders, who expect efficient, effective educational services, and successful learning outcomes.

1.A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Academic Offerings

The heart of CAC's mission is to empower all students to succeed – i.e., to attain their learning, personal, and career goals - regardless of their background or current circumstances. The College provides more than 90 degree and certificate programs to help students attain the credentials, skills, and knowledge they need to start a career, advance in their existing profession, or transfer to four-year institutions.

In recent years, CAC has created vocational/technical programs that partner with industry to provide students with the credentials and experience they need to gain employment in Pinal County's booming manufacturing, healthcare, and construction industries. Many of CAC's programs prepare students to gain industry-recognized credentials in healthcare, childcare, computer technology, nursing, and construction- and engineering-related fields, among other occupations.

CAC's academic leaders and faculty strive to build excellent vocational programs that teach the evolving skills required by local employers.

In 2021, CAC's Welding program received an Excellence in Welding award from the American Welding Society. CAC is the only community college in Arizona that offers a pipe welding program. Our welding program takes proactive steps to recruit women into the welding profession.

In 2020, CAC was named the 2020 Workforce Development winner for the prestigious Bellwether Award at the Community College Futures Assembly (CCFA) held in San Antonio, Texas. CAC's innovative project, Education at the Speed of Industry, which involves a partnership between the College and Sundt Construction Inc., was recognized for creating strategic alliances that promote community and economic development.

As noted, (1.A.2), CAC also offers two adult education programs, which are English as a Second Language and G.E.D. preparation; both are free to Pinal County residents. In our region, where 13 percent of adults aged 25 years or older do not hold a high school diploma or equivalent, providing G.E.D. preparation is a critical step in helping many residents improve their circumstances.

Many CAC students have the goal to attain a baccalaureate degree; each year approximately 27 percent of CAC's students transfer to universities. The College offers Associate of Arts, Associate of Science, Associate of Business, and Associate of Applied Science degrees, which are transferrable to four-year institutions. To help students transfer, CAC's curriculum features the Arizona General Education Curriculum (AGEC), consisting of 35 to 37 credits that transfer seamlessly to any of Arizona's three public universities. Northern Arizona University (NAU) allows students to complete 90 credits of several of its bachelor's degree programs at CAC and the remaining 30 credits at the university.

Consistent with its value of **Community**, CAC offers a Lifelong Learning program, currently consisting of College for Kids during the summer, and personal enrichment (noncredit) courses in the arts, computer technology, culture and language, health and wellness, and more. The personal enrichment classes are particularly popular with retirees.

As noted (I.A.2), CAC has four Common Student Learning Outcomes (CSLOs) that “indicate the comprehensive skills, abilities, attitudes, and knowledge necessary for being a productive and educated citizen in the 21st century.” CAC’s Academic Program Review process, which evaluates each certificate and degree program once every five years, ensures that the reviewed programs align with the CSLOs and thus the College’s mission, vision, and values. In February 2024, the Curriculum Office will reinstate a curriculum review process that will entail each program’s curriculum being reviewed once every five years.

Student Services

Consistent with CAC’s Wildly Important Goal to “create a world-class learner experience” and the mission to empower students to succeed, the Student Services provides “wrap-around” services that boost the student’s chances of academic success. Over the years, Student Services has added personnel and programs to increase the support of students from under-represented groups and other students who need additional support to complete college. Most recently we shifted from having a dean of students, who focused on student conduct primarily, to having a dean of student development. This position focuses on implementing and coordinating many programs and resources that support student success and increase a sense of belonging for our diverse student populations. The position complements the newly created academic dean of equity and innovation. In addition, the College recently

created the position of director of student rights and advocacy.

CAC's Student Accessibility Office provides accommodations and resources for students with disabilities. Student Services also has a military and veteran specialist to help veteran students, military families, and active military receive the federal benefits and college resources for which they are eligible, as well as advising support. Additionally, CAC has a Trio Student Support Services (SSS) grant project to support and encourage students from first-generation college and low-income backgrounds, and students with disabilities. As noted, the College has adopted an academic advising model designed to help students navigate the institution’s new Guided Pathways.

Research shows that student involvement in campus clubs and activities and developing meaningful connections with their peers and college employees can increase their chances of graduating or transferring. Thus, CAC has a director of student engagement to promote and coordinate engagement activities (e.g., student club membership and special events). Each institutionally recognized student club is sponsored by a CAC faculty or staff member.

CAC’s Career and University Transfer Center provides numerous activities and services to promote university transfer and to help students complete the transfer process. During each fall semester, the Center hosts a transfer fair, featuring representatives from several universities presenting general information on their institutions, the application process, financial aid options, academic programs, and advising support, among other topics. CAC also has academic success coaches to help students explore university transfer options and complete the transfer process.

Enrollment Profile

CAC has the strategic goal to “ensure that all Pinal County residents and others have access to high quality, innovative, post-second opportunity opportunities.” To support this goal, CAC is an open-admissions institution, so anyone seeking a tertiary education can enroll in its classes. We constantly scrutinize the college’s student enrollment, Pinal County census data, and local high school enrollment to ensure that our enrollment reflects the composition of Pinal County’s population.

CAC’s Office of Institutional Effectiveness disaggregates student performance data by gender, ethnicity, Pell/financial aid status, and Veteran status, among other variables, to identify groups of CAC students who may need more support and engagement to attain their academic goals. Faculty, administrators, and other CAC employees can easily access this data through the College’s Data Dashboard.

Moreover, we are firmly focused on equity so that all students, regardless of their backgrounds, can succeed in higher education. To this end, we have the strategic objective of 60 percent of our students being from under-represented backgrounds. Additionally, in line with our commitment to equity, we have the goal of our tuition and fees being 28 percent below the average for Arizona community colleges. Also, in 2020, we formed the Equity Council, charged with developing an Equity Plan to help foster equitable rates of enrollment, retention, completion, graduation, and transfer.

1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

CAC communicates its mission, vision, and values through its website and mobile app, social media, printed marketing materials such as brochures and pamphlets, and the Course Catalog. The mission statement is on the walls

of numerous indoor areas, including classrooms, the foyers of the admissions and financial aid building, student advising areas, meeting rooms, the president’s office, and various administrative offices.

Sources

- ACADEMICS Academic Program Review Handbook 2023
- ACADEMICS Achieving the Dream
- ACADEMICS Adult Education
- ACADEMICS Community Education Catalog
- ACADEMICS CSLOS and Their Core Competencies
- ACADEMICS Faculty Teaching and Learning Professional Development
- ACADEMICS Guided Pathways
- ACADEMICS Lifelong Learning
- ACADEMICS Partnerships
- ACADEMICS Power BI Dashboard
- BUSINESS AFFAIRS Finance Reports on CAC Website
- GOVERNING BOARD February 27, 2018, Agenda and Minutes
- GOVERNING BOARD Members
- GOVERNING BOARD Review of Mission and Related Statements
- PRESIDENT AFIT Campus Presentation Fall 2019
- PRESIDENT CAC Equity Plan 2022-2025
- PRESIDENT Caring Campus Initiative
- PRESIDENT Committee and Task Force Charters
- PRESIDENT Committee and Task Force Charters (page number 13)
- PRESIDENT Sustainability Plan
- PRESIDENT Vision Mission Goals
- PRESIDENT Wildly Important Goals 2023
- STUDENT SERVICES Career and Transfer Center
- STUDENT SERVICES Food Pantries
- STUDENT SERVICES Student Accessibility Office

- STUDENT SERVICES Student Clubs and Organizations
- STUDENT SERVICES Trio SSS

There are no sources.

1.S - Criterion 1 - Summary

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

Summary

CAC's mission statement is clearly articulated on its website and in many outreach, recruitment, and informational materials. The mission and its related statements were developed through an outreach and engagement process that involved representatives of many different segments of the community. The mission statement shapes the institution's strategic goals and objectives, including the WIGs "to create a world-class learner experience" and "to make CAC a great place to work." The College's planning process helps the institution advance its mission and related strategic goals and objectives. The WIGs reflect CAC's vision to become "Central Arizona's premier choice for education and career excellence."

CAC's strong focus on equity and improving academic learning outcomes, reducing tuition costs for students, and open-access admissions show that the mission guides the college's goals and operations. Both the planning process and budget development are guided by the institution's mission, vision, and values statements and two Wildly Important Goals.

Sources

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1 The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

As per its mission and vision statements, Central Arizona College's primary function is to provide quality educational programs and opportunities to its students and Pinal County communities. To ensure that CAC's actions reflect a commitment to its values and directions, the College adheres to its policies, procedures, and academic and service standards. The Governing Board reviews, oversees, and approves the policies, which have been updated in recent years to ensure that they align with the mission, vision, and values. The institution has a policy through which employees can report actions that violate the law and the college's values, ethics, and

policies. The College's planning processes include a step to check that institutional actions are congruent with the institution's values.

1.B.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Central Arizona College is a public institution with no investors, parent organization, financial returns for investors external organization, contributions to a related parent organization, or support of external interests.

1.B.3 The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

According to its policies, the Governing Board must consider internal and external constituencies during its decision-making and allow for public comment in all its open meetings. The institution engages with external constituencies and responds to their needs as resources allow and when those needs align with its mission, vision, and values. The president, vice presidents, deans, division chairs, program directors, and faculty are in regular contact with external constituencies. The latter includes school districts, universities, public- and private-sector employers, non-profit agencies, and state agencies.

This communication enables CAC to identify these constituencies' needs and to devise programming and activities to address these needs when resources and congruence with our mission allow. Employers and other external constituents serve on the advisory committees of various CAC academic and vocational programs. The president solicits their input when devising the strategic plan and revising the institution's mission and related statements.

As noted, (1.A.4), CAC has more than 90 degree and certificate programs designed to meet our students' needs and to support regional workforce development. Many of these programs involve partnerships with local businesses and other entities.

CAC offers numerous community events, such as plays, musicals, and concerts, at its 600-seat Pence Center Auditorium on the Signal Peak Campus and at three other campuses. These events are offered to the public.

In 2022, CAC adopted a sustainability plan, in response to community, student, and employee concerns about climate change and Arizona's dwindling water supply. (A recent study asserts that Pinal County is the country's most at-risk region for becoming uninhabitable as climate change accelerates and water becomes increasingly scarce in the Southwest.) Through acting on this plan, in 2023, CAC received state grant funding to install equipment that will reduce the institution's water consumption by up to 10 million gallons annually.

Sources

- ACADEMICS Industry and Healthcare Partnerships
- GOVERNING BOARD February 27, 2018, Agenda and Minutes
- HUMAN RESOURCES Whistleblower Policy and Procedure
- MARKETING Community Events 2022-2023
- PRESIDENT Sustainability Plan
- PRESIDENT Vision Mission Goals

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate

within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1 The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Central Arizona College serves a rural desert region with entrenched inter-generational poverty, isolated rural communities, and many low-income families. Numerous children in Pinal County and the adjacent Gila River Indian Community rarely visit major metropolitan areas such as Tucson and Phoenix for cultural or learning purposes. University campuses, museums, the theater, and historical sites are *terra incognita* for them. This situation gives CAC additional responsibility in providing curricular and co-curricular activities that nurture civic engagement, cultural experiences, and career aspirations and development.

In recent years, CAC has expanded its workforce development programming in response to Pinal County's burgeoning advanced manufacturing, construction, and healthcare sectors. Two years ago, CAC opened a facility to provide introductory training in some of the manufacturing techniques used by Lucid

Motors, which builds luxury electric cars in its Pinal County factory. We are currently establishing a facility that will provide introductory training in manufacturing lithium-ion electric car batteries for LG Energy Solutions. (This company is opening a \$5.5 billion manufacturing complex in Pinal County.) Our region is emerging as a significant manufacturing hub for electric vehicles (EV) and lithium-ion batteries.

Consequently, many Pinal County residents are seeking training that will enable them to work in the region's manufacturing industry. CAC recruiters and faculty visit local high schools to share information about CAC's academic, career, and technical programs and to encourage high school students to explore the workforce development opportunities provided by CAC.

We offer construction internships and electrical internships with Sundt Construction and Wilson Electric, respectively. Also, our welding program has expanded to meet the region's high demand for qualified welders.

In September 2023, CAC broke ground on its new integrated healthcare and skilled trades training facilities at the Superstition Mountain Campus. The 19,000-square-foot Allied Health building will be home to programs such as Massage Therapy, Aesthetics, Nursing Assistance, Pharmacy, Phlebotomy, Medical Assistant, Radiology and Sonography. The 18,750 square-foot Skilled Trades building will provide classrooms, labs, and exterior yards for Mechanical, Electrical, and Plumbing programs.

As noted, (1.A.4), CAC provides G.E.D. and E.S.L. classes throughout its service region. Approximately 800 students take the G.E.D. classes each year. The G.E.D. program incorporates an Integrated Education Training (I.E.T.) model, which consists of adult education (the G.E.D.), workforce preparation, and

workforce training. Our E.S.L. program also includes I.E.T.

The College's departments, student clubs, and organizations sponsor the many student activities available at each CAC campus. The clubs usually focus on careers, academic status, gender issues, professional development, religion, and ethnicity. In 2022-2023, the College-recognized clubs were Christian Challenge, Mise En Place at CAC (a club for culinary students), the National Society of Leadership and Success, Phi Theta Kappa International Honor Society, Campus Rainbow Coalition, and Vaqueros for Troops. Each club has a CAC employee as a sponsor and an advisor. (We do not always have all these clubs. They are dependent on current student interest and can change from semester to semester.)

Signal Peak Campus offers on-campus living in its residence hall for approximately 256 students. The Housing and Residence Life staff provides programs that promote personal growth and development, diversity, and community responsibility. They participate in diversity training and plan culturally inclusive programs throughout the year in collaboration with Student Engagement staff.

As noted, (1.B.3), the College's community events program brings a wide array of cultural experiences to all of CAC's 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 poverty.

The faculty and Student Services staff evaluate 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 revising others to improve the development of civic engagement.

1.C.2 The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Central Arizona College is a Hispanic Serving Institution (HSI) that provides higher education to a diverse area with significant Latinx, Native American, and African American/Black populations. Latinx, Native Americans, and African Americans/Blacks comprise 29 percent, 7 percent, and 10 percent of CAC's student body respectively. More than 50 percent of the student population identifies as students of color.

The College has multiple processes and activities designed to ensure inclusive and equitable treatment of its diverse student body. CAC provides faculty and staff with the opportunity to complete optional diversity-orientated courses, including Safe Colleges (making schools safe and inclusive for transgender students), Student Accessibility Services, Americans with Disabilities Act Overview, and Discrimination Awareness in the Workplace.

CAC's Office of Institutional Research disaggregates the institution's student learning outcome data by gender, first-generation status, income, and ethnicity to gain a greater understanding of the learning outcomes and educational experiences of diverse groups of students. The data is readily available to faculty and staff through a Data Dashboard, which includes an equity page that focuses on correlations between the ethnicity of faculty and students, and the latter's retention and graduation rates. This data enables administrators, faculty, and advisors to make informed equity goals and interventions to foster equitable learning outcomes. CAC has the strategic goal of increasing underserved students from 45 percent to 60 percent of the student body.

CAC serves a region with a rapidly expanding advanced manufacturing base, including aerospace, electronics, electric vehicle, and semiconductor chip manufacturers. Thus, the institution is paying special attention to addressing challenges that minority and female students face in entering the Science, Technology, Engineering, and Mathematics (STEM) fields. Since 2010 CAC has had several grant-funded efforts (totaling approximately \$5 million) to create programs and activities that enhance traditionally under-represented students' interest in and preparation for STEM fields.

In 2018, the College launched a pre-engineering pathway that prepares students for baccalaureate-level engineering programs. In 2023, the pre-engineering program's faculty member financed an endowment for women in engineering scholarships.

CAC participates in STEM outreach events at local high schools with high minority enrollment and brings middle school and high school students to CAC to participate in STEM learning activities. For example, in 2020, CAC's Welding Program hosted a one-day "Arcs and Sparks" event for girls, aged ten and older. According to the American Welding Society, the welding industry is predicting a shortage of over 200,000 skilled welding professionals by 2025. While a small number of welders are currently women, many opportunities exist for females to enter a career that offers high average pay. Arcs and Sparks provided its participants with an overview of welding careers and learned to make a basic weld and use an angle grinder/plasma cutting machine. In 2020, CAC's welding program won an Excellence in Education award from the American Welding Society.

Since 2001, CAC's Learning Support Department has held an annual Black History Poetry Contest in celebration of the contributions of African Americans. The contest was born out of the

desire to commemorate the achievements of African Americans via an organized event. The contest is open to all students, staff, and faculty. In 2023, the winners of the poetry contest were announced during the Cultural Expression Competition Event, consisting of poetry and public speaking which allows CAC students to express their experiences, stories, and knowledge related to the theme of "My Culture, My History."

The diversity of our employee body does not reflect Pinal County's ethnic composition, however, particularly the faculty and senior administration. While 29 percent of Pinal County residents are Latinx, they comprise only 10 percent of the college's senior administration (vice presidents, deans, the chief of police, and executive directors), which comprises 18 individuals. Moreover, the CAC faculty has only six full-time African American professors and no Native American faculty.

The College has the goal of increasing minority representation among the faculty and ranks of the senior administration, in particular. To attract minority candidates, the college advertises faculty job openings on the Diversity and Inclusion HigherEdJobs page, which features job postings from colleges and universities that are actively recruiting candidates to promote diversity in their workforces. Additionally, in late 2023, Human Resources commenced posting CAC's open positions on the Professional Diversity Network, which consists of eight different diversity-focused platforms. The network assists employers with the implementation of their diversity and inclusion initiatives by matching them with job seekers that range from people of color, LGBTQA, veterans, people with disabilities, and many others seeking jobs in diverse, inclusive workplaces.

The College has implemented a mentoring program where employees in senior positions

mentor employees who wish to advance in the institution. The program prioritizes diversity.

An ongoing concern for CAC is that Hispanic students are underperforming, as measured by their retention, completion, and transfer rates. For example, only 13.7 percent of the Hispanic students who started at CAC in the fall of 2016 transferred to a four-year institution within six years, whereas the overall transfer rate for all students in this cohort was 20.5 percent.

To address this situation, President Elliott has prioritized addressing equity issues, and in 2020 the College launched the Equity Council, “to guide and hold the institution accountable for the integration of diversity, equity, and inclusion into all aspects of work at the college.” The Equity Council has developed the ‘Be the L.I.G.H.T.’ initiative and a revised Statement of Civility “...to engage CAC in action-oriented behaviors in our TRUE Learning Community.” ‘Be the L.I.G.H.T.’ is “... designed to foster an environment where all CAC faculty and staff exhibit the core values of L.I.G.H.T. when interacting with students and the community, at large.” It involves faculty and staff:

- Listening to students
- Inspiring students,
- Providing a Holistic approach to education,
- and using Trust to provide a foundation for understanding.

As noted (1.A.3), our Equity Council has created an Equity Plan to help foster equitable educational outcomes at the college.

CAC has two TRIO grants, Upward Bound and Student Support Services, that help first-generation students, low-income students, and students with disabilities participate successfully in higher education. A recently-ended federal Title V Strengthening Hispanic Serving Institutions grant (\$2.4 million) funded the development and implementation of

Guided Pathways, an academic success coaching model to replace traditional academic advising and co-requisite development education. A new \$2.8 million Title V grant (2023-2028) is funding supplemental instruction in MAT 141, Foundation of Mathematics, extensive support for students in the areas of transportation, food, and emergency housing, and revising general education courses so that they are more relevant to students and deepen learning.

Achieving the Dream is a national, nonprofit leader in guiding evidence-based improvement, to improve student success in community colleges and close the achievement gap that exists amongst groups of students. As a member of the 2020 Achieving the Dream cohort of five colleges, CAC received guidance from Achieving the Dream coaches as it implemented Guided Pathways, reformed academic advising, and redesigned its academic schedule to make it more streamlined, coherent, and convenient for students to attend classes.

President Elliott and her executive team pay close attention to national trends and developments in equity, and how these trends and developments affect CAC and its students. In 2021, they noted that during the COVID-19 pandemic, the number of applications to elite institutions of higher education increased significantly while enrollment in community colleges plummeted. National Student Clearinghouse data showed a 6.8 percent decline in graduates of the class of 2020 who attended college immediately after high school compared to the class of 2019. CAC experienced a massive 30 percent decline in enrollment during 2020.

The concern is that this declining enrollment in community colleges will worsen the divide between those with wealth and social capital and those with meager resources. Another concern is that research shows that students

who delay attending college are much less likely to complete it. Moreover, research shows that low-income people and individuals of color were hardest hit by the economic repercussions of COVID-19 and were more likely to lose their jobs and remain unemployed during the pandemic. Additionally, the pandemic disproportionately impacted African Americans and Latinx, whose COVID-19 death rates were at least two times higher than white Americans.

In response to COVID-19 having a potentially calamitous effect on a sizable portion of the population that CAC serves and thus on the institution's enrollment, the College introduced free in-state tuition to Pinal County residents for the fall of 2021 and spring 2022 semesters. Funded by federal CARES monies, the College covered any tuition costs that remained after financial aid and scholarships were applied. The college also erased \$1.4 million in student debt and removed holds on accounts, allowing students to reenroll with a "clean slate" or have their transcripts released to them. As a result, enrollment for fall 2021 and spring 2022 returned to 2019 levels.

As noted, (1.A.3), CAC has a military and veteran specialist to provide recruitment, enrollment, and advising services for active military and veteran students, as well as their spouses and dependents. CAC has been approved by the State Approving Agency (SAA) to administer the Veterans Administration Education Benefits program and is approved for Military Tuition Assistant (TA) for all branches of the United States Armed Forces. The military and veteran specialist helps guide and direct students in choosing a degree that will help them achieve their career path. She also helps guide students on how to use their Veterans Administration benefits more efficiently and provides both internal and external resources to further support completion and success.

CAC provides accommodation to its students who have registered with Student Accessibility Services and meet the appropriate requirements. Qualifying disabilities include vision, speech, and/or hearing impairments, specific learning disabilities, cognitive, neurological, and/or psychological impairments, specific medical conditions, etc. (These disabilities must be documented by a qualified professional and present a barrier to the student's education.) Staffed by a director and a program assistant, Student Accessibility Services include accommodations such as a quiet testing environment, text-to-speech transcription, adaptive equipment, and materials, extended time for testing, note-taking services, referral to and coordination with other appropriate local, state, or federal agencies, and sign language interpreters. Additionally, CAC's website team ensures that the hyperlinks and other features of the college's website are ADA-compliant.

Frequent communication with local nonprofit and human services organizations, such as the 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.

1.C.3 The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

CAC strives to foster a climate of respect among all its employees and students. All new employees sign the College's Civility Statement during their first day of employment and are expected to adhere to its tenets. The Civility Statement was created in 2021 and

replaced the Declaration of Civility written in 2016. The new Civility Statement was shared and explained to staff during the 2021 “All College Day,” which involves employees meeting to learn about the College’s progress, achievements, challenges, changes, and direction. Additionally, the Be the L.I.G.H.T initiative is designed to promote an environment in which respect and civility are paramount.

CAC’s Ombuds Program is committed to building a respectful and collaborative community at the institution. An ombudsperson oversees the protection of the rights outlined in the Civility Statement, in coordination with a staff liaison from each campus, and partnership with Human Resources. The Ombuds Program provides confidential, neutral, independent, and informal assistance to those who have concerns arising from or affecting their work and studies at the college. The program welcomes all faculty, staff, and students, listens to people, offers information about CAC policies and procedures, and helps people examine options for resolving concerns. An employee or student may discuss with the Ombudsperson employment-related concerns or conflicts, issues of fairness and equity, and questions or concerns regarding any policies.

In late 2020, all supervisory staff (i.e., the president, vice presidents, deans, directors, and division chairs) completed training in civility after the president received complaints about some supervisors being uncivil to their reports. The professional development, provided by a trainer from Interaction Management Associates, consisted of three four-hour sessions and covered (1) Blocks to Effective Listening and how to Avoid Them, (2) Strategies for Managing Everyday Conflicts, and (3) How to Respectfully Disagree.

Also, in 2023, CAC implemented a mandatory series of training, called the Supervisor Training Excellence Program (STEP) for supervisors with

direct reports. The program involves monthly training sessions of one to two hours and covers such issues as managing difficult behaviors, providing performance feedback, and having difficult conversations, among several other topics.

In 2018 the College adopted the Trust Edge, to build the level of trust essential for cultural transformation within organizations. The Trust Edge methodology nurtures eight pillars of trust that successful organizations exhibit – Clarity, Compassion, Character, Competency, Commitment, Connection, Contribution, and Consistency. Compassion - caring about people beyond oneself by showing and practicing empathy and care - is an inherent part of respecting others.

Part of the rationale for introducing the Trust Edge was that the level of trust between the administration and faculty was low, which was indicated by the 2017 Great College to Work For survey results. In November 2018, five CAC staff completed training provided by the Trust Edge Leadership Institute in Minnesota and subsequently became Trust Edge ambassadors. In 2019, the ambassadors provided 40 CAC employees with a two-day workshop about the Eight Pillars of Trust and how to apply them daily.

The College uses feedback from the Great Colleges to Work for Survey to ascertain the extent to which employees feel respected by their supervisors. CAC is also using feedback from an internal survey to understand the degree to which students would recommend the institution to friends and family.

Sources

- ACADEMICS Achieving the Dream
- ACADEMICS Adult Education
- ACADEMICS Guided Pathways
- ACADEMICS Power BI Dashboard

- ACADEMICS Women in Engineering Scholarships
- COLLEGE Great Colleges to Work For
- COLLEGE New SMC Facilities
- HUMAN RESOURCES CAC Mentoring Program
- HUMAN RESOURCES CAC Ombuds Program
- HUMAN RESOURCES Civility Statement
- HUMAN RESOURCES Civility Statement (page number 3)
- HUMAN RESOURCES Employee Diversity Report
- HUMAN RESOURCES Step Supervisor Training
- HUMAN RESOURCES Trust Edge Leadership Academy
- MARKETING Community Events 2022-2023
- PRESIDENT CAC Equity Plan 2022-2025
- PRESIDENT Committee and Task Force Charters
- PRESIDENT Committee and Task Force Charters (page number 14)
- STUDENT SERVICES Housing and Residence Life Compendium 2020-2021
- STUDENT SERVICES Residence Life Activities
- STUDENT SERVICES Student Accessibility Office
- STUDENT SERVICES Student Clubs and Organizations
- STUDENT SERVICES Veterans Services

1.S - Criterion 1 - Summary

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

Summary

CAC's mission statement is clearly articulated on its website and in many outreach, recruitment, and informational materials. The mission and its related statements were

developed through an outreach and engagement process that involved representatives of many different segments of the community. The mission statement shapes the institution's strategic goals and objectives, including the WIGs "to create a world-class learner experience" and "to make CAC a great place to work." The College's planning process helps the institution advance its mission and related strategic goals and objectives. The WIGs reflect CAC's vision to become "Central Arizona's premier choice for education and career excellence."

CAC's strong focus on equity and improving academic learning outcomes, reducing tuition costs for students, and open-access admissions show that the mission guides the college's goals and operations. Both the planning process and budget development are guided by the institution's mission, vision, and values statements and two Wildly Important Goals.

Sources

There are no sources.

2. Integrity: Ethical and Responsible Conduct

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1 The institution develops and the governing board adopts the mission.

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 leadership. Central Arizona College developed its mission and related statements through its strategic planning process (1.A.1).

The Strategic Planning Committee conducted the mission, vision, and values review, using feedback from internal and external stakeholders, including employees, students, alumni, community members, businesses, and industry. The Governing Board approved the new mission, vision, and values statements at its regular board meeting held on February 27, 2018.

2.A.2 The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Central Arizona College strives to operate its financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to administrative and governing processes. The Governing Board endeavors to work within legal and ethical parameters established by CAC's Board Ethics and Code of Conduct Policy. Each Governing Board member must complete an annual disclosure of conflict of interest. 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. All CAC policies and procedures are available on a shared internal drive for employees to view.

CAC participates in the Trust Edge™, to build the eight Pillars of Trust necessary for an organization to be high performing. One of the pillars is Character, which in terms of how organizations are run, involves “leaders doing the right thing, in the right way, and at the right time.” CAC's leadership is guided by this pillar. For example, when the College became aware that during the complete overhaul of policies and procedures, a policy on non-discrimination was overlooked, leadership addressed this, and the policy was immediately written and expedited to the Governing Board for approval.

Financial Functions

Budgeting - The vice president of operations and finance provides the Governing Board with a monthly budget report and a review of college bids during each of its regular meetings. The budget report includes current year-to-date expenditures compared to the current budget and current year-to-date expenditures compared to prior year expenditures. The vice president of operations and finance also presents the annual budget, budget forecasts, debt obligations, and investments held to the Governing Board.

Audits - The Arizona Auditor General's office audits CAC annually. It serves as an independent source of information regarding CAC's financial affairs. Its auditors ascertain whether CAC is complying with applicable laws and regulations, as well as government accounting, financial, and reporting standards. It also defines standards and established procedures for accounting and budgeting. The office issues two reports. The annual financial report is compiled by the College and contains the auditor's opinion on the reported financial information's reliability. It may also include reports on internal control and compliance related to financial reporting. The Single Audit Report provides the auditor's opinion on compliance with federal program requirements

and the reliability of the federal expenditure schedule.

Transparency - CAC's important financial documents are available for public review as published for each fiscal year. We post them on the CAC website for this purpose. The posted documents include the Annual Comprehensive Financial Reports (ACFR), the Single Audits, the approved budgets, and the proposed budgets.

Purchasing - CAC's Purchasing Department oversees the purchasing of supplies, materials, construction, repairs to buildings, renovation of facilities, library books, and any other items necessary to operate the institution. It is also responsible for ensuring that goods are disposed of following federal or state requirements, as appropriate, and College policy. The Purchasing Department adheres to the Code of Ethics established by the National Association of Education Procurement (NAEP).

Arizona Revised Statutes (Section 38-503) requires the disclosure of any substantial interest by an employee or relative of an employee in any contract, sale, purchase, or service by or to CAC. If such an interest exists, the employee must refrain from participating in such contract, sale, purchase, or service. An employee who has a substantial interest in a business or service may supply equipment, material, supplies, or services to CAC, provided the interest is disclosed and the contract is subject to public competitive bidding.

Academic Functions

CAC's website and Online Catalog make information about programs, requirements, faculty and staff, costs to students, admissions, registration control, and accreditation relationships readily and openly available to all constituents. The Online Catalog also outlines the process through which students may file a grievance/complaint, CAC's prohibition of plagiarism, and the institution's sexual

misconduct policy. Faculty are also required to put a universal statement about plagiarism, Title X, and the Accessibility Office and accommodations in course syllabi.

The Academic Program Review process helps to ensure our academic programs' integrity. Each academic and career and technical education program is required to be reviewed once every five years. The process supports the programs' integrity by focusing on whether they meet Pinal County's evolving labor market needs and are providing the skills and knowledge that students require to transfer to universities or establish careers.

To ensure that each faculty member's prescribed duties and responsibilities are unambiguous, CAC has detailed job descriptions and additional contracts for faculty. The qualifications and experience required for each position are delineated in the job description and must align with those required by the institution and the Higher Learning Commission.

CAC's assessment process ascertains whether students are learning skills and knowledge, as measured by CAC's Common Student Learning Outcomes (CSLOs), through faculty integrating continuous improvement strategies in teaching and learning.

Various individual academic 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.

The Faculty Senate is the representative body of all faculty at CAC and advocates for and promotes compliance with the institution's Civility Statement, which calls for adherence to "integrity, including honesty fairness sincerity." Its Bylaws state "The Faculty Senate will

develop, promote, and maintain the high standards, ideals, and values of teaching and education.” The Faculty Senate is currently working to reinstate and update the Faculty Handbook.

CAC’s Institutional Review Board evaluates all human subject research that takes place at the institution. The IRB maintains current registration with the US Department of Health and Human Services. Members of the IRB are trained in Human Subjects Research, to comply with Federal regulation 45 CFR 46 (also known as the Common Rule).

Human Resources

As per its Equal Employment Opportunity Policy, “the College is committed to providing equal employment opportunity in decisions involving hiring, evaluation, promotion, advancement and discipline, and educational opportunity to all applicants and employees.” To demonstrate this commitment, CAC endeavors to make the hiring process as fair and transparent as possible.

To ensure that each job search is conducted with fairness and integrity, committees formed to search for and interview candidates must complete search committee training. This professional development covers the importance of effective hiring, CAC’s commitment to fair hiring practices, evaluating candidates, confidentially, interview best practices, and candidate selection. Employees who serve on hiring committees must complete the training once every three years.

The onboarding process for new employees involves a one-day orientation, which covers CAC’s expectations for ethical behavior and compliance with local, state, and federal laws. The orientation also covers how employees can report suspected ethical or legal infractions. Academics also holds a half-day in-person New Faculty Orientation each fall, and an Adjunct

Faculty Orientation and In-Service each semester.

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 should be free from intimidation, retaliation, abuse, humiliation, harassment, and interference that hinders the proper execution of their duties.

The Whistleblower Policy and Procedure allows employees to report potential violations of policy and fair and ethical standards to either their supervisor or Human Resources without “adverse personnel action.” The Employee Ethics and Professional Standards Policy outlines the ethical principles and standards to which employees must adhere. The Nepotism Policy prohibits CAC employees from hiring and supervising relatives and family members. The Complaint and Grievance Resolution Policy and Procedure exists for faculty and all other employees.

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 must complete mandatory online training in Title IX requirements. (Title IX of the Education Amendments of 1972 prohibits discrimination based on gender in educational programs and activities receiving federal financial assistance.) The training includes case studies of inappropriate behavior and misconduct and includes information about reporting potential infractions.

CAC's Title IX Policy states that the institution "...is committed to providing a workplace and educational environment...free from sexual harassment, discrimination based on sex, and retaliation." The Title IX Sexual Harassment Procedure outlines the process by which employees and students can report sexual harassment to the institution.

The Ombuds Program provides confidential, neutral, and informal assistance to those who have concerns arising from or affecting their work or studies. The Ombuds program is open to faculty, staff, and students, offering information about policies and procedures and helping people examine options for resolving concerns.

Auxiliary Functions

Central Arizona College has several additional processes and methods to ensure that it operates with integrity in all areas of operations. The president and vice presidents, deans, and department leaders monitor state and federal legislative developments so that CAC can comply with new legal requirements. The College's legal counsel guides 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. CAC 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, and the One College One Team Microsoft Teams site. Human Resources revises or develops new policies for the Governing Board, shares all new or revised policies with employees via email, and asks for employee feedback when revising policies.

The Student Handbook, Residence Life Compendium, and Student Athlete Handbook

each outline how students can file a grievance and the Student Code of Conduct by which they must abide.

Sources

- ACADEMICS Syllabus Template
- ACADEMICS Academic Program Review Handbook 2023
- ACADEMICS Adjunct Faculty In Service Sessions
- ACADEMICS CSLOS and Their Core Competencies
- ACADEMICS Faculty Senate Constitution
- ACADEMICS IRB Registration
- ACADEMICS New Faculty Orientation
- BUSINESS AFFAIRS 2018 Single Audit
- BUSINESS AFFAIRS 2019 Single Audit
- BUSINESS AFFAIRS 2020 Single Audit
- BUSINESS AFFAIRS 2021 Single Audit
- BUSINESS AFFAIRS 2022 Single Audit
- BUSINESS AFFAIRS Finance Reports on CAC Website
- BUSINESS AFFAIRS June 30, 2022, Financial Report
- BUSINESS AFFAIRS Purchasing Department Code of Ethics
- BUSINESS AFFAIRS Sample Monthly Finance Report
- GOVERNING BOARD Board Ethics and Code of Conduct Policy
- GOVERNING BOARD Conflict of Interest Disclosures
- GOVERNING BOARD February 27, 2018, Agenda and Minutes
- GOVERNING BOARD February 27, 2018, Agenda and Minutes (page number 5)
- HUMAN RESOURCES Civility Statement
- HUMAN RESOURCES Employee Complaint and Grievance Policy and Procedure
- HUMAN RESOURCES Employee Ethics and Professional Standards Policy
- HUMAN RESOURCES Equal Opportunity Policy and Procedure

- HUMAN RESOURCES Faculty Job Descriptions
- HUMAN RESOURCES Nepotism Policy
- HUMAN RESOURCES New Employee Orientation 2023
- HUMAN RESOURCES New Employee Policy Acknowledgment Form
- HUMAN RESOURCES Ombuds Program
- HUMAN RESOURCES Online Training and Workshops
- HUMAN RESOURCES Online Training and Workshops (page number 2)
- HUMAN RESOURCES Online Training and Workshops (page number 4)
- HUMAN RESOURCES Sample Feedback Request
- HUMAN RESOURCES Title IX Policy
- HUMAN RESOURCES Title IX Procedure
- HUMAN RESOURCES Whistleblower Policy and Procedure
- STUDENT SERVICES Student Athlete Handbook
- STUDENT SERVICES Housing and Residence Life Compendium 2020-2021

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1 The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

Although CAC’s website is the primary method through which the institution presents itself to students and the public, we have several other methods of communicating information to these stakeholders. Press releases and advertisements promoting courses, programs, and community events are placed in local newspapers. Various advertisements are also placed in digital outlets and on radio stations. The College makes extensive use of social media (e.g., Facebook, Instagram) and its mobile application to communicate with students and the public. CAC also uses electronic billboards, placed in CAC facilities highly frequented by students, to spread information.

Academic Offerings

All for-credit academic programs, courses, and prerequisites are listed and described in the Online Catalog and on the CAC website. The website provides information on our Lifelong Learning programs (including community education, continuing education, math boot camps, and online career training) and the G.E.D., E.S.L., and A.B.E. programs. The Catalog can be downloaded as a PDF (Portable Document Format).

In addition to providing information on each program and course, the CAC website presents programs as “areas of interest” – a grouping of certificates, degrees, and pathways within a discipline. The nine areas of interest are (1) Business and Professional Industries, (2) Nursing, Health, and Emergency Careers, (3) Social/Behavioral Sciences and Public Service, (4) Computer Technology, Engineering, and

Math, (5) Biological/Physical Sciences and Agriculture, (6) Communication and English, (7) Visual, Fine, and Performing Arts, (8) Education, and (9) Industrial Technology and Skilled Trades.

To ensure the accuracy of the information that the CAC website and Catalog provide about the certificate/degree and courses, CAC takes the content directly from the most recent (i.e., effective term/year) approved curriculum record in ACRES, which follows CAC's established curriculum process. (ACRES is an electronic means for creating, routing, evaluating, and approving proposals for alterations to and deletions of courses, certificates, and degrees; it is shared by all of Arizona's public institutions of higher education.) CAC's Curriculum Office oversees the approval process for changes to existing curricula and new curricula, with the vice president of academics providing additional oversight.

Requirements

The admission and course requirements are outlined in the CAC Catalog and on the CAC website. The Student Handbook (linked to the College Catalog) contains the Code of Student Conduct, which describes student responsibilities and prohibited activities (e.g., plagiarism, hazing, substance use on campus).

Faculty and Staff

The names and contact information of CAC's academic deans, their support staff, and full-time faculty are listed in an online directory accessed through the CAC website. The website features another directory that lists all full-time staff. The senior administration (the president, vice presidents, deans, and executive directors) and their contact details are provided on the CAC website. They are also identified in the CAC Catalog.

The credentials of each full-time faculty and staff member are listed in the CAC Catalog. All new hires must have academic transcripts directly sent to CAC from the tertiary institution(s) from which they graduated within 45 days (about one and a half months) of hire. The hiring committees perform reference checks to ensure, among other things, that the individuals selected for open positions have been truthful about their work history.

Costs to Students

The CAC website has links to documents outlining the tuition and fees cost for students (including students who are Pinal County residents, out-of-state residents, and Western Undergraduate Education Program students). The Adopted Tuition and Fees document lists tuition and related fees. The Adopted Course Fee Schedule lists extra course fees for courses that have such fees. The Adopted Special Fees document lists fees not specific to courses, such as those for the residence hall, HESI test, and replacement IDs. The CAC website also lists the fee schedules for the prior academic year. The webpage for each CAC academic program has a link to the cost of tuition page on the CAC website.

A net price calculator is also available on the website so that students can estimate the cost of attending CAC. This tool bases the estimated net price on tuition and fees, books and supplies, room and board, and other related expenses, minus grants and scholarship aid.

Governance Structure

The Pinal County Community College District Governing Board is CAC's governing body. This leadership group has five members, elected by voters from specific geographic districts within Pinal County. The CAC website identifies all of the governing board members, the districts they represent, and when their current terms of office expire. It also provides information on

each member's work background, qualifications, and contact details.

Agendas and minutes for each Governing Board meeting are available on the CAC website, as is the schedule of meetings. Every regular board meeting is filmed; the video is available on the CAC website. Additionally, the agenda and minutes for the Governing Board's annual retreat are posted on the website.

Accreditation Relationships

CAC's website and catalog identify the institution's accreditation relationships. The College's accreditation status with the Higher Learning Commission (HLC) is identified on the CAC website's accreditation homepage. This page also provides the main documents (such as previous AQIP Systems Portfolios and Action Plans) associated with the institution's accreditation through the HLC. Each CAC academic or vocational program accredited by an external organization identifies its accrediting body in the CAC Catalog, in its program brochures, and on its CAC website homepage.

2.B.2 The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

CAC makes no claims about research, community engagement, religious or spiritual engagement, and economic development.

Sources

- ACADEMICS Adopted Course Fee Schedule
- ACADEMICS Adopted Special Fees
- ACADEMICS Adopted Tuition and Fee Schedule
- ACADEMICS Areas of Interest
- ACADEMICS Dean and Faculty Directory
- ACADEMICS Lifelong Learning
- ACADEMICS Tuition and Fees
- ACADEMICS Tuition and Fees (CAC Website)
- COLLEGE HLC Accreditation
- GOVERNING BOARD Meeting Agendas and Minutes
- GOVERNING BOARD Members
- GOVERNING BOARD Schedule of Meetings
- HUMAN RESOURCES Staff Directory
- STUDENT SERVICES Net Price Calculator

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and

expects the institution's faculty to oversee academic matters.

Practices of Effective Boards" facilitated by a consultant from The Association of Community College Trustees (ACCT).

Argument

2.C.1 The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

To help the Governing Board make informed decisions and meet its legal and fiduciary responsibilities, each new member completes an orientation to the institution. The CAC president provides new members with an overview of the College's current direction, strategic plan, board policies, Guided Pathways, board outcomes reports, board policies, and Executive Council (President Elliott's senior administrative group). The three vice presidents provide new members with an overview of their departments and these areas' functions, responsibilities, strategies, goals, and processes.

The Governing Board members also participate in conferences and workshops that enhance their knowledge and understanding of critical issues facing community colleges. For example, in November 2018 the board members participated in a conference devoted to tackling the primary goals of access, retention, equity, and completion. Sixty Arizona community college leaders and members of governing boards gathered to focus on student success and diversity.

During their retreat each year, the Governing Board members receive training in facets of good governance and legal requirements for governing boards, among other topics. For example, during its December 2022 retreat, the board members completed training in "the Best

Similarly, during its July 2021 retreat, the Governing Board received refresher training on open meeting law, board effectiveness, and policy governance. David Borosfsky, the director of ACCT, provided this training and facilitated the rest of the retreat, which included reviewing the president's goals and Governing Board policies.

In 2022, the CAC Governing Board appointed a committee (comprised of two governing board members and the executive director of institutional research) to assess the board's self-evaluation practices. The Governing Board's new self-evaluation rubric aligns with criterion 2.C closely. All board members will complete the rubric annually and review the results during their board retreat.

To ensure that the Governing Board is knowledgeable about the College's current financial status and new legal arrangements and practices, the board members review and approve the institution's monthly budget report, awarded bids, intergovernmental agreements, and audit reports as part of regular business during their monthly meetings. Additionally, the senior administrators and other employees brief the board members on CAC's programs, practices, activities, successes, and challenges. Consultants hired by the College may speak on specific issues, such as bond ratings, building design, and academic programming. President Elliott provides the Governing Board with updates on Arizona legislative affairs and federal legislation that have a bearing on community colleges and higher education in general.

President Elliott and the three vice presidents also provide the Governing Board with outcome reports, on a regular schedule. These reports track progress toward attaining the College's

Wildly Important Goals (WIGS) and the Governing Board's desired outcomes for (1) Equity, Completion, and Retention, (2) Access and Affordability, and (3) Stewardship.

The schedule also outlines when the president and vice presidents report on projects that align with the Governing Board's priorities so that the board members remain informed on progress towards these goals and can make more sound decisions. The reports are provided as a Project Dashboard, which provides status updates on academic affairs, finance, student services, and human resources projects.

In 2021, it came to the Governing Board's attention that one of its members had interacted with CAC employees without its authorization and contravened three other CAC governance policies. The Governing Board members voted four to one to rescind this board member's position as their representative to the Arizona Association of Community College Trustees and publicly rebuked him for contravening policy and not acting with the appropriate decorum.

The board member who was admonished filed a complaint with the Arizona Attorney's Office, and the CAC president, asserting that the Governing Board's action regarding him was not on the Executive Session's agenda, thereby violating Open Meeting Law. In 2022, the Government Accountability Unit of the Office of the Arizona Attorney General received his complaint alleging that the Governing Board had violated Arizona's Open Meeting Law. The Office investigated the allegation and determined that the Governing Board had violated the Open Meeting Law in its November 16, 2021, executive session, by taking legal action on an item that was not sufficiently described in the agenda.

The Governing Board agreed with the finding. In compliance with the Office's ruling, the Governing Board shared the contents of the

Attorney General's response during its next public meeting and posted the letter on the Board's website. Additionally, as per the Office's requirements, all meeting notices and agendas were sent to legal counsel for review and approval before each Governing Board meeting was held for one year from the date of the violation letter.

2.C.2 The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Governing Board adheres to several CAC governance policies that determine its role and duties and prescribe its conduct. The Board Outcomes policy outlines the Governing Board's expectation that the College will achieve Board Outcomes in the areas of student success, workforce development, community, campus environment, stewardship, and infrastructure that reflect the College's mission, vision, values, and WIGs. The General Executive Constraints policy directs the Board's president to "ensure day-to-day operations, support the achievement of Board Outcomes Policy and strategic direction of the College."

Each Governing Board member must disclose any conflict of interest and complete a Conflict-of-Interest Disclosure form each year. The Ethics and Code of Conduct policy directs the Governing Board to "...represent unconflicted loyalty to the interests of the people of Pinal County, avoid conflict of interest concerning fiduciary responsibility, refrain from conducting private business or personal services between any Board Member and the organization, and individually recuse themselves if there is an unavoidable conflict of interest."

The Governing Board's deliberations are dedicated to preserving and enhancing the

institution. For example, the board unanimously supported the construction of a Regional Workforce Training Center at the Signal Peak Campus, refunding approximately \$40 million remaining on the institution's General Obligation Refunding Bonds (which saved the college approximately \$7 million), and restructuring the CAC president's evaluation, so that it is less subjective and more focused on measurable outcomes.

2.C.3 The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

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 its open meetings. Internal constituencies consist of students, administrators, faculty, managerial and technical staff, and support staff. External constituencies include Pinal County residents and taxpayers, cities and towns, the county government, K-12 schools, universities, and local businesses.

The elected officials (president, vice president, and treasurer of each of the three employee constituency groups (Faculty Senate, Managerial and Technical Staff, and Support Staff) may request time on the agenda to speak to the board directly, outside of the agenda's "call to the public" time.

As per Arizona Open Meeting Law, the Governing Board provides time during its regular meetings for internal and external constituents to address its members. The instructions for "call to the public" are outlined on each board meeting agenda, which is available on the CAC website in advance of each meeting. The location, starting time, and date of each regular board meeting are published in a calendar available on the CAC website. As

stated on each Governing Board meeting agenda, interpreting services are available for non-English speakers, if such a request is made seven business days before the date of the meeting. The background materials for each discussion item are available from the CAC president's executive assistant.

At the beginning of each board meeting, the board president outlines the protocol for addressing the board during the "call to the public." (The Board is prohibited by A.R.S. §38-431.02.k. from discussing, considering, or acting on items raised during the call to the public. Individuals are limited to a three-minute presentation.) The contact email for each board member is listed on the Governing Board member biographical page on the CAC website.

2.C.4 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

The Ethics and Code of Conduct Policy stipulates that board members must not influence employment decisions regarding any individual and must resign from the board if they, their spouses, or family members are considered for employment. A board member is not allowed to speak to employees unless authorized to do so by the Governing Board. They are prohibited from interacting with the public, press, or other entities as individual members. As per Arizona State legislation, they are not allowed to receive gifts or compensation.

Thus, the board members are expected to operate independently and without undue influence from donors, elected officials, ownership interests, or other external parties. Additionally, as noted, each member must disclose any conflict of interest and sign a conflict-of-interest disclosure each year.

2.C.5 The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

The Governing Board is responsible for establishing the appropriate relationship between itself and the institution. Its five members hire the College's president and conduct a performance review annually. The Governing Board also reviews policy to ensure that it supports the institution's mission, vision, and values.

The Delegation to the President policy requires the Governing Board to delegate managerial responsibilities to the CAC president. President Elliott's Executive Council serves as the administrative leadership team that 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. The Executive Council includes the vice presidents, deans, executive directors, and three elected employee association presidents.

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 educational programs to internal and external stakeholders, and recommending changes in programming.

To fulfill these 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

and making decisions relating to educational programs.

Faculty also fulfill their mandate to oversee academic matters by participating in division planning, strategic planning processes, hiring committees, and teams for special projects. The faculty has representatives on each of CAC's nine standing committees: Academic Technology, Academic Program Review and Assessment, Campus Climate, Curriculum, Clery Compliance, Emergency Management, Equity Council, Financial Aid Appeal, and Institutional Review Board.

The Faculty Senate is the main mechanism through which faculty represent their interests in policy development and express their views on decisions that may affect them, district operations, or student learning. It is the representative body of all faculty (full-time and adjunct) at CAC. The Faculty Senate's president participates in Executive Council meetings as a voting member and meets with President Elliott monthly to discuss issues important to faculty.

Sources

- ACADEMICS Curriculum Committee Sample Agenda and Minutes
- ACADEMICS Faculty Senate Constitution
- COLLEGE Attorney General Letter
- GOVERNING BOARD 2021 Retreat
- GOVERNING BOARD 2022 Retreat
- GOVERNING BOARD April 18, 2023, Meeting Minutes
- GOVERNING BOARD Board Ethics and Code of Conduct Policy
- GOVERNING BOARD Board Outcome Reports
- GOVERNING BOARD Board Outcomes Policy
- GOVERNING BOARD Conflict of Interest Disclosures
- GOVERNING BOARD Delegation to the President Policy

- GOVERNING BOARD General Executive Constraints Policy
- GOVERNING BOARD Members
- GOVERNING BOARD New Member Orientation
- GOVERNING BOARD November 16, 2021, Meeting Minutes
- GOVERNING BOARD Project Dashboard
- GOVERNING BOARD Schedule of Meetings
- GOVERNING BOARD Self-Evaluation Rubric
- GOVERNING BOARD WIGS and Board Outcomes Reporting Schedule
- PRESIDENT Committee and Task Force Charters
- PRESIDENT Committee and Task Force Charters (page number 10)

“advocate, promote, defend, pursue, and articulate all aspects of academic freedom.”

Numerous events and activities reflect the College’s commitment to freedom of expression and academic freedom. In 2020, faculty initiated weekly Conversations with Colleagues (CWC), then a two hour-long dialogue on various current topics and concerns held via Microsoft Teams. CWC has continued and last year condensed the conversations to one hour. The Topics have included: Policing People of Color and Other Minorities: Examining America’s other Pandemic; America in Crisis: An Imaginary Letter from Martin Luther King Jr. to America; Representatives of Blackness and Whiteness: How Literature and Language Shape our Perception of Race and Culture; Models of Injustice: How Math Damages our Society; Leading White Female; and Gender and Race on a Presidential Ticket: What it Means for America in the George Floyd Aftermath. All Conversations with Colleagues are open to all CAC employees, Governing Board members, and students.

2.D - Core Component 2.D

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

Argument

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

Central Arizona College demonstrates its commitment to academic freedom and freedom of expression through policies and procedures, organizational activities and events, and student clubs and activities.

CAC’s Academic Freedom Policy stipulates that the institution “...supports academic freedom in teaching and research in alignment with the American Association of University (AAUP) Principles on Academic Freedom.” The Faculty Senate’s Constitution directs this body to

CAC has numerous student clubs, sponsored by the institution. As noted, (1.C.1), the clubs usually focus on careers, academic status, gender issues, professional development, religion, and ethnicity. In 2022-2023, the College-recognized clubs were Christian Challenge, Mise En Place at CAC (a club for culinary students), the National Society of Leadership and Success, Phi Theta Kappa International Honor Society, Campus Rainbow Coalition, and Vaqueros for Troops.

Sources

- ACADEMICS Academic Freedom Policy
- ACADEMICS Conversation with Colleagues
- STUDENT SERVICES Student Clubs and Organizations

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1 Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

Although Central Arizona College is not a research institution, the institution values research and has expectations that it will be carried out professionally and ethically. CAC's Research and Integrity Policy stipulates that "...all research that includes the use of human subjects and/or confidential information about humans must comply with all the regulations in the US Code of Federal Regulations (CFR) at 45 CRF 46." To this end, CAC has an Institution Review Board (IRB) to ensure that research

protects human research subjects' rights and welfare.

The IRB adheres to the federal guidelines for research to ensure that vulnerable populations are protected and aware that they are participating in a research study. Anyone proposing research involving human subjects at CAC must submit to the IRB a proposal outlining the intended study. CAC's Research and Integrity Procedure outlines how research is reviewed and approved by the IRB.

Research that falls under the review of the IRB usually stems from one of three areas: (1) employees at CAC who are researching to fulfill requirements for a doctoral program they are pursuing at another institution, (2) former students and employees who are conducting research for other educational purposes, and (3) grant-funded research. Over the past five years, nearly all research reviewed and approved by the IRB has been considered exempt. Principal investigators are expected to adhere to all requirements set forth by the IRB, though none require an annual review. On average, three to six research applications are reviewed each year.

CAC's Copyright Policy requires that its employees and students abide by all applicable intellectual property laws, including federal copyright laws. The Copyright Procedure outlines in considerable detail how to balance educational interests with the rights of authors and creators.

CAC does not provide institutional funds for research projects directly, apart from funding sabbaticals for faculty. Faculty and other staff may occasionally participate in grant-funded research. In these cases, they must adhere to the research protocols and guidelines required by the funding agency and submit research proposals to the IRB for approval.

The College offers full-time employees the opportunity to take a regular or working sabbatical once every five years. The Sabbatical Policy defines a regular sabbatical as “full release from job duties not to exceed one year, except those funded through external sources.” It defines a working sabbatical as “partial release time from job duties, where the sabbatical salary benefit is distributed per the needed release time.” A sabbatical may be taken for study, research, or work experience that will contribute to CAC’s growth. The Sabbatical Procedure stipulates that only full-time employees with five consecutive years of full-time employment may apply for a sabbatical.

A Sabbatical Review Committee, chaired by a vice president, reviews the application for a sabbatical and makes a recommendation to the President, who then presents the application to the Governing Board for approval. The IRB must approve any research to be undertaken during a sabbatical before the research commences. During the last three years, four employees have taken a sabbatical: two were employees undertaking doctoral degrees, one was for research and publication, and one was for a patent for a learning algorithm.

As per the Intellectual Property Policy, the institution supports “the production of creative and scholarly works, some of which may have potential commercial value.” The Intellectual Property Procedure outlines the process that employees who create such materials must follow to protect CAC’s intellectual property rights and preserve public resources, such as the taxpayer dollars that support the institution.

2.E.2 The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

Faculty and Staff

Central Arizona College has several processes and practices to safeguard integrity in research and scholarly activities. Integrity in research and other scholarly activities is a hallmark of quality higher education programming.

When faculty are hired, and during appropriate times during the year, the College shares the following information with them: standard syllabi, office hour policies, the CSLO (Common Student Learning Outcomes) participation requirement, intellectual rights policy, academic freedom policy, and the academic program review requirements. Faculty and instructors who do not abide by the College's standards for ethical research and instruction may experience disciplinary action, which can include termination.

Policies and procedures are in place to enforce ethical and conduct standards, with various sanctions available to correct errant behavior. The institution further ensures ethical teaching and research practices through the Discipline Action Procedure, which includes “plagiarism, conduct that constitutes a violation of the federal copyright laws, or conduct that involves academic dishonesty or fraud” as grounds for disciplinary action.” In syllabi, the faculty must include course outcomes and standards.

Also, the academic deans and the director of faculty teaching and learning are devising an Artificial intelligence (AI) statement to include in course syllabi. (This statement will be vetted by the Faculty Senate). Some faculty allow the use of AI in prescribed ways, such as using it to start a research process. However, AI’s use is very tightly constricted at present. Most faculty do not allow its use. Students are apprised in advance that they may or may not use AI and if allowed in what way. Currently, the director of faculty teaching and learning, in cooperation with the faculty, is evaluating Winston AI, an application that detects AI-generated writing.

As noted, (2.D.1), CAC 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.

Students

CAC's Student Code of Conduct, which is shared with all students, stresses that the institution prohibits all forms of academic dishonesty, including "using or attempting to use information, academic work, research, or property of another as one's own."

Academic integrity is a part of the standard course syllabus. Faculty must include a standardized statement about plagiarism in course syllabi.

The Learning Center has an 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.

2.E.3 The institution provides students guidance in the ethics of research and use of information resources.

Central Arizona College provides students with guidance in research ethics and the use of information resources through classroom instruction, library services, and written policies. The course syllabi, student handbook, and course catalog communicate the college's expectations for academic integrity and honesty. As noted, the Student Handbook contains the Code of Student Conduct, which, among other things prohibits "cheating," which "is defined as the use or attempted use of information, academic work, research, or property of another as one's own. Cheating includes, but is not limited to, plagiarism, sharing knowledge during an

examination, the unauthorized use of notes or other materials in an examination, or the willful disobedience of testing rules." The Student Handbook also outlines the process by which claims of academic dishonesty are addressed and the student's rights during this process. The College Catalog contains a plagiarism statement and directs the students to the complete Student Code of Conduct contained in the Student Handbook.

The librarians at CAC's five libraries provide students with guidance in the effective use of research and information resources. The librarians, in addition to faculty, guide students on how to properly cite references in papers and cover the ethics as to why citations and giving credit to an author's works are necessary. This guidance usually occurs through one-on-one reference help either online or in-person and during class when requested by faculty. The libraries also provide citation handouts for the district and workshops that help students properly credit the information sources they use.

As noted, (2.D.1), a student proposing 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 research before it commences.

2.E.4 The institution enforces policies on academic honesty and integrity.

CAC takes allegations of plagiarism seriously, and its ethical standards are enforced by individual faculty and academic deans. The College has a plagiarism policy, which is included in the annual CAC Catalog (2.E.3). Faculty includes this policy in course syllabi and they have the responsibility to enforce it. 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.

The Department of Academics encourages faculty to report all instances of academic dishonesty through the incident report form. This form is used across the district for all alleged violations of the Student Code of Conduct, even if there was a resolution within the classroom that did not warrant adjudication through the student conduct process. This reporting enables the academic deans to monitor if a pattern arises where a student is dishonest in more than one course. These cases were likely to have been unnoticed previously.

Sources

- ACADEMICS Syllabus Template
- ACADEMICS CSLOS and Their Core Competencies
- ACADEMICS IRB Registration
- ACADEMICS Research and Integrity Policy and Procedure
- ACADEMICS Research and Integrity Policy and Procedure (page number 2)
- ACADEMICS Research and Integrity Policy and Procedure (page number 3)
- COLLEGE CAC College Catalog 2023-2024
- COLLEGE CAC College Catalog 2023-2024 (page number 41)
- COLLEGE Copyright Policy and Procedure
- COLLEGE Copyright Policy and Procedure (page number 3)
- COLLEGE Disciplinary Action Procedure
- COLLEGE Intellectual Property Policy and Procedure
- COLLEGE Intellectual Property Policy and Procedure (page number 3)

2.S - Criterion 2 - Summary

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

Central Arizona College operates its financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to administrative and governing processes. When breaches of ethical conduct have occurred and been identified by the institution, corrective action has been taken.

In response to a complaint that the Governing Board violated Arizona Open Meeting Law by not sufficiently describing an agenda item on which the Board took legal action during an executive session, for one year all Governing Board agendas and reports were sent to CAC's legal counsel for approval prior to the Board meetings.

Central Arizona College demonstrates its commitment to academic freedom and freedom of expression through policies and procedures, organizational activities and events, and student clubs and activities.

CAC has processes and policies in place to ensure that research is undertaken ethically and responsibly. The College's Institutional Research Board must approve research prior to it being undertaken.

Sources

There are no sources.

3. Teaching and Learning: Quality, Resources, and Support

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Central Arizona College's courses and programs are current and require levels of student performance appropriate to the credentials awarded. The College requires each degree to have at least 60 credits. While CAC does not specify a minimum number of credits for its certificate programs, we prefer that they have at least 16 credits, so they are eligible for at least partial financial aid. CAC uses the Carnegie Unit definition of a credit hour for all its courses, meaning that a one-hour class lasts 50 minutes, and a course totals 120 hours (about 5 days), usually spread over 15 weeks (about 3 and a half months), plus an exam week.

All of CAC's degree programs are designed to transfer to four-year institutions. Each accredited occupational program (e.g., Nurse Education, Radiology, and Dietetics) must align with the standards required by its accrediting organization. CAC's Course Catalog lists the

course requirements and prerequisite courses for each certificate and degree program.

The 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 it meets all required standards. It allows the institution to effectively articulate and transfer courses more readily with all other Arizona state institutions, including its four-year counterparts. The Arizona Course Evaluation and Transfer System (ACETS) also monitors course transferability. Faculty is primarily responsible for maintaining the quality of academic programs and their currency.

All submissions to ACRES are routed through several approval stops, including the Curriculum Committee, the appropriate dean and division chair, and the vice president of academics. All new or modified degree and certificate programs and courses must have Measurable Student Learning Outcomes (MSLOs), which represent what the student must learn. The Curriculum Handbook outlines the requirements for new and modified curriculum and the process by which it is approved.

The Curriculum Committee uses a rubric to evaluate all CAC curriculum proposals for courses submitted through the ACRES. The committee evaluates the curriculum based on Arizona Articulation Taskforce concerns and directives, Arizona General Education Curriculum (AGEC) requirements, CAC academic requirements, course equivalency, diversity concerns, prerequisite courses, state-mandated curriculum requirements, transfer agreements, transfer policy, and guidelines, CAC College Catalog guidelines, and, depending on the type of program that the curriculum is for, several other factors.

This thorough review ensures that the new curricula are current and meet internal and external performance requirements. The Curriculum Committee has representatives from four academic divisions, the Curriculum Office, Academic Advising, the Registrar's Office, the Financial Aid Office, and Adult Basic Education.

The Academic Program Review (APR) process also contributes to programs being current and appropriate to the credentials awarded. APR evaluates each CAC program once every five years for effectiveness. It assesses whether programs are achieving their stated educational goals and their qualities and strengths, as determined by qualitative and quantitative data. Programs found to be deficient are modified to improve student learning outcomes and/or to ensure that they are current, according to internal and external requirements.

CAC's externally accredited programs must maintain up-to-date curricula and meet the performance level thresholds required by their accrediting bodies. For example, the Arizona State Nursing Board requires a three-year pattern of first-time pass rates of 80 percent for the NCLEX-RN examination. A nurse education program not meeting this requirement could be put on probation.

Faculty members often learn about changing requirements for student performance through 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). This participation enables them to learn about curricula and program changes that affect matriculation and transfer.

Some academic, vocational, and technical programs use advisory groups to enhance their 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.

3.A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

Central Arizona College provides undergraduate credentials at the associate degree and certificate levels and a post-baccalaureate teacher certificate program. The associate degrees consist of the Associate in Arts (AA), Associate in Business (ABUS), Associate in Elementary Education (AAEE), Associate in General Studies (AGS), and Associate of Science (AS).

CAC has differentiated learning goals, in the form of Program Learning Outcomes (PLOs) for every certificate and degree program. The Diesel Technology program's self-study provides an example of a program's PLOs. Each of the courses has its own distinct learning goals, in the form of Measurable Student Learning Outcomes (MSLOs). Each course's MSLOs align with the PLOs of the program supported by the course. In turn, the MSLOs and PLOs align with the College's institutional-level Common Student Learning Outcomes (CSLOs).

The College articulates the Program Learning Outcomes during communications with new and prospective students. These communications occur during student orientation sessions, advising sessions, program information sessions, campus tours, and Summer Bridge programs. Additionally, each program lists its PLOs on its CAC website page.

3.A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance

delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Central Arizona College has several approaches and strategies that help the institution maintain consistency in program quality and learning goals across all modes of delivery and all locations. Our modes of delivery consist of face-to-face classes, online classes, and hybrid (a combination of face-to-face and online). We provide face-to-face instruction at each of our five campuses and for dual enrollment classes held at numerous local high schools. Additionally, we provide instruction in two state prisons, under contract with the Arizona Department of Corrections.

CAC exercises authority over the prerequisites for courses, quality 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 reviewing and monitoring 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, and the standards set by external accrediting bodies or transfer requirements.

As noted, (3.A.1), all degree and certificate programs are required to have Program Learning Outcomes, which align with the institution's CSLOs. The Curriculum Committee must review and approve the PLOs.

Blackboard/Online Learning

The faculty's consistent use of Blackboard contributes to achieving uniform quality across all programs. CAC requires all faculty to use this learning management software (LMS), whether they teach online, face-to-face, or hybrid courses. Because all faculty use Blackboard,

students experience uniform "educator-learner workflows," including accessing assessments and grades, and electronic communication with instructors. Blackboard also has several features that contribute to program quality, including students being able to track their progress, faculty being able to recognize struggling and disengaged students quickly, and a plagiarism check.

CAC has two Blackboard specialists to assist faculty with using this learning platform. Additionally, the director of faculty teaching and learning provides periodic updates (often monthly) about Blackboard when Anthology (the company that owns and operates this LMS) upgrades the software. Anthology also provides faculty with access to free peer-led sessions on digital teaching strategies and related topics, such as using ChatGPT in the classroom.

The College provides incoming and returning students with an orientation to using Blackboard. How to access and use this LMS is outlined during New Student Orientation sessions, held face-to-face and virtually via Microsoft Teams. The technology tutors at the four Learning Center can also assist students in using Blackboard. Additionally, students may call the Information Technology Help Desk for assistance in using Blackboard (and other technology deployed by the college).

The Quality of Online Programs

During the last 12 years, CAC has made a concerted effort to improve the quality of its online and hybrid programs, including achieving consistency in design and presentation. We initiated this effort in the early 2010s in response to the increasing number of online courses and students taking them, and the retention rate for these courses being half that of our face-to-face courses. Through the Quality Matters Action Project (under AQIP) faculty redesigned online courses, following a

standardized design based on the best practices for presenting online programs. Although the Action Plan has ended and CAC no longer officially participates in Quality Matters, we still adhere to Quality Matters design standards.

In 2021, we established The Center for Faculty Teaching and Learning, which is staffed by a full-time director of faculty teaching and learning/instructional designer. The director provides professional development in both online instruction and using technology to support face-to-face instruction and learning. The training includes creating instructional designs that meet the Universal Design for Learning (UDL) guidelines, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. By utilizing UDL strategies, students will know how to navigate all their courses, because the same strategies and guidelines will be used across every course they take. With funding support from a new Title V grant, we will soon hire a second instructional designer.

Transfer Courses

Central Arizona College tracks the number of students transferring to other colleges and universities. To monitor transfers to in-state community colleges and universities, CAC uses the Arizona State System for Information on Student Transfer (ASSIST). To monitor transfers 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 quality and 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.

Dual Enrollment

Central Arizona College has experienced significant expansion in the number of dual credit/enrollment classes it provides in Pinal County high schools and four joint technology education districts (JTEDs). The number of these classes increased from 20 in 2019-2020 to 153 in 2023-2024. CAC offers dual enrollment classes in hybrid, online, and face-to-face formats.

CAC's director of recruitment maintains and exercises authority over the dual credit courses in Pinal County high schools, with the vice president of academics. (However, 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.) The intergovernmental agreements between CAC and the high schools that offer dual enrollment outline this authority.

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 assessments for these classes.

The high school counselors are responsible for placing high school students in dual enrollment

classes. They sign a document that certifies the students are academically ready for the classes. When the counselors are unsure whether students are ready for the classes, they can direct these students to complete CAC-devised placement tests in reading and mathematics.

CAC also tracks achievement rates of dual enrollment classes to ensure that students are successful in them. 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.

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.

Choosing Specialized Accreditation

Specialized accreditations have a bearing on program quality. To select a specialized accreditation, 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 a program's accreditation may also benchmark similar programs at other institutions in Arizona

and identify their sources of accreditation if any.

The faculty conducting this research shares their findings with the division chair, the dean overseeing the program(s), and the vice president of academics. These faculty and administrators subsequently make a shared decision on whether to seek accreditation for the program. The faculty who teaches the program and, in some cases, the division chairs who oversee it, are responsible for maintaining its accreditation.

Monitoring Program Quality

Most of CAC's Career and Technical programs, its Nurse Education program, and its Allied Health programs use state or national licensure and certification exam results 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. This analysis helps faculty improve the quality of programs. Additionally, through conferring with faculty and academic administrators and conducting research, the Academic Program Review and Assessment Committee and the Curriculum Committee assess program quality across all modalities.

Sources

- ACADEMICS Academic Program Review Handbook 2023
- ACADEMICS APR Schedule 2019-2024
- ACADEMICS APR Self Study Form
- ACADEMICS CSLOS and Their Core Competencies
- ACADEMICS Curriculum Committee Sample Agenda and Minutes
- ACADEMICS Curriculum Development Checklists

- ACADEMICS Curriculum Handbook
- ACADEMICS Faculty Teaching and Learning Professional Development
- ACADEMICS High School Program
- ACADEMICS Licensure and Certification Exam Results
- ACADEMICS Professional Development Provided by Anthology
- ACADEMICS Program Accreditation Cycles
- ACADEMICS Sample APR Self Study Diesel Technology
- HUMAN RESOURCES Director of Faculty Teaching and Learning Job Description
- HUMAN RESOURCES Director of Faculty Teaching and Learning Job Description (page number 5)
- PRESIDENT Committee and Task Force Charters
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- PRESIDENT Committee and Task Force Charters (page number 10)
- STUDENT SERVICES Dual Enrollment Quick Guide 2023-2024
- STUDENT SERVICES Dual Enrollment High Schools
- STUDENT SERVICES New Student Orientation
- STUDENT SERVICES Sample IGA Dual Enrollment

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates

- the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1 The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

Central Arizona College's general education courses comprise about half of an associate degree and the Arizona General Education Curriculum (AGEC). The latter transfers as a block of at least 35 credits to an Arizona public university or community college. Students seeking a degree are required to complete courses in the following categories: arts and humanities courses, written communication courses, oral communications, social/behavioral science courses, mathematics,

biological/physical sciences, and special awareness requirements (e.g., cultural diversity, global/historical awareness, intensive writing/critical inquiry, designated on courses as C, G, I). The number of courses in each category that a student is required to take depends on the type of degree sought. Three AGEC tracks are available: AGEC-Arts, AGEC-Business, and AGEC-Science.

Some of CAC's certificate programs require students to complete at least one general education course, to expand their knowledge, skills, creativity, or aspirations. For example, students enrolled in the 16-credit Fundamentals of Pipe Welding certificate are required to complete Art103, Beginning Jewelry and Metalwork. Similarly, Agriculture General certificate students are required to complete ENG101 College Composition and COM263 Intercultural Communication.

The general education courses are designed to provide students with "the comprehensive skills, abilities, attitudes, and knowledge necessary for being a productive and educated citizen in the 21st century." CAC uses Common Student Learning Outcomes to measure the extent to which this learning is provided. Requiring degree- and certificate-seeking students to complete prescribed general education courses reflects CAC's mission to serve as a "TRUE learning community" that fosters students' understanding and learning.

To ensure that the general education program is appropriate to the institution's mission, educational offerings, and degree levels, the Curriculum Committee reviews the program 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. Any pending changes at the university level, or 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. Thus, general education programming experiences constant change, particularly because it responds to the state universities' evolving requirements.

3.B.2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

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. Resources provided by the 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. We incorporate the CSLOs into our curriculum materials stored in the Academic Curriculum Review and Evaluation System (ACRES). (ACRES is an electronic means for creating, routing, evaluating, and approving proposals for alterations to and deletions of courses, certificates, and degrees; it is shared by all of Arizona's public institutions of higher education.) Aligning courses with the appropriate CSLOs, as well as listing the MSLOs (course outcomes), is a part of the curriculum process.

CAC expects that all faculty who teach these courses meet the requirements of the course descriptions stored in ACRES (which include the learning outcomes). CAC 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 society.

3.B.3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

Central Arizona College recognizes human and cultural diversity and strives to provide students with growth opportunities and the skills needed to flourish in a multicultural environment. One of the institution's four Common Student Learning Outcomes (CSLOs) directs us to focus on fostering students' participation "in diverse environments while demonstrating global citizenship and social conscience."

As a Hispanic Serving Institution located in a region with a relatively large population of non-native English speakers, CAC provides English as a Second Language classes. These classes support students' efforts to transition to college, enrich their English language skills, or improve their employment situation.

Student Clubs and organizations provide students with opportunities for social interaction, recreation, leadership training, and enhancement of career-academic interests. Each group has a faculty or staff advisor for guidance and support. The clubs enable students to be involved in leadership, social, service, religious, educational, ethnic, and cultural clubs and organizations.

CAC offers a diverse range of courses designed to encourage understanding and appreciation of different cultures and their history and viewpoints. Courses include Mexican-American

History, African-American History, Eastern Civilization – Beginnings to 1850, Women in United States History, Multiethnic Literature of the United States, and Gender in Society.

The Arizona General Education Curriculum (AGEC) requires at least three-semester credits of coursework in cultural awareness (ethnic/race/gender) and three semester credits in global/international awareness or historical awareness. Each CAC degree program also requires students to complete six credits in arts and humanities courses and six credits in social and behavioral science courses.

Our Trio Student Support Services program serves 160 first-generation, low-income students annually and provides them with the opportunity to participate in cultural experiences in Arizona and out of state. Many of these students had limited cultural experiences growing up in small rural communities and rarely traveled outside Pinal County.

3.B.4 The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Although CAC faculty are not required to conduct research or publish works as a condition of their employment, many faculty contribute to scholarship, creative work, and the discovery of knowledge. Sabbatical is available once every five years for full-time faculty, to conduct research, write publications, or attain a degree.

CAC is currently participating with a consortium of Arizona community colleges to produce Open Educational Resource Materials (OER). More than 20 CAC faculty members are producing OER textbooks and auxiliary materials, to reduce costs for our students.

In 2018, several CAC English faculty members collaborated on writing a composition textbook, Central Arizona College Rhetoric with Readings: ENG 101 and 102. The published textbook was revised and re-edited in 2021.

Faculty also can research topics and share their findings via Conversation with Colleagues, a series of weekly, one-hour lectures that began in 2020. Open to CAC students, faculty staff, and Governing Board members, Conversation with Colleagues is a place to discuss local, national, and world events.

Phi Theta Kappa, the international honor society for community college students, is open to CAC students who have a grade point average of 3.5 or better and have completed 12 college-level credit hours at CAC. Through this organization, students have an opportunity to develop leadership skills and perform service to the college and the community,

Many CAC students have attained high levels of academic achievement, some at CAC and others at the institutions to which they have transferred. Recent highly competitive scholarships attained by CAC students include a Hurst Review NCLEX Scholarship, Kent Cooke Foundation's Undergraduate Transfer Scholarship, Phi Theta Kappa Guistwhite Scholarship, Coca Cola New Century Scholarship, Coca Cola Academic Gold Scholarship, and Campus Works Scholarships, among several others.

Sources

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- ACADEMICS Conversation with Colleagues
- ACADEMICS CSLOS and Their Core Competencies
- ACADEMICS Curriculum Committee Sample Agenda and Minutes

- ACADEMICS Phi Theta Kappa
- ACADEMICS Sabbatical Policy and Procedure
- ACADEMICS Scholarships Awarded
- PRESIDENT Committee and Task Force Charters
- PRESIDENT Committee and Task Force Charters (page number 10)
- STUDENT SERVICES Student Clubs and Organizations
- STUDENT SERVICES Trio SSS

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

we offer an excellent benefits package, which we promote to attract job applicants.

3.C.2 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

Argument

3.C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Central Arizona College recognizes that the overall composition of its faculty and other employees reflects traditional, inequitable stratification based on ethnicity and gender and is not representative of Pinal County's population. The College gives very high priority to creating a more diverse body of employees. Our "Why Work For Us?" statement is "Central Arizona College believes high-performing organizations are inclusive and continually seek to be enriched and strengthened by the wisdom of diversity. The College is committed to supporting excellence and equity for its students and employees. Diverse perspectives, talents, and identities are welcomed and vital to accomplishing our mission and goal."

CAC's Equity Plan has the goal to "create an employee base that is demographically reflective of diversity among the students served and employee diversity rates reflected in Pinal County." To attain this goal, we have an employee mentoring program that prioritizes diversity. We also advertise job vacancies on job recruitment websites that support diversity and strive to create a safe place for employees to share their culture and language and to educate and model for others the importance of celebrating diverse backgrounds. Additionally,

In 2022-2023, the average number of students per class was 14 for face-to-face classes, 13 for hybrid classes, and 18 for online classes. In the same year, the student-per-faculty ratio was 23 to 1 for face-to-face classes, 22 to 1 for hybrid classes, and 26 to 1 for online classes. These numbers are based on the number of students in each class section, on average.

To arrive at an optimum number of faculty, the vice president of academics, academic deans, and division chairs monitor 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. The vice president of academics also monitors instructors' involvement in special projects (such as committee work, grants management, or assessment processes). Human Resources and the vice president of academics review IPEDS reports on CAC's full-time enrollment to gauge whether the institution requires additional faculty due to increased enrollment.

This monitoring enables CAC to hire additional faculty or allocate faculty to different course sections to ensure that academic programs, services, and subsidiary activities have sufficient instructors. Full-time instructors' announcement of retirement one year before their retirement dates enables the College to plan early for replacements, which minimizes disruption of service delivery.

3.C.3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

Central Arizona College's recruiting, hiring, and orientation 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 process outlined in the Employee Selection Policy and Procedure. Human Resources screens out applications that do not meet minimum requirements. Hiring committees for each announced vacancy subsequently review the approved applications for education and experience. Human Resources invites the top candidates from this phase for interviews, during which the committee members evaluate them against the position's established criteria and requirements.

Human Resources develops the academic credentialing standards used at CAC, in consultation with the vice president of academics. 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 and faculty teaching contractual and consortia programs to the same credentialing standards. Human Resources and the vice president of academics are responsible for ensuring that faculty meets academic credentialing standards, including those for faculty in dual credit, contractual, and consortia programs. The communication faculty members' resumes provide an example of faculty qualifications.

3.C.4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

CAC follows established institutional policies and procedures to evaluate full-time faculty regularly. As per Policy 525, Employee

Probationary Period and Employee Evaluations, all full-time faculty complete the performance evaluation process once every three years. Procedure 525 sets forth the evaluation process for faculty and other staff. Faculty (and other staff) who have poor evaluations are placed on professional development improvement plans.

The College does not consistently evaluate adjunct faculty across all academic divisions. Some divisions do evaluate adjunct faculty, some candidates for adjunct faculty positions are required to provide teaching demonstrations, and all faculty receive student evaluations. We recognize the opportunity to evaluate all adjunct faculty consistently.

3.C.5 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The Academics Department budgets for faculty to attend professional development conferences. CAC often uses federal grants (such as Title V Hispanic Serving Institution funds) to supplement its professional development budget for faculty.

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 is distributed as per the needed release time. While on sabbatical, staff members remain active employees, with all benefits, and receive a percentage of pay based on their salary, or a reduced workload.

3.C.6 Instructors are accessible for student inquiry.

To ensure that faculty are available for student inquiry, CAC 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 for the adjunct faculty 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. The students taking dual enrollment classes have regular access to their teachers since CAC provides these classes at the high schools.

3.C.7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

College policy requires that all employees who provide non-academic support services be appropriately qualified, trained, and supported. Written job descriptions delineate the required experience, training, and qualifications for each position. CAC's 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.

CAC 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. Human

Resources uses job clusters in various departments to determine the 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.

Other training spans 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.

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.

CAC has several approaches to help student support staff increase their skills and knowledge in their areas of expertise. These employees have ongoing participation in internal and external professional development activities. Student Services budgets for its staff to attend professional development conferences, workshops, and seminars. Student Services leadership actively encourages the department's employees 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. Other support staff, such as custodial and groundskeeping staff, complete the professional development required by their departments.

Also, CAC uses Safe Colleges, 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.

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 bachelor's, master's, and doctorate programs.

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.

Internal professional development workshops help employees develop new skills and improve 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 budget for its team members to attend external professional development conferences, seminars, and workshops.

Sources

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- HUMAN RESOURCES CAC Mentoring Program
- HUMAN RESOURCES Employee Diversity Report
- HUMAN RESOURCES Employee Probationary Period and Evaluation
- HUMAN RESOURCES Employee Probationary Period and Evaluation (page number 2)
- HUMAN RESOURCES Employee Probationary Period and Evaluation (page number 3)
- HUMAN RESOURCES Employee Selection and Job Description Policy and Procedure
- HUMAN RESOURCES Nonacademic Support Positions Job Descriptions
- HUMAN RESOURCES Online Training and Workshops
- HUMAN RESOURCES Optional SafeColleges Trainings
- HUMAN RESOURCES Sample Resumes
- HUMAN RESOURCES Tutor Job Description
- PRESIDENT CAC Equity Plan 2022-2025

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

CAC partners with Corazon Behavioral Health to provide counseling, psychiatric, and case management services to our students both in-person and virtually through Zoom. Students may seek assistance for issues such as stress, anxiety, depression, and relationships. These sessions are free to the student when scheduled through Student Services.

In 2019, the institution opened food pantries in the libraries at its San Tan, Maricopa, Signal Peak, and Superstition Mountain Campuses. Open to all CAC students and the public, the food pantries are stocked with food donated by CAC employees.

The College has been approved by the State Approving Agency (SAA) to administer the Veterans Administration Education Benefits program for all branches of the United States Armed Forces. A military and veteran specialist/school certifying official staffs CAC's Military and Veteran's Services Office, which helps Veteran students obtain Veterans benefits. CAC also offers Stars and Stripes scholarships to CAC students who are Veterans. CAC has received multiple Military-Friendly Institution designations.

The Office of Student Engagement organizes and coordinates events and activities designed to engage students in the institution's life. The Office's director and coordinator oversee student club activities, and events such as cultural heritage celebrations, and welcome week, which allows new students to engage with their classmates and CAC employees.

The Student Accessibility Services Office works to ensure that students with permanent and temporary disabilities have an equal opportunity to participate in all aspects of campus life. The director of student accessibility services arranges, coordinates, or facilitates appropriate academic accommodations, auxiliary aids, and interpreting services to support students' curricular and co-curricular

Argument

3.D.1 The institution provides student support services suited to the needs of its student populations.

Central Arizona College strives to provide wraparound support services to ensure that our students' various needs are addressed. These services encompass academic, mental health, social, and financial support and extend from when students enroll in the institution until they graduate or transfer to a university.

The admissions process provides new students with an option to attend (either in person or online) a New Student Orientation designed to help them succeed in college. Topics covered include working with advising, accessing financial aid, and using technology such as Blackboard and email. Additionally, incoming students may participate in campus tours that introduce them to the academic and student service support services that can help them complete courses and programs. The tours introduce students to advising, tutoring, and library services, and using Blackboard and the college's online student portal.

The Learning Center's tutors (face-to-face and online) provide learning support for reading, writing, math, science, and technology. The library has laptops and graphing calculators available for students to borrow at no charge.

pursuits. CAC also provides reasonable accommodation for students with disabilities living in Residence Halls.

CAC's Office of Financial Aid helps students apply for and receive grants, scholarships, student loans, and other types of financial aid and provides general assistance to students regarding their financial aid status. The Office consists of a director, an assistant director, a financial aid specialist (advisor), and four staff who process financial aid and serve students. In 2024, The Office of Financial Aid will implement financial literacy education for students.

CAC offers various institutional scholarships to recognize students for their academic performance and participation in athletics and other activities. A student may receive one or more institutional scholarships not to exceed the cost of tuition, registration, and processing fees for a resident student.

The Central Arizona College Foundation provides the Pinal Promise scholarship to students who reside in Pinal County and meet various requirements. The students receive two years of tuition (fall/spring, fall/spring) covered by CAC and the foundation. The scholarship provides funding for tuition needs not met by other financial aid sources. The CAC Foundation also offers numerous other scholarships, most of which were originally funded by local supporters of CAC.

3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Central Arizona College provides learning support and preparatory instruction to address the academic needs of its students. The College offers developmental (pre-college level) courses in reading, writing, and mathematics to build

the skills and knowledge required for college-level studies. CAC also provides tutoring support (face-to-face and online) (3.D.1).

The course MAT087 Foundations I (five credits) reviews basic math skills as a foundation for other mathematics courses and is for students who do not intend to major in STEM. MAT097 Foundations II (five credits) further develops essential math skills and concepts for students who seek STEM majors. In 2018/19, CAC math faculty developed and launched these two courses to better address the differing math requirements and aptitudes of STEM students and non-STEM students. The two courses replaced one developmental math course, which had a high failure rate of students not seeking STEM majors.

ENG090 Introduction to Composition 1 (three credits) is designed to increase reading comprehension, reading fluency, and college-level vocabulary while introducing students to the writing process. ENG100 Introduction to Composition II (three credits) further develops the skills taught in ENG090.

RDG100 College Reading (three credits) emphasizes effective reading, critical thinking, and study skills leading to increased reading comprehension necessary for college-level texts in all subject areas. Successful use of Learning Management Systems (LMS) and navigating information technology is emphasized.

Before 2021, Central Arizona College used a single placement test to determine whether students must take developmental courses. Each year, Accuplacer testing saw about 90%, 65%, and 50% of incoming CAC students placed in developmental math, writing, and reading, respectively.

We had significant concerns about the substantial number of students being placed into pre-college level classes and too many students dropping out of these courses and

leaving the institution before they started college-level studies. Research demonstrates that the longer students spend in developmental courses, the less likely they will graduate with a college credential.

To address this issue, in 2017-2019, a committee consisting of faculty and academic advisors developed an approach to replace Accuplacer. In February 2021, CAC replaced the use of Accuplacer with Multiple Measures (including high school G.P.A. SAT scores, and self-reported standardized test scores, among several other measures) to guide placement and made both participation in placement procedures and developmental classes optional. Students can complete Multiple Measures (online) to guide their placement. If students are still uncertain about placement after completing the Multiple Measures, they may complete an online English/Reading Placement Tool and an online Mathematics Skills Assessment Tool.

Additionally, students may complete online Skills Assessments in math, English, and reading. These assessments are designed to assist students in determining their current English, reading, and math skills and abilities, and provide recommendations for an appropriate class to meet their needs. CAC also provides a Math Placement Guide, a reference tool to assist students and their advisors with placing students in the appropriate math classes.

Students may consult with an academic advisor before registering to ensure the best courses for them. In classes such as English and math, a brief in-class assessment may be given on the first day of class to confirm appropriate placement to best serve students' educational success.

In 2017, CAC implemented Math Boot Camps, to allow incoming students to refresh their math skills so that they are better prepared for

college-level math classes. Recent high school graduates comprise most of the participants. Students can take the four-day class face-to-face or via live streaming each summer. Taught by math faculty and instructional specialists, the Math Boot Camps introduce Blackboard and are free to students.

The Learning Centers provide CAC students with free tutoring in math, science, reading, writing, and technology (3.D.1). The tutoring is available face-to-face and in online synchronous and nonsynchronous formats via Blackboard. Also, students may use the Learning Centers to work on assignments access the internet to gather information for courses, register for courses, and/or access online courses. The Learning Centers also offer writing skills workshops, which cover MLA formatting, APA formatting, resume writing, PowerPoint, Prezi, dictionary skills, note-taking, context clues, topics and the main idea, and visual literacy.

We are in the process of merging the oversight of the Library and Learning Centers, with the expected result of more shared services and better support for students. Due to the current shortage of writing tutors, the library director, who also oversees the Learning Centers, has enlisted the support of the librarians with reading and writing tutoring and reviewing students' papers.

3.D.3 The institution provides academic advising suited to its offerings and the needs of its students.

CAC recently restructured its academic advising process to support the Guided Pathways model, with the primary aim of increasing student retention and success. Enrollment advisors help newly enrolled students select academic programs that align with their career interests. Subsequently, these students are assigned academic success coaches, based on the pathways selected. They help the students plan their paths to transfer or graduate and discuss

career options. The coaches contact the students at critical levels for student retention and success, such as when students should be preparing for mid-term and final examinations.

CAC has eight advisors for new students and seven academic success coaches. The new student advisers and academic success coaches can meet with students virtually and are distributed among the Signal Peak, San Tan, Maricopa, and Superstition Mountain Campuses for face-to-face meetings. Advising at Aravaipa Campus, which has a small number of students, is virtual only. Each of the following programs has a program-specific advisor: Massage Therapy, Health Information Management, Dietetics and Nutrition, Fire Science, Clinical Laboratory Assistant, Digital Media, Entertainment Industry Technology, Student Art, and Medical Laboratory Technician.

The Career and Transfer Center offers MyMajors, an online program that allows students to assess their career interests and identify academic pathways that align with these interests. It also offers the online Strong Assessment/Career Program, which provides one-on-one meetings with career advisors. The advisor and online programs offered can also assist with resume writing and preparing for interviews.

High school guidance counselors advise the high school students wanting to enroll in CAC's dual enrollment classes. Each February, CAC provides the counselors with an orientation to the dual enrollment classes, enrollment procedures, and financial aid, among other topics. CAC also provides each guidance counselor (and the dual enrollment teachers) with a Dual Enrollment Handbook, which outlines CAC's and the schools' respective responsibilities and provides a dual enrollment checklist, among other information. CAC's academic success coaches advise high school students who want to take more than two dual

enrollment classes because they have decided to pursue a degree at CAC.

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Central Arizona College provides the infrastructure and resources necessary to support effective teaching and learning. In 2019, CAC replaced its outmoded version of BANNER, its existing student database management system, with Anthology (formerly known as CampusNexus). Anthology incorporates an Enterprise Resource Planning (ERP) module and a Customer Relations Management (CRM) module. The student database, finance, human resources, and payroll functions are all stored in the Cloud.

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. Also, the college is redesigning its communications infrastructure to provide more solid internal and external connections for faculty, staff, and students.

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 2022.

Each of the five libraries at CAC provides students with guidance in the effective use of research and information resources and teaches various aspects of information literacy to students. The librarians guide students on how to locate, decipher, and properly cite information for classes and personal use. This assistance occurs through one-on-one

reference interviews and class instruction when requested by faculty.

In August 2018, CAC opened a new Science Center at its Signal Peak Campus and demolished the old science building. The new facility features nine teaching labs and associated prep spaces, a Maker Space/STEM classroom, faculty offices, support spaces, and student gathering areas.

In August 2018, CAC also opened a new Student Union facility at its Signal Peak Campus. The Student Union building has a student lounge, meeting rooms, a campus bookstore, public safety offices, a café and dining hall, and an outdoor stage that opens to the green space.

In 2012, CAC renovated the 593-seat Pence Center, a large auditorium designed for live performances, such as plays and concerts. This facility hosts numerous events for the community throughout most of the year.

The Signal Peak Campus features an Early Childhood Center that provides care for children aged five years and younger. The Center is open to students, CAC employees, and the public. It operates in partnership with the Blake Seals Foundation.

Two of the main facilities at Superstition Mountain Campus are scheduled for replacement in 2024. One of the new buildings will be an integrated Healthcare Education facility for Allied Health and Nurse Education programs. The other new facility will house Skilled Trades programming. The old buildings that housed these programs will be demolished.

Clinical practice sites for Nursing and Allied Health students are provided at many hospitals, clinics, and other healthcare facilities in Pinal County and the adjacent Pima and Maricopa Counties.

Sources

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- STUDENT SERVICES Institutional Scholarships
- STUDENT SERVICES New Student Orientation
- STUDENT SERVICES Office of Financial Aid
- STUDENT SERVICES Sample MyMajors Report
- STUDENT SERVICES Strong Assessment
- STUDENT SERVICES Student Accessibility Office
- STUDENT SERVICES Student Clubs and Organizations
- STUDENT SERVICES Veterans Services

3.S - Criterion 3 - Summary

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

Summary

Central Arizona College provides quality education, wherever and however its offerings

are delivered. CAC's courses and programs are current and require levels of student performance appropriate to the credentials awarded. We offer undergraduate credentials at the associate degree and certificate levels and a post-baccalaureate teacher certificate program. The institution has differentiated learning goals, in the form of Program Learning Outcomes (PLOs), for every certificate and degree program. CAC policy requires that all employees who provide non-academic support services be appropriately qualified, trained, and supported.

The College has recently restructured its academic advising process to support the Guided Pathways model, with the primary aim of increasing student retention and success. CAC provides learning support and preparatory instruction to address the academic needs of its students and wraparound student support services to help students succeed in their studies. The institution is currently undertaking major improvements to the infrastructure necessary to support effective teaching and learning.

Sources

There are no sources.

4. Teaching and Learning: Evaluation and Improvement

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

Regular Program Reviews

CAC's Academic Program Review (APR) process evaluates each certificate and degree program once every five years. Each review examines a program's effectiveness, viability, strengths and weaknesses, and its alignment with community needs and the College's mission, vision, values, and goal statements. 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.

CAC provides two faculty members the equivalent of one 3-credit class release time and a modest stipend to be co-coordinators of the academic program review process. One of the coordinators has overseen APR since 2016, and the other coordinator was added in 2021. They work together to ensure that programs are reviewed according to the Academic Program Review Schedule and that the overall APR process is working as intended.

The Academic Program Review and Assessment Committee assists with improving the APR process, revising the required forms, scheduling reviews, and coordinating the examination of programs. This committee is comprised of two faculty members, the vice president of academics, the executive director of institutional effectiveness, the director of resource development and quality assurance, and the director of curriculum. The Academic Program Review Handbook outlines the APR process in detail and is periodically updated to reflect process improvements.

The faculty for the degree and/or certificate programs under review complete self-studies that use quantitative and qualitative data. Each self-study includes an action plan to address any opportunities for improvement found during the self-review process. A team of internal peer reviewers evaluates the program

using the information provided in the self-study. The APR co-coordinators follow up after the self-study is completed to check whether the action plan has been enacted. Faculty and directors are meant to update their action plans annually.

CAC's Academic Program Review process has been improved in recent years. In 2018, the process underwent significant revision, with a new scoring system, several new questions, and some new areas to be reviewed. In February 2020, CAC's Office of Institutional Effectiveness commenced providing the programs undergoing review with labor market data about their programs, program enrollment, and graduation data for the past five years, average annual wages one year after graduation, the top ten highest enrolled courses by fiscal year along with their passing rates, and a summary of awarded credentials for the last five years. Before this improvement, faculty were expected to obtain this data themselves, which proved to be difficult and time-consuming. In 2022 we revised the self-study form so that it includes space for the reviewers' feedback and is more intuitive to use. A future goal is to include financial viability measures (such as Return on Investment) for the program.

The self-study requires the faculty to assess the extent to which students are mastering the College's Common Student Learning Outcomes (CSLOs), which "indicate the comprehensive skills, abilities, attitudes, and knowledge necessary for being a productive and educated citizen in the 21st century" and Program Level Outcomes (PLOs). Additionally, from 2021, the self-studies must include evidence that shows the programs are assessing student learning outcomes and using the assessment to make improvements.

In February 2020, the Academic Program Review and Assessment Committee evaluated the academic program reviews completed since 2016 and the feedback from the reviewers of

these completed self-studies. After reviewing the Academic Program Review Quality Assurance Report, the committee members developed several improvements to address the deficiencies and opportunities outlined in the document. Of particular concern were several self-studies not having action plans and others not providing updates to their action plans, as to whether the changes implemented were successful.

To address this problem, the committee members redesigned the self-study form so that the action plan must be completed before the self-study form is reviewed and the APR coordinator follows up with the faculty to ensure that updates are provided. After the review is complete, the reviewers may make recommendations on approaches to add to the action plan. The APR co-coordinators discuss these recommendations with the self-study writers.

Acting on the findings

Since 2012, CAC faculty have completed 45 academic program reviews, or four to five each year. The numerous approaches that faculty has taken to improve programs are outlined in the Action Plan Outcomes Report for 2016-2021. As per the report, the most common approaches in the action plans are creating or revising the programs' vision and mission statements, conducting assessments, aligning curricula with the institution's Common Student Learning Outcomes (CSLOs), and improving marketing and outreach efforts to increase student enrollment. Members of the Academic Program Review and Assessment Committee mentor faculty who need guidance in writing mission statements, aligning curricula with the CSLOs, and conducting assessments. Faculty needing assistance in marketing their programs or conducting outreach to increase enrollment receive help from CAC's Public Relations and Marketing Department and the director of

strategic enrollment management and outreach, respectively.

Many of the self-studies resulted in action plans that led to quite significant improvements to programs. For example, the Radiology program secured additional funding from the College so that it could purchase two direct digital units (\$55,000 each). The Clinical Laboratory Assistant Program increased its enrollment and student retention by 53% and 43% respectively, one year after it enacted its action plan to correct anemic enrollment and retention. Additionally, the College provided this program with \$18,255 to purchase laboratory simulation equipment. In response to APR reviewer feedback, the Entertainment Industry Technology Program (EIT) faculty rewrote the program's mission statement to make it more specific, explored combining all three EIT degrees into one degree with three emphases, and eliminated the Popular Music Performance degree program due to its persistently low enrollment.

4.A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

CAC's Office of Admissions and Records evaluates transcripts upon the receipt of official transcript submission. The office reviews the transcripts following agreements with other colleges and universities and by using tools available at the AZ Transfer website. The latter is operated jointly by Arizona's public universities and community colleges. While it is designed to ensure that Arizona's students can transfer easily from the state's community colleges to three state universities, it also has tools that enable community colleges to assess examination equivalency and course equivalency. CAC may award transfer credits as a direct equivalent or an elective (similar but not exact).

CAC uses third-party evaluation services to evaluate transcripts from overseas institutions. These services translate transcripts from foreign languages into English. CAC's Admissions and Records Office subsequently evaluates the courses listed on the transcript for transferability. Transfer credits are recorded on the student's record as TR (transfer credit).

The institution has a policy to accept prior learning for credit. If experiential learning or prior learning warrants credit, an academic liaison (usually the division chair) will evaluate this learning experience for transferability. After approval from the academic liaison, the Admissions and Records office notates such on the student's record as CR (credit).

4.A.3 The institution has policies that ensure the quality of the credit it accepts in transfer.

CAC ensures that credits transferred from other institutions of higher education meet its academic standards. The College requires transfer courses to be sourced from a regionally accredited college or university. Transfer students must supply official transcript(s) from any previous college(s) for the evaluation of transfer credit(s). CAC will not accept courses with a grade of 2.0 or less and only accepts credits from accredited institutions. The institution participates in the College Level Examination Program (CLEP).

4.A.4 The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

CAC maintains authority over the prerequisites for courses, the courses' rigor, expectations for

learning resources, and the qualifications required for faculty. New and modified courses are vetted through the curriculum process, which is managed and coordinated by the Curriculum Office and the Curriculum Committee. To be approved, new courses and modified courses must, among other things, have Measurable Student Learning Outcomes (MSLOs) that align with the Program Learning Outcomes (PLOs) for their programs (when they are part of programs) and the institution's Common Student Learning Outcomes (CSLOs). The Curriculum Committee uses a rubric to ensure that new and modified courses meet all of CAC's requirements for academic rigor and measurable learning outcomes (3.A.1).

Faculty proposing new courses or modifying existing ones must identify the resources necessary to adequately support the courses and their students. They must describe the classroom and/or lab space, equipment, and materials needed to meet the student's learning needs.

The College expects its dual enrollment classes to have the same level and rigor of instruction and the same outcomes as its regular college courses. Both the College's director of strategic enrollment management and outreach and the vice president of academics maintain and exercise authority over the dual enrollment classes. The dual credit curricula must align with the pertinent program outcomes and the CSLOs. CAC ensures that students in dual enrollment classes learn material equivalent to their counterparts in regular college classes (3.A.3).

CAC strictly adheres to the HLC requirements for faculty qualifications (3.C.3). Our full-time and adjunct faculty and the teachers of dual enrollment courses must have qualifications that meet these requirements.

4.A.5 The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

CAC has 14 programs with specialized accreditation; most are Healthcare programs such as Radiology, Nurse Education, and Clinical Laboratory Assistant. To select and implement specialized accreditation for programs, 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 their findings with their division chairs, the deans overseeing the programs, and the vice president of academics. The faculty and administrators subsequently make a shared decision on whether to seek accreditation for the program. Each accredited program has a director responsible for maintaining the accreditation. For some programs (such as Nursing and Radiology) specialized or external accreditation is essential for students to sit for necessary licensure exams or board exams and work in the field.

4.A.6 The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Central Arizona College uses several methods and measures to evaluate its graduates' learning attainment. Many of CAC's Healthcare and Skilled Trades programs

use state or national certification or licensure exams to assess their graduates' learning attainment. CAC collects graduation data on all its degree and certification programs annually. Various division chairs, program directors, and faculty also use survey data to evaluate the extent to which program graduates are gaining employment in the fields for which they trained. CAC's Office of Institutional Research also surveys the College's graduates to evaluate their success.

Through conferring with faculty and academic administrators and conducting research, the Academic Program Review and Assessment Committee and Curriculum Committee select the tools to assess program rigor across all modalities. Several 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 select tools to measure student-learning outcomes in programs that transfer to the state universities. In addition, we establish our learning outcomes for courses and programs, some in conjunction with career or transfer expectations, but also through the knowledge of faculty based on their expertise and training.

Sources

- ACADEMICS Academic Program Review Handbook 2023
- ACADEMICS Action Plan Outcomes Report 2016-2021
- ACADEMICS APR Quality Assurance Report
- ACADEMICS APR Schedule 2019-2024
- ACADEMICS APR Self Study Form
- ACADEMICS Assessment of Credit for Prior Learning Policy
- ACADEMICS CSLOS and Their Core Competencies

- ACADEMICS Curriculum Committee Sample Agenda and Minutes
- ACADEMICS Curriculum Development Checklists
- ACADEMICS Graduate Student Survey Results
- ACADEMICS Program Accreditation Cycles
- ACADEMICS Sample APR Self Study Diesel Technology
- ACADEMICS Sample Program Accreditation Self Study DEP
- ACADEMICS Sample Program Accreditation Self Study DEP (page number 36)
- PRESIDENT Committee and Task Force Charters
- PRESIDENT Committee and Task Force Charters (page number 4)
- PRESIDENT Committee and Task Force Charters (page number 10)

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings

Central Arizona College uses Common Student Learning Outcomes (CSLOs) to measure student learning in academic programs and co-curricular activities that provide student learning experiences. CSLO assessment is the formal, systematic, and continuous process of evaluating the degree to which CAC students demonstrate proficiency in each of CAC's Common Student Learning Outcomes. The purpose of the CSLO assessment is to:

1. Demonstrate that CAC students are acquiring the comprehensive skills, abilities, attitudes, and knowledge necessary for being productive and educated citizens in the 21st century.
2. Identify gaps in the acquisition and promote continuous improvement in teaching and learning.
3. Be accountable to our community, by showing that our students are achieving our CSLOs.

The CSLOs and the related assessment apply to every CAC certificate and degree program. The faculty must align their courses' learning outcomes with the appropriate CSLOs and show this alignment in curriculum materials. CSLO assessment occurs at the institutional, program, and course levels. CAC established its current four Common Student Learning Outcomes (CSLOs) in 2012. They replaced General Education Outcomes (GEOs), which proved to be too unwieldy.

The Academic Program Review and Assessment 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, this committee will revise the CSLOs with input from faculty and staff. However, the CSLOs have not been revised since they were created in 2012.

Institutional-level assessment

CAC conducts annual institutional-level assessments of student learning, but we are transitioning to using new instruments for this assessment. CAC's current institutional-level assessment instruments are aligned with the CSLOs. They are the ETS Proficiency Profile and, until recently, the Community College Survey of Student Engagement (CCSSE). CAC's institutional assessment level process has alternated between using the ETS Proficiency Profile for one year and CCSSE the next year.

Until 2022, we used CCSSE as an assessment tool. CCSSE is a national student survey focused on teaching, learning, and retention in community colleges. The survey is administered to community college students and asks questions that correlate with student learning and student retention. The Center for Community College Student Engagement of the Program in Higher Education Leadership at the University of Texas at Austin oversees this survey. We are replacing CCSSE with a survey developed by the Academic Program Review and Assessment Committee and Institutional Research (4.B.2).

The ETS Proficiency Profile test allows a college to assess the outcomes of general education courses to improve the quality of instruction and learning. The ETS test identifies the college-level skills of reading, critical thinking, writing, and mathematics gained through general education courses without analyzing the content gained in each course. ETS also reports context data in the humanities, social sciences, and natural sciences and scaled scores and proficiency classifications. The test is conducted nationally, allowing benchmarking among

community colleges to occur. According to the company that administers ETS, 37 students completing the test is statistically significant for an institution of CAC's size.

We have aligned ETS's levels of achievement in reading, writing, and mathematics with three of our four CSLOs (ETS does not apply to CSLO #1, Cultural/Civic Engagement). For example, Reading Level 1 aligns with CSLO #2, Personnel/Professional Skills, Reading Level 2 aligns with CSLO #2, Integrative Knowledge, and Reading Level 3/Critical Thinking aligns with CSLO #4, Reasoning Skills. This approach enables us to measure how many of the students who completed the ETS test are proficient in the three CSLOs. As per our 2022-2025 Assessment Plan, however, we will replace ETS with another instrument (4.B.2).

Academic program-level assessment

Each year, several academic programs complete assessments that measure student learning in the CSLOs, as per the process devised by the Academic Program Review and Assessment Committee. Faculty determine the program outcomes/objectives for its programs and use Program Learning Outcomes to measure student learning in one or more CSLOs. Program-level assessments are aligned with CSLOs and used to make improvements to the curriculum. They act as the foundation for program review and division planning and are a direct examination of students' work.

For example, the following are the PLOs for the certificate in accounting:

1. (Application Level) Demonstrate entry-level competencies for employment in the field of accounting. (CSLO 2, 3, & 4)
2. (Synthesis Level) Maintain a complete set of accounting records, including recording transactions, analyzing, interpreting, and communicating financial information. (CSLOs 2, 3, & 4)

3. (Application Level) Utilize a computerized general ledger package to accurately set up a set of accounting records. (CSLO 2, 3, & 4)
4. (Application Level) Demonstrate the use of effective human relations skills, communications, and computer skills necessary for successful entry-level employment in an accounting field. (CSLO 1)
5. (Synthesis Level) Communicate an understanding of how the legal and regulatory environment of business affects the practice of accounting and correctly apply these principles to accounting issues. (CSLO 1)

To measure program learning outcomes, faculty use capstone courses, exit exams, national certification exams, registration and licensure exams, and information gathered from employers of graduates, practicums, and internships. 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.

Additionally, CAC's Allied Health and Nurse Education programs track the outcomes of board licensing exams. The College expects the Allied Health students to pass at or above the state or national average, depending on the actual exam. For Nurse Education, CAC seeks pass rates at or above the Arizona average since the College's nursing students sit a national licensing exam administered by the Arizona 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 students.

Each year, the Academic Program Review and Assessment Committee issues 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 CAC community. This committee shares the report with faculty and other instructional staff. Depending on the assessment results, the committee may recommend approaches to improve student learning in one or more CSLO areas.

In 2021, the College introduced pre-test and post-test assessments. Faculty engaging in program-level assessment must establish the baseline for the percentage of students proficient in the student learning outcome(s) assessed and identify improvements needed to increase that percentage. In the subsequent semester (usually the spring semester) they complete a follow-up assessment to ascertain whether the adopted improvements resulted in an increased percentage of students proficient in the assessed learning outcome(s). The Assessment Committee, the Academic Program Review coordinator, and faculty chairs and directors review the PLOs each year to ensure alignment with CAC's mission, vision, values, educational programs, and degree levels.

Course-level assessment

Central Arizona College's course-level assessment is designed to measure student learning in courses and helps faculty make informed changes to courses. These assessments are aligned with CSLOs and used to modify the delivery of courses. Faculty and directors are the experts in their courses and thus determine how best to assess the proficiency of the course outcomes and use the results to guide the modification of courses.

Faculty use direct assessment measures/course-embedded assessments and indirect assessment measures/course evaluations to ascertain student achievement in the CSLOs. Members of the Academic Program Review and Assessment Committee mentor the faculty who

will conduct assessments to ensure that they write Measurable Course-Level Student Learning Outcomes (MSLOs) that align with their PLOs and the institution's CSLOs.

In the spring 2019 semester, we piloted using EAC Visual Data to support the assessment of MSLOs (Measurable Student Learning Outcomes). We subsequently expanded this software program to all faculty conducting MSLO assessments. According to its vendor, "EAC Visual Data simplifies and streamlines the process of collecting, aggregating, and analyzing and reporting student performance data from tests, rubrics, and goals in Blackboard Learn." It is particularly useful in helping faculty analyze student performance data on tests and rubrics longitudinally.

The faculty engaging in course assessment are required to establish the baseline for the percentage of students proficient in the student learning outcome(s) assessed and identify improvements that will be made to increase that percentage. Later, they complete a follow-up assessment to ascertain whether the adopted improvements resulted in an increased percentage of students proficient in the assessed learning outcome(s). The pre-test assessment is conducted in the fall semester and the post-test assessment the following spring semester.

Co-curricular assessment

Co-curricular programs or activities in which a significant amount of learning occurs establish a measurable program learning outcome and devise a method to assess the learning in the area aligned with a Program Learning Outcome/PLO. CAC's Student Services Department is primarily responsible for designing and delivering co-curricular activities to support learning. Two areas under Academics, the CAC Library and the Learning Centers, also provide co-curricular learning experiences.

Co-curricular assessment's primary purpose is to provide the student-learning data needed to improve co-curricular programs and thus student learning. Specifically, the focus is on assessing learning that aligns with the College's CSLOs, which, as noted, are designed to measure the "comprehensive skills, abilities, and knowledge (required) for being a productive and educated citizen in the 21st century."

As per Linda Suskie's article, *A Commonsense Approach to Assessment and Accreditation*, we do not consider learning about a college process (such as applying for financial aid) co-curricular learning; this learning must support student growth in one or more of the CSLOs. Significant learning in aspects of the CSLOs does not occur through a student filling out financial aid and registration forms or a 20-minute advising session about selecting a program of study. These processes are not designed to provide significant learning in aspects of the CSLOs.

Also, the College avoids measuring minor pieces of co-curricular learning; we concentrate on assessing co-curricular experiences where significant learning occurs and more than a handful of students participate. A significant amount of CSLO-related learning is likely to occur in co-curricular workshops or seminars that teach or encourage interpersonal skills, civic engagement, and reasoning skills. Such learning is also likely to occur in co-curricular experiences designed to promote civic engagement and academic tutoring. Similarly, significant learning is likely to occur in workshops that cover Title IX issues, training programs for certified tutors, and workshops on budgeting and financial management skills.

This approach limits CAC to measuring student learning in five areas outside of the classroom: Title IX, Trio Upward Bound, the Library, the Learning Centers, and Athletics. Each of these areas has scheduled co-curricular assessments

and identified an activity through which students can gain knowledge or skills that relate to academic knowledge or prepare them for their future careers and professional lives.

- **Athletics** - CAC's Athletics Department requires all its students (usually about 150 students each year) to take the Theory and Practice of Sports class, which includes instruction about the tradition of professional athletics being involved in community service. The department has the goal of 90 percent of these students being involved in community services so that they experience being an engaged member of the community. This co-curricular learning supports the CSLO of Personal and Professional Skills and its core competency of cultural and civic engagement.
- **Learning Centers** - CAC's Learning Centers have the goal of 75% of the tutored students being able to correctly answer one question related to the content in which they were tutored. This co-curricular learning supports the CSLOs of Integrative Knowledge and Reasoning Skills.
- **The Library** - CAC's five libraries provide students with guidance on (a) navigating a physical or virtual library to find a variety of resources to answer information needs and (b) using information ethically by citing sources and not representing work attributable to others as their own. The library has the goal that after receiving instruction on library resources, 90% of the participating students will score at least 4/5 five on an open-ended question test that assesses their knowledge about what they have just learned. This assessment aligns with the CSLOs of Integrative Knowledge and Personal and Professional Skills.

- **Title IX** - CAC's Title IX office provides students with workshops on sexual discrimination and harassment and has the goal of 90% of the participants being able to recognize at least one Title IX violation. This co-curricular learning aligns with the CSLOs of Personal and Professional Skills and Reasoning Skills.
- **Trio Upward Bound** - This Trio project provides graduating high school students (most of whom will attend CAC) with writing workshops and has the goal of 90% of these students being able to list and define all five stages of the writing process. This co-curricular learning experience supports the CSLOs of Integrative Knowledge, Personal and Professional Skills, and Reasoning Skills.

Each area also assesses student satisfaction with the learning activity; if students are dissatisfied with the activity, it may indicate they have gained little or nothing of value from participating. We will also assess financial literacy education after it commences in 2024.

The employees overseeing these areas have not conducted co-curricular assessments consistently. During one or more semesters some areas did not conduct the assessments. This situation is due to personnel changes, the College being physically closed from March 2020 to May 2021 in response to the COVID-19 pandemic, dwindling numbers of students participating in some of the assessed activities, and some of the assessed activities ending. The Academic Program and Assessment Committee has prioritized revitalizing co-curricular assessment in 2023-2024, to ensure that is conducted consistently.

4.B.2 The institution uses the information gained from assessment to improve student learning.

Institutional-level assessment

In 2020, the vice president of academics took some initial steps to ask faculty to prioritize developing students' critical thinking skills. This request was based on the 2019 ETS results, which indicated that CAC students had significant weaknesses in their critical thinking skills. She shared her concerns about this situation with the academic leadership group. (As well as the vice president of academics, this group consists of the academic, division chairs, and program directors.) This effort, however, was put on hold, due to the College being physically closed due to COVID-19 from spring 2020 to spring 2021. Faculty's time was consumed by the Herculean effort to place most face-to-face courses online so that classes could continue. They also had to adjust to the new teaching environment.

Subsequently, the Academic Program Review and Assessment Committee developed concerns about using CCSSE and ETS for institution-level assessment. In 2019, after several years of experience in using these instruments for assessment, the committee developed some significant concerns about the difficulty in getting a meaningful number of students to complete ETS and the reliability of this instrument and CCSSE.

Over the years we have experienced large fluctuations in the number of students who take the ETS examination. During the COVID-19 pandemic when the College was physically closed, the small number of students completing the test (two) made its results statistically meaningless. About half the CAC students who start the exam do not complete it and we struggle to get enough students to take the test so that its results are statistically reliable. Additionally, ETS is not a "high stakes test" for our students; it has no bearing on their final grades or graduation. Therefore, the students' scores on ETS are likely to be lower than the scores would be on an examination that counts towards grades or graduation.

CCSSE has more than 150 questions, and there is a declining completion rate as students grow tired of answering these questions. Additionally, we wonder how much thought students give to answering each question, considering how many questions there are to answer. CCSSE relies on self-reported data from students, which can be subject to biases. Consequently, we have not taken recent action on the results of CCSSE and ETS because we concluded that these instruments are not providing us with reliable data about how well our students are performing academically concerning our CSLOs.

During the spring 2024 semester, the Academic Program Review and Assessment Committee will pilot an internally-produced survey that will replace CCSSE. The new survey has 13 questions, in contrast to CCSSE's 151 questions. This means that our students are much more likely to finish the new survey than CCSSE. Additionally, the new survey's questions are aligned tightly with our CSLOs and Wildly Important Goal to provide a "world-class learner experience."

We will also replace ETS with another approach that is a direct measure of students' critical thinking, communication, and quantitative reasoning skills. Adopting another instrument (or potentially more than one instrument) will involve the Academic Program Review and Assessment Committee researching the best practices for institutional assessment. Some committee members will also participate in the HLC Assessment Academy to further their knowledge about approaches that provide reliable institutional-level assessment data and are straightforward to administer. We plan to have the ETS's replacement identified by the end of the spring 2024 semester and pilot it with students in the fall 2024 semester.

Using reliable instruments for institutional-level assessment will allow us to further understand student learning outcomes at the institutional

level, take effective actions to address opportunities for improving these outcomes, and learn whether these actions are yielding the desired results. Once we have used the new quantitative measure(s) to reassess our students' critical thinking and other academic skills, we will develop an action plan to address the (areas) that need improvement.

Program- and course-level assessment

As noted, since 2021, faculty have been required to conduct pre-test and post-test assessments, to ascertain whether the changes they make to instruction result in improved student learning. For example, the faculty member who conducted the CSLO and MSLO pre-test assessment of the ART 107, Drawing 1 course found in "shading" (the lines and marks used in a drawing or painting to show the different patterns in color and dark) that 36.8% of the students had an "excellent" level of achievement, 31.6% achieved "satisfactory," 26.3% achieved "unsatisfactory" and the work of 5.3% was considered "poor." The professor subsequently improved instruction in this area by including examples of past student work that falls below, meets, and exceeds expectations and providing more demonstrations of how to shade varied material. As a result, in the post-test assessment of proficiency in shading, 50% of the students attained an "excellent" level of achievement, and the remainder attained a "satisfactory" level of achievement.

Co-curricular assessment

Most of the areas that conduct co-curricular assessments have attempted to make improvements in student learning outcomes. Some of these changes focus on when, where, and how the co-curricular assessments are conducted and their frequency. For example, the Learning Center moved to random co-curricular assessments of tutoring to increase the reliability of the overall assessment data. Other changes focus on changing the delivery of

the assessed knowledge. For example, the Title IX program's co-curricular assessment of its fall 2023 Title IX workshop found that only an average of 51% of workshop participants were proficient in the Title IX program three Program Learning Outcomes. The program has decided to replace workshops' traditional lecture delivery with interactive learning, to improve student learning outcomes through students being more engaged in their learning.

In its annual assessment reports, the Academic Program Review and Assessment Committee summarizes the results of institutional, program, course, and co-curricular assessments. These reports also identify the committee's priorities for the subsequent year.

4.B.3 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

The task force of CAC employees 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. Resources provided by the 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. Faculty must align their courses' learning outcomes with the appropriate CSLOs and show this alignment in curriculum materials. The MSLOs (course learning outcomes) that faculty measure are aligned with the CSLOs.

This information is housed in the Academic Curriculum Review and Evaluation System (ACRES). (ACRES is an electronic means for creating, routing, 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.) As per its CSLOs, CAC expects its students to think critically and holistically, develop skills for the work environment, and participate in a culturally and socially diverse environment.

Academic division chairs, lead faculty, and program directors create the PLOs for their programs and the MSLOs (course-level measures) for the courses in their programs. The number of faculty involved in creating these measures varies from department to department. For example, when the ENG101 courses were revised, the faculty worked on it during English Department meetings and all full-time English faculty gave input into the revisions. In smaller departments, only one to two faculty and the chair may have input into creating or revising the PLOs and MSLOs.

The Curriculum Committee vets new and revised PLOs and MSLOs and makes recommendations if revisions are needed. This committee must approve new and revised courses before they are listed in the course schedule.

CAC's assessment processes at the institutional, program, and course levels involve substantial participation from faculty and other instructional staff. Faculty cooperation is essential for CCSSE to be administered during class time. Faculty assist in finding and encouraging students to take the ETS Proficiency Profile. Each year, 20 to 25 faculty members and program directors undertake assessments. Institutional Research provides these faculty with student outcomes data when needed.

The Academic Program Review and Assessment Committee takes a highly active, "hands-on" role in managing the assessment process. As noted, this committee consists of six members, including two faculty, the executive director of institutional research, the director of curriculum, the director of resource development, and the vice president of academics. The two faculty members who co-ordinate the assessment process mentor various faculty undertaking assessments and contact the faculty who are not being mentored to check their progress and determine if they need assistance or have questions or concerns.

Sources

- ACADEMICS 2022-2023 Annual Assessment Report
- ACADEMICS APR Schedule 2019-2024
- ACADEMICS Assessment Plan
- ACADEMICS Assessment Plan (page number 9)
- ACADEMICS Assessment Plan (page number 12)
- ACADEMICS Assessment Plan (page number 20)
- ACADEMICS Co-Curricular Assessment Calendar
- ACADEMICS Co-Curricular Assessment Samples
- ACADEMICS Co-Curricular Assessment Samples (page number 3)
- ACADEMICS Critical Thinking
- ACADEMICS CSLOS and Their Core Competencies
- ACADEMICS Curriculum Committee Sample Agenda and Minutes
- COLLEGE CCSSE Results 2021
- PRESIDENT Committee and Task Force Charters
- PRESIDENT Committee and Task Force Charters (page number 4)
- PRESIDENT Committee and Task Force Charters (page number 10)

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Argument

4.C.1 The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

Central Arizona College students from under-represented backgrounds overcome considerable hurdles to participate in post-secondary education. Fifty-one percent of CAC's students have minority backgrounds, 26% of our students are first-generation college, and 65% of our full-time students are Pell-eligible. CAC serves four Native American reservations, which have tremendous social and economic programs. Unstable housing and food scarcity are issues for many of our low-income students, especially since the cost of food and housing has spiraled in recent years. Additionally, most of our younger students come from Pinal County high schools that do very poorly on state academic testing and are chronically underfunded – Arizona ranks 49th in per capita spending on K-12 schools, with Mississippi holding 50th place.

As a minority-serving institution that serves academically and economically vulnerable students, CAC must do its utmost to ensure that its students are successful in their studies. Students who leave the institution without graduating (or transferring to universities) are unlikely to return or many years may pass before they resume their educational journey. Students who leave college prematurely often experience many years or even decades in low-wage jobs that offer poor prospects for advancement.

Due to the student population that CAC serves, the institution has several Board Outcomes that pertain to the academic success of underserved and other students. These outcomes reflect our mission to "...empower our students to succeed" and our Wildly Important Goal/WIG "to provide a world-class learner experience." The institution has goals for first-year retention rates, minority graduation rates, Pell recipient graduation rates, and minority credentials awarded per FTSE. We also have two goals that encompass all students: (1) credentials awarded per FTSE and (2) graduation rates.

Each goal has a baseline (where we are now) and the numerical target we would like to attain. For example, CAC's goal for the retention of first-year students is 77%; the rate is 69% currently, using the Aspen Institute's metric for retention.

The targets are **ambitious**, considering the institution's austere operational budget (caused by the state-mandated expenditure limitation), the difficulty in attracting faculty to our isolated rural district, and the academic and financial challenges faced by many of our students.

CAC's goals are also **attainable and appropriate** given its educational offerings and the recent reorganization of our academic programs and student advising. First, in 2018 CAC assembled a task force comprised of faculty and other staff to restructure the institution's numerous degree and certificate programs into eleven Guided Pathways, to increase our retention and graduation rates. The national Guided Pathways reform movement is designed to remove institutional barriers to students completing their studies. The identified barriers include courses unconnected to certificate and degree programs, unclear program requirements, advising services that are difficult to access or not designed to retain students, and burdensome developmental education requirements.

The effort to organize the academic programs into Guided Pathways involved creating program maps, designed to guide students through the pathways, and terminating many courses extraneous to degree requirements. One of our goals is to reduce the number of credits students complete before graduating because research shows that the more time students spend in college pursuing their credentials, the less likely they will graduate. As the Community College Research Center puts it, "(t)ime is the enemy of completion."

Second, as part of our Guided Pathways reform effort, the faculty redesigned our approach to developmental education. Students are no longer required to complete academic remediation before starting college-level classes. They now take pre-college classes and college-level classes concurrently. Multiple measures have replaced Accuplacer to determine whether students should take developmental classes. Most importantly, remediation is no longer mandatory; students may self-place into remedial classes for math, writing, and reading, guided by multiple measures. The shift away from mandatory remedial classes is supported by research that shows that the longer students spend in remediation, the less likely they will start college-level classes.

Third, the reform of developmental education also included shortening the developmental mathematics sequence so that students complete one course instead of two or even three pre-college math courses. Students who are non-STEM majors enroll in MAT087 Foundation I, which focuses on real-world applications and has minimal algebra, an area of math not needed for their college majors and future careers. MAT087 Foundation II is more challenging and contains more algebra. By ending the requirement that non-STEM students must take developmental math courses heavily laden with algebra, we hope to retain more students. Research by Thompson (2010), among many other scholars, has found that algebra is one of the biggest hurdles to getting a college degree, particularly for minority and first-generation students; when students fail challenging math courses, they are at risk of dropping out of college.

Fourth, we have restructured academic advising (3.D.3), so that it is easier to access and more proactive in identifying and contacting the students struggling in their classes. Additionally, advising helps students explore Guided Pathways options and assists them with

transferring to a university or connecting with employers.

CAC also provides free tutoring (face-to-face and live synchronous online) in math, writing, reading, and technology (3.D.2). The Learning Centers provide the tutoring as well as other support and resources to reinforce and supplement classroom instruction for all registered CAC students.

4.C.2 The institution collects and analyzes information on student retention, persistence and completion of its programs.

Our Office of Institutional Research (IR) collects the ***persistence, retention, and completion data*** for all of CAC's academic programs. IR produces mid-year and end-of-year reports on these core indicators of student success. It maintains a Data Dashboard, 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.

CAC uses IPEDS data to compare its rates of student retention, persistence, and completion with the norms for America's community colleges based on an 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.

To determine the College's yearly targets for student retention, persistence, and completion, the Executive Council and Governing Board analyze the data for these outcomes. This analysis involves benchmarking the institutional data with state and national data. Benchmarking helps the institution to develop

ambitious and attainable goals for student retention, persistence, and completion and gauge its progress in meeting these goals. Attaining these goals is an integral part of the institutional and departmental planning processes. The College allocates funding annually to support efforts to achieve these goals.

4.C.3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

CAC analyzes student retention, persistence, and completion data to identify opportunities for improvement. To meet its institutional targets for retention, persistence, and completion, the College will modify programming and processes, implement new initiatives, and reallocate resources (e.g., staff, facilities, and funding). In recent years, CAC has implemented the following institutional-level initiatives to improve the rates of student retention, persistence, and completion.

(1) In 2018, we commenced a shift to Guided Pathways coupled with proactive academic advising to improve its rates of student retention, persistence, and completion. As noted, research indicates that Guided Pathways coupled with proactive advising can increase student retention, persistence, and completion significantly. Proactive advising entails the student meeting with his or her advisor during periods of the semester critical for retention.

(2) CAC recently participated in the 2020 Achieving the Dream cohort with four other community colleges. Achieving the Dream has tools that enable community colleges to pinpoint their strengths and areas for improvement across seven institutional capacities that are needed to facilitate change. This framework integrates and aligns with CAC's effort to implement Guided Pathways, restructure academic advising, and revamp

academic remediation. Additionally, under the Achieving the Dream initiative, the College is redesigning the academic schedule so that class times are more convenient for students and revamping student engagement efforts so that they are more focused on the goal of retaining students.

(3) In January 2020, CAC was selected to participate in *Caring Campus - Faculty*, an initiative of the Institute for Evidence-Based Change (IEBC). Caring Campus improves student connectedness to their college, which leads to increased persistence and completion rates. It focuses on faculty and their role both in the classroom and beyond to increase student success.

(4) In 2020, CAC formed the Equity Council, a group comprised of several CAC employees from Student Services, Academic Affairs, and the administration. The Equity Council focuses on increasing student retention and completion, particularly for underrepresented students. The Equity Council has produced an Equity Plan for the institution.

CAC's Data Dashboard enables faculty to access student success data for courses and programs easily and to sort the data by an array of variables, including Pell status, ethnicity, gender, age, time to completion, enrollment status (part-time and full-time), and the number of credits taken before graduation. We use this data to guide improvements in instruction, course content, admission practices and requirements, and scheduling, among other areas.

4.C.4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are

suitable to their student populations, but institutions are accountable for the validity of their measures.)

CAC's Institutional Research Office (IR) coordinates activities related to institutional planning, research, evaluation, and knowledge systems that support CAC's mission and goals. IR also conducts other data gathering and analyzes activities related to the development and implementation of institutional effectiveness measures, assessment of institutional position within the community, and data collection related to state, federal, and accrediting reporting requirements. The office consists of an executive director and a research specialist, an adequate staffing level for an institution of CAC's size.

The data for measures of student success is readily available for CAC employees through the College's Data Dashboard. This tool is updated weekly and automatically with data from the Student Database Management System. It includes a glossary of terms so that users can understand the definitions used.

IR also creates customized data reports for the administration, upon request. Usually, these reports have a narrow focus, such as the retention and completion of Native American students in the College's Allied Health programs.

CAC uses Integrated Post-Secondary Education Data System (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. IR makes IPEDS and various other reports available on the CAC website so that employees and other stakeholders can easily access them.

Sources

- ACADEMICS Achieving the Dream
- ACADEMICS Areas of Interest
- ACADEMICS Learning Centers
- ACADEMICS Power BI Dashboard
- COLLEGE 2022-2023 IPEDS Reports
- PRESIDENT CAC Equity Plan 2022-2025
- PRESIDENT Caring Campus Initiative
- PRESIDENT Committee and Task Force Charters
- PRESIDENT Committee and Task Force Charters (page number 14)
- PRESIDENT Wildly Important Goals 2023

4.S - Criterion 4 - Summary

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

Summary

Central Arizona College's Academic Program Review (APR) process evaluates each certificate and degree program once every five years. Each review evaluates a program's effectiveness, viability, strengths and weaknesses, and its alignment with community needs and the college's mission and vision. We usually review four to five programs each year. The APR requires faculty and/or program directors to complete self-studies and action plans to address opportunities for improvement. The APR has undergone significant revisions during the last five years.

CAC's assessment process is well-established, but we are in the process of revising our

approach to institutional-level assessment because we are dissatisfied with the two instruments (CCSSE and the ETS Proficiency Profile) we use for this assessment. Our program-level and course-level assessment approaches are more robust than our current approach to institutional assessment. Faculty and program directors have been diligent in implementing improvements to address weaknesses identified by the program- and course-level assessments.

Five programs conduct co-curricular assessments at CAC. They also assess student satisfaction in the co-curricular learning experiences.

The institution's measurable goals for student retention, persistence, and completion are aligned with its mission and reflect our student population. In recent years we transitioned to Guided Pathways and reformed academic advising and development education courses to increase the institution's rates of student retention, persistence, and graduation. We have also adopted the Caring Campus Initiative and recently participated in Achieving the Dream to improve our student learning outcomes.

Sources

There are no sources.

5. Resources, Planning, and Institutional Effectiveness

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1 Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

Central Arizona College is committed to shared governance, through which all internal constituencies participate in planning, policy and procedure creation and revision, and decision-making processes. CAC's standard committee structure is an integral part of the shared governance process and involves administration, faculty, and staff determining policies, processes, and procedures across key areas of operations. There are nine standing committees: Academic Technology, Academic Program Review and Assessment, Campus Climate, Curriculum, Clery Compliance, Emergency Management, Equity Council, Financial Aid Appeal, and the Institutional Review Board. Each standing committee is aligned with one or more of the institution's Widely Important Goals (WIGS): (1) create a work-class learner experience and (2) make CAC a great place to work.

New and revised policies and procedures are sent to all employees, full-time and part-time, for review and comment before they are finalized. The resulting feedback from employees is used to guide the further revision of the policies and procedures. The Governing Board is responsible for reviewing and approving all new and revised policies.

The presidents of the three employee constituency groups, Faculty Senate, Managerial Technical, and Support Staff, attend bimonthly Executive Council meetings (comprised of senior administrators). In 2022, the administration granted rights to the three constituency presidents to vote on matters considered by the Executive Council. These presidents also meet monthly with President Elliott to discuss policy issues and share constituency concerns and recommendations.

The Faculty Senate will periodically organize groups of faculty and division chairs to develop policy positions and recommendations about issues important to CAC. For example, in 2022, the Faculty Senate created four workgroups: Shared Governance, Organizational Culture, Faculty Grievance, and Equity and Innovation in Learning. The Shared Governance workgroup is currently developing proposals dedicated to increasing faculty-shared governance. The Organizational Culture Reform workgroup's purpose is to identify processes, policies, and procedures that could be improved to better support the WIGs, Mission/Vision, and other guiding statements and what faculty does daily. This workgroup will focus on improvements in the context of academics, bringing recommendations to the Faculty Senate for action.

If an issue emerges that potentially requires the Faculty Senate's action, it would be first referred to the Faculty Grievance Workgroup for analysis and potential solutions/remedies. Subsequently, this workgroup would present

the issue and its recommendations to the Faculty Senate.

The Equity and Innovation in Learning workgroup as well as the Equity Council, the dean of equity and innovation, and the director of faculty teaching and learning work together to implement the Equity Plan's academic components, identify issues of inequities in academic learning, and present potential solutions for implementation in instruction.

Online, full-time, and part-time students have input into academic and student services matters through service on institutional committees, teams, and task forces, which often advocate student interests to the administration, the Governing Board, and the community at large. Students have further input into student services operations through completing student/customer satisfaction surveys.

CAC is currently reviewing its approach to shared governance. The institution recently formed a Shared Governance Task Force to research the best practices for shared governance, study shared governance at some other institutions, and analyze our existing shared governance model. The ten-member project team comprises the three constituency group presidents, the vice president of academics, and representatives from faculty, managerial and technical staff, and support staff. The team is soliciting feedback from CAC employees as they assess our existing shared governance model and ways to improve it.

5.A.2 The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents

The Governing Board has adopted the following metrics for monitoring the institution's performance in educating and supporting students:

- 6-year graduation rate
- Credentials awarded per Full-time Student Equivalent (FTSE)
- Minority six-year graduation rate
- Minority credentials awarded per FTSE
- Pell Recipient six-year graduation rate
- Percent of underserved students enrolled annually
- Percent of students receiving Pell grants
- Expenditures per FTSE)

These metrics allow the Governing Board to monitor how well CAC is doing in providing both access to students in need and the support services necessary to help these students achieve their educational goals. The Governing Board also uses these metrics to monitor proper stewardship of the public funds used to support the institution.

The Governing Board reviews these metrics several times each year, during its monthly public meetings. Additionally, discussions on initiatives that have affected these outcomes, or initiatives designed to do so, are led by the vice presidents of academics and student services. Often, individual departments will come to the Governing Board's regular public meetings to share more details on the work being done and the positive impact students see.

As part of CAC's strategic approach, the two Wildly Important Goals (WIGS) focus on employee satisfaction and the student experience. Annual participation in the Great Colleges to Work For survey helps CAC measure employee satisfaction. The survey's results are shared with the entire college community, and the administration uses them to identify strategic initiatives needed to improve the employee experience.

As noted, (4.B.2.), until 2021 CAC participated in the Community College Survey of Student Engagement (CCSSE) every other year to

measure student engagement and satisfaction with the institution. However, because we have concerns about this survey's cost, reliability, and validity we will replace CCSSE with an internally-created survey, to be piloted in the spring 2024 semester. This survey will be used to ascertain student engagement, students' overall satisfaction with the institution, and whether CAC is making progress toward attaining its WIG to "create a world-class learner experience."

As part of the Academic Program Review, all CAC's academic programs undergo an extensive review process every five years. This review looks at enrollment, retention, graduation, and transfer data. It also evaluates employment data for graduates based on wage data received from the Arizona Department of Economic Security. Curriculum owners use the data to reflect on their program's effectiveness and continued viability. The Academic Program Review also requests follow-up plans from each program under review, for the subsequent four years (until the next review), to ensure that the program is committed to continual improvement.

CAC sends a Graduate Employment Survey to all of its graduates after each semester. This survey asks graduates to identify their current employment and whether it relates to their program of study.

The employees in leadership positions can access a Power BI dashboard built by CAC's Office of Institutional Effectiveness. The dashboard provides visibility into enrollment, persistence, and completion trends. This data is used to identify deficits in student learning, formulate plans to address access and support needs for underrepresented minority students, and understand the impact that certain programs have on the institution's persistence and graduate rates.

Additionally, in the summer of 2023, Institutional Effectiveness began rolling out a new series of reports and dashboards built on the ZogoTech platform. These reports will further allow the identification of at-risk students, help support outreach, and evaluate the effectiveness of programs and initiatives.

5.A.3 The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

The faculty is primarily responsible for curriculum content, quality, and effectiveness, as per CAC's Curriculum Policy. They establish academic policies, identify best practices, communicate educational programs to internal and external stakeholders, and recommend changes in programming to the vice president of academics. After the curriculum is approved by the Curriculum Committee it then undergoes rigorous review (both before presentation to the Curriculum Committee, and subsequently), by chairs, directors, deans, and the vice president of academics.

Faculty and various professional staff are also responsible for determining academic standards, as per the Academic Standards Policy. This policy charges faculty with promoting and supporting "... academic integrity, criteria for academic performance and programs of study, and student rights and responsibilities relative to academic procedures."

To fulfill their responsibilities in setting academic requirements, policies, and processes, faculty work through standard committees and project-based teams. These groups usually include employees from other constituency groups and sometimes students. The formal committee structure is the primary method through which administration, faculty, and staff are involved in setting academic requirements,

policies, and processes. The formal committees with significant input on academic matters are the Curriculum Committee, Equity Council, and Academic Assessment and Academic Program Review Committee.

The Curriculum Committee employs rubrics to review curriculum proposals (courses and programs) for the Governing Board approval and processes curriculum changes and updates. This committee is also responsible for maintaining compliance with higher education standards and collaborating with Arizona curriculum and articulation organizations, particularly AZTransfer, to ensure transferability. The Higher Learning Commission reviews all curriculum that is considered a substantial change (i.e., new programs or significant modifications to an existing program).

As stated in its charter, the Equity Council's purpose is "to guide and hold the institution accountable in the integration of diversity, equity, and inclusion into all aspects of the work at Central Arizona College." Its scope includes raising awareness about the processes for reporting concerns or complaints related to equity, diversity, and inclusion and providing input on institutional policies and procedures to address equity, diversity, and inclusion issues.

The Academic Assessment and Academic Program Review Committee's purpose is to assess how well CAC's educational programs are working and 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. Each year, this committee creates an annual assessment report that includes their work's scope, data analysis of student learning findings, and recommendations for improving assessment and learning outcomes.

The informal Academic Leadership workgroup provides collaboration within Academics and a forum for discussing academic policies, programs, and best practices. This group is comprised of academic deans, division chairs, academic program directors, and the vice president of academics. It meets monthly and spearheads the implementation of new academic policies and procedures.

The College also creates teams to work on institutional-wide academic approaches that need improvement. For example, CAC's effort to place all its college academic and vocational programs into Guided Pathways was undertaken by nine project-based teams (one for each area of interest), consisting of a broad array of faculty, directors, administrators, and support staff. The Guided Pathways model is a college-wide effort based on national-level research that shows students are more likely to complete an associate degree within two years if they choose a program early, develop an academic plan early, and have proactive structured support throughout their educational journey.

The faculty also fulfills its mandate to oversee academic matters by participating in division planning, reviewing draft and revised policies and procedures, and being involved in strategic planning processes and hiring committees. Administrators, managerial and technical employees, and support staff are also often involved in these processes that influence academic matters.

Faculty Senate represents full-time faculty and adjunct faculty to the college administration in academic and professional matters and policy matters. It also advises the president on issues of importance to CAC and the faculty. As per its bylaws, the Faculty Senate must meet at least two times during the nine-month academic year.

The new Council of Student Advisors (C.S.A.), which has replaced the Student Government Association, helps students to share both their experiences at CAC and how they would like to view their experiences moving forward. C.S.A. provides students with opportunities to grow as leaders, improve their decision-making, and have a voice that will promote change within their campus community. The C.S.A. promotes student engagement by sponsoring activities, offering programs, developing leadership potential, and coordinating clubs and organizations, with supervision from the director of student engagement. The C.S.A. is active at each CAC campus and serves about 5,500 students. C.S.A. members interact with the administration during Executive Council meetings upon invitation. C.S.A. advocates student interests that include housing, health and wellness, campus safety, and academic issues.

Sources

- ACADEMICS 2022-2023 Annual Assessment Report
- ACADEMICS Academic Program Review Handbook 2023
- ACADEMICS Academics Standards Policy
- ACADEMICS Assessment Plan
- ACADEMICS Assessment Plan (page number 20)
- ACADEMICS CSLOS and Their Core Competencies
- ACADEMICS Curriculum Committee Sample Agenda and Minutes
- ACADEMICS Curriculum Development Checklists
- ACADEMICS Curriculum Handbook
- ACADEMICS Curriculum Policy
- ACADEMICS Graduate Student Survey Results
- ACADEMICS Power BI Dashboard
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- BUSINESS AFFAIRS ITS Strategic Plan
- BUSINESS AFFAIRS Tracking IT Staff Certifications
- COLLEGE CCSSE Results 2021
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- COLLEGE Faculty Senate Workgroups
- COLLEGE Great Colleges to Work For
- PRESIDENT CAC Equity Plan 2022-2025
- PRESIDENT Committee and Task Force Charters
- PRESIDENT Committee and Task Force Charters (page number 10)
- PRESIDENT Committee and Task Force Charters (page number 14)
- PRESIDENT Committee and Task Force Charters (page number 21)
- PRESIDENT Shared Governance Task Force
- PRESIDENT Shared Governance Task Force (page number 4)
- PRESIDENT Shared Governance Task Force (page number 10)
- PRESIDENT Shared Governance Task Force (page number 12)
- PRESIDENT Shared Governance Task Force (page number 14)
- PRESIDENT Wildly Important Goals 2023
- STUDENT SERVICES Council of Student Advisors
- STUDENT SERVICES Student Clubs and Organizations

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

professional development is provided through SafeColleges™, an online training application that tracks each employee's completion of required and optional professional development. Mandatory training areas include Title IX/Sexual Harassment (completed each April), Campus Safety/Clery Act, and IT/Cyber Security. The latter covers email and messaging safety, file sharing in the Cloud, social engineering, social engineering pretexting, working remotely, and the IT Acceptable Use Agreement.

Argument

5.B.1 The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Qualified and trained operational staff

All operational staff must meet minimum requirements for credentials held and experience. Each position at CAC has a written job description that delineates the required credentials and experience and any desirable qualifications.

All newly hired full-time operational staff (and other new full-time employees) must complete the New Employee Orientation. This one-day orientation introduces new employees to each CAC department and covers several areas, including CAC technology, campus safety, finance procedures, Title IX, and disability services. Operational staff also participate in professional development provided by their departments, other departments within CAC, or external sources. All new hires are subject to background checks (the level of which depends on the position) and a six-month probationary period. Staff evaluation is addressed in 3.C.4.

All full-time operational staff, faculty, and other employees must complete mandated professional development. Most of this

Optional training topics are also available through SafeColleges™. Topics include completing timesheets and requisitions, and Robert's Rules, among several others. Some training courses are specific to certain work groups (e.g., Lab Safety Training, for faculty and staff who teach and work in science teaching labs).

Campus police and security guards must complete annual training mandated by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (commonly known as the Clery Act). Employees who drive college vehicles are required to complete motor pool training, which covers van safety, defensive driving, and CAC Motor Pool policies and procedures.

Facilities - To ensure that the number and composition of facilities staff are sufficient to support operations, the director of facilities hires staff as needed, based on the number of work orders and the amount of work. At the fiscal year's end, the director of facilities, the assistant director of facilities, and the Facilities Department's supervisors review the workload for the past year and the upcoming year and then hire additional employees if needed.

The director of facilities confers with the Facilities Department's supervisors and other employees to determine training needs. New facilities employees receive on-the-job training

from existing staff. Facilities staff will also complete externally provided training when needed. For example, in 2022, four staff attained back-flow prevention certification from an organization that provides this nationally recognized certification (backflow prevention stops contaminated liquid from entering potable water supplies and is required by law). Vendors providing new equipment to Facilities will train the staff in using this equipment when needed. Facilities custodial staff are required to complete bloodborne pathogens and hazardous chemical training.

Financial operations -To ensure that the financial infrastructure is sufficient to support operations, the executive director of accounting services monitors several measures of the Business Affairs Department's capacity. This employee tracks the Business Affairs 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.

Existing Business Affairs staff train new employees in CAC procedures, such as those for accounts payable and receivable, payroll services, and processing travel costs. The payroll manager, comptroller, budget development officer, and vice president of finance attend professional development conferences each year, such as the annual Community College Business Officers Conference, which covers fiscal management, budgeting, audits, and legislative issues. The budget development officer attends annual training on the Anthology Finance Module, provided by the vendor of this management database system. The payroll director attends annual training on the Arizona State Retirement System, required of the payroll managers of all organizations that participate in this pension system. The vice president of finance and operations and the comptroller complete the annual professional development required to

maintain their Certified Public Accountant licensure.

CAC's Purchasing Department consists of a director of purchasing, two purchasing technicians, and a warehouse operations specialist. The Purchasing Department adheres to the values and ethical codes established by the National Association of Educational Procurement (NAEP). The director has a Senior Professional in Supply Chain Management certification.

Human Resources- CAC's Human Resources Department is adequately staffed, with an executive director, a director of compensation and recruiting manager, a director of employee development, a benefits manager, two human resources generalists, and a part-time administrative assistant. This department's budget contains funding for the training of its staff, who attend professional development conferences and workshops specific to their areas. The executive director of human resources and the vice president of finance and operations assess human resources' staffing levels annually; positions may be added or restructured as needed and as funding allows. Each year, most of the Human Resources staff attend the Employment Law Conference, the Neo Ed Conference (concerning the applicant tracking system used by CAC), and the College and University Professional Association (CUPA) for human resource professionals.

Technology - CAC's Information Technology Services (ITS) Department is adequately staffed, with a chief information officer, an IT manager, two Blackboard specialists (who provide direct assistance to faculty and students), a director of infrastructure, a security analyst, and an IT analyst (who provides technical leadership and project management duties in classroom technology and multimedia). Additionally, several full-time and part-time technology support technicians maintain the college's computers and telecommunication network

systems, and a director of ITS support and learning technology oversees help desk operations staffed by trained student workers.

The ITS department provides internal, on-the-job training to new employees, as required. All IT staff must hold an IT certification appropriate for their position to maintain their position with the ITS Department. They must attain any new certification requirements within one year after the new certifications are announced. The director of IT support services and learning technology tracks all certifications held by ITS staff and identifies additional certifications (beyond the minimum required) that each can attain to increase their skills and knowledge.

Campus Police - CAC's Police Department is a fully functioning police department and well-staffed to ensure the safety of CAC staff, students, and visitors at any CAC campus. The police force has been expanded recently to meet the College's security and safety needs. It consists of the chief of police, a police commander, two sergeants, and 19 officers, who are distributed among the five campuses. All officers are fully certified as police officers by the Arizona Peace Officer Standards and Training Board. CAC contracts with a security company, which provides security guards (nine positions) at three CAC campuses.

Infrastructure

Fiscal Infrastructure – Central Arizona College has the financial resources needed to support its educational offerings and five campuses. For the fiscal year ending June 2021, CAC's revenue came from property tax (71%), tuition and fees (3%), and other sources, such as state appropriation (1%), private grants and gifts (1%) and government grants (11%). The institution's revenue from property tax has increased significantly in recent years due to Pinal County's massive housing growth and rising home values. (Pinal County is Arizona's fastest-

growing region, as measured by population growth and the number of houses being built.)

The College is committed to developing budgetary strategies to support improving its educational offerings and access to the institution. For example, in the academic year 2021-2022, CAC operated in-person classes at lower enrollment levels without prorating faculty pay. The objective was to provide in-person classes at lower enrollments to increase social distancing in response to the global COVID-19 pandemic. In addition, the hope was that running more classes at lower enrollment would increase our Full-Time Student Equivalency (FTSE) because fewer classes would be canceled and the increase in FTSE would allow an increase in our expenditure limitation. (The State of Arizona sets a limit on how much money each of its ten community college districts may spend, based on its FTSE.)

An extra 200 class sections were run during these semesters at these lower enrollment levels, with more than 1,700 students enrolling in these classes. Combined, this added approximately 182 FTSE for CAC, which translated into an additional \$1.5 million to the institution's expenditure limitation.

The CAC Foundation is a nonprofit organization that supports student scholarships, faculty development, and alumni activities. For the fiscal year ending June 30, 2022, the Foundation's total endowment was \$4,597,950 and its total financial assets (including endowment funds) were \$5,648,774. A full-time executive director oversees this organization.

Each year, CAC follows a scheduled, well-defined budget process (Figure 5.B.1.1) to ensure that it allocates financial resources appropriately and each department receives the funding necessary to support operations. Each fiscal year's approved budget outlines CAC's revenue sources (e.g., tuition,

fees, state appropriations, property tax, etc.) and expenditures.

Facilities – CAC's five campuses are strategically located throughout Pinal County to facilitate access to higher education. Signal Peak Campus opened in 1969 and serves western Pinal County. It features on-campus housing/residential halls for students, an athletic facility, and a 593-seat auditorium for the arts, entertainment, and presentations to large groups. Aravaipa Campus opened in the early 1970s and serves isolated mining communities in eastern Pinal County. Superstition Mountain Campus serves the City of Apache Junction, in northeastern Pinal County. Maricopa Campus serves the rapidly growing community of Maricopa and the adjacent Ak Chin Indian Community. San Tan Campus serves San Tan Valley (103,608 pop.), which is Pinal County's largest community, despite not existing 15 years ago.

In 2018, CAC opened a new student union building and a new science building at the Signal Peak Campus; the old structures they replaced were demolished. The new science building features nine teaching labs and associated prep spaces, a Maker Space/STEM classroom, faculty offices, support spaces, and student gathering areas. The Student Union is home to a student lounge, meeting rooms, the campus bookstore, public safety offices, a café and dining hall, and an outdoor stage that opens to the green space. In spring 2025, CAC will open a new Integrated Allied Health and Skilled Trades facility at its Superstition Mountain Campus.

CAC recently expanded the police facility at Signal Peak Campus, so that it has a holding cell and sufficient office space for the increased number of officers at this campus. The police use the RAVEAlert system to send emergency notifications via text and email to CAC's staff, Governing Board members, and students.

The services that the facilities staff provide to maintain the existing and new facilities include custodial tasks, routine maintenance, upkeep of campus grounds, and preventive and emergency maintenance of major building systems. Employees request facility 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.

Technology - CAC's primary technology infrastructure encompasses learning technology, end-user devices, cyber security, networking and systems infrastructure, and enterprise applications. This technology infrastructure provides students, faculty, and staff with access to technology at each campus, and from any site via the internet. Students can access the same CAC services (e.g., Anthology, Blackboard, online advising, district calendars, course schedules, registration, online tutoring, etc.) through an online portal, regardless of their location. The College has laptops and graphing calculators that students may borrow, free of charge.

Many of the College's systems have moved from being hosted at the institution into the Cloud, including Microsoft-based email, the Anthology Enterprise Resource Planning (ERP) system, scheduling software, and many others. We plan to add an internet-based phone system, remote 24/7 help desk support, and cyber security threat detection monitoring to the Cloud. The Cloud is especially beneficial for institutions of CAC's size because large technology companies such as Microsoft provide robust online platforms and support to Cloud users.

CAC's Information Technology Services (ITS) Department has several processes to ensure the infrastructure is sufficient for operations across the College's five campuses. ITS 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. ITS adheres to a schedule to replace CAC's computers and has a strategic plan to guide its operations for the next five years.

Business Affairs allocates financial resources through the budget development process (below) to fund the prioritized IT equipment and infrastructure. ITS or contracted services provide employees with training in information system technology CAC purchases, such as the Anthology ERP system. CAC's chief information officer meets monthly with a faculty committee to discuss potential technological developments that would affect instruction and faculty concerns about the existing technology infrastructure.

Employees seeking support from ITS to resolve technology issues can request assistance through the ServiceNow ticketing application on the CAC website. ServiceNow provides a confirmation number to the person requesting assistance, assigns the request to the appropriate ITS personnel, and tracks the time to completion. Ticket performance is reviewed regularly to see if the ITS Service Level Agreements (SLAs) time requirements are met, and improvements are implemented when service is found lacking. In addition, a student-staffed help desk can assist with password resets.

5.B.2 The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

Central Arizona College recently adopted a new approach to ensuring that its goals are realistic considering the institution's organization,

resources, and opportunities. The Governing Board and senior leadership have reduced the number of Board Outcomes and institutional goals to focus on what is most attainable and crucial for the institution. Research by McChesney et al shows that when organizations have numerous goals, they are at risk of failure in goal attainment because the leadership and employees are trying to achieve too many things at once and resources - e.g., workers, budgets, time - become stretched too thin. Their research found that only 15 percent of employees know their organization's most important goals. Their recommendation is to have a small set of Wildly Important Goals (WIGS) - that is, institutional goals that focus on areas that need special attention to be improved. A WIG focuses on where leadership wants an organization to be and by when. According to McChesney et al, attaining WIGS allows breakthroughs in critical areas that move the organization forward. In as much, the Board determines the "what" and divisions and departments determine the "how."

During its January 2022 board meeting, the Governing Board unanimously approved replacing its seven board outcomes and 38 measures with three goals and 10 measures. So many measures made it difficult for the Governing Board and our employees to have a clear direction as to what was critically important. The Governing Board's three goals are (1) Equity, Retention, and Completion: Ensure equitable learner success through persistence and completion, (2) Access and Affordability: Ensure affordable access for learners to innovative post-secondary opportunities, and (3) Stewardship: Ensure stewardship of fiscal resources to support the needs and expectations of the community.

During its January 2022 board meeting, the Governing Board also approved the College's two WIGS: (1) create a world-class learner experience and (2) make CAC a great place to work. At the same time, the College introduced

project-based operations to replace a preponderance of committees, some of which were aligned with institution goals and some that did not serve the purpose of the institution's goals. The combination of WIGS and project-based teams will allow for a clearer alignment between projects and the institution's goals and/or Board Outcomes.

It is the leadership's view that this innovative approach will enable CAC to transcend the problems inherent in deploying the 2018-2021 Strategic Plan: a lack of linkage to institutional projects, trying to measure too many things, and a lack of institutional-wide understanding of the many strategic goals. That plan, in the form of the traditional planning model, yielded too few desired results.

The Governing Board determines the desired target for the measures that support the goals by examining trend data and national and peer comparisons. The Board understands that it takes at least three years to see meaningful movement toward desired targets, so they establish yearly targets based upon reasonable progression. During budget planning, budget requests must align with a WIG or board outcome (Figure 5.B.2.1). Resources are allocated to support projects that directly support the WIGs and board outcomes.

5.B.3 The institution has a well-developed process in place for budgeting and for monitoring its finances

Budgeting

The process of building a budget to accomplish the institution's goals begins with 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 its 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, and the College's mission, values, and 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 the institution's functions and services.

Monitoring Finances

Central Arizona College uses several processes to monitor its financial position and 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 the budget used compared to the previous year. The vice president of finance and operations also prepares an Annual Comprehensive Financial Report and Schedule of Expenditures of Federal Awards, which the state audits. These documents contain the independent auditor's reports, basic financial statements, statistical information for revenue trends, revenue capacity, debt capacity, supplementary notes, and other information. The vice president of finance and operations shares these reports with the Governing Board, and they are available for public viewing on CAC's website. Auditors from the Arizona Auditor General's Office also present the information to the Governing Board and are available for questions that the board members may have.

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 its budgetary allowance. Additionally, each employee 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.

Business Affairs recently experienced some challenges with financial reporting related to external audits. In March 2022, the U.S. Department of Education notified CAC that the department had cited the institution for "...failure to timely submit an acceptable annual compliance audit and/or financial statements submission for its fiscal years ended (FYE) June 30, 2020, and 2019." The USDE has placed the institution on Heightened Cash Monitoring for five years and issued a provisional certificate to participate in Title IV, HEA programs for three years.

The late reporting was caused by a challenging transition to our new student data management system. In November 2018, CAC implemented the use of a new student data management system which replaced Banner, which the institution had used for decades. The new system's vendor also provided CAC with a new financial management system in early 2019. The vendor promised that the interface between the student data system and finance module would be working within three days of the complete student system going "live." However, the interface did not work, meaning that our finance department was unable to use the system to extract and reconcile the student data needed for the general ledger and single audits. The data had to be extracted from the system manually, which was a slow and laborious process. Because the interface as designed did not work, the vendor had to

develop a customized solution, which took 16 months to complete.

This issue resulted in our finance department being late in completing the FY2018 Single Audit. The delay in completing this audit also resulted in the three subsequent fiscal years of required financial statements being submitted late to the state and the US Department of Education; we were dealing with reports for multiple years at the same time. Thus, CAC received audit findings for the late submission of the required reports for audits with recommendations for it to allocate sufficient resources to reconcile its general ledger and student information systems promptly.

In March 2023, the auditors removed the audit finding for the fiscal year ending June 30, 2022, since that audit was submitted on time. The audit report noted that the previous findings were "fully corrected." The functional customized "workaround" to interface the two systems enables the Finance Office to obtain the student data required to reconcile the accounting and complete the financial statements and schedule of federal awards on a timely basis. The audit for the fiscal year ending June 30, 2023, is currently on schedule and the College expects to issue the financial statements timely every year to have the Heightened Cash Monitoring status removed.

5.B.4 The institution's fiscal allocations ensure that its educational purposes are achieved.

Central Arizona College allocates resources according to its mission, projects, the Governing Board's directions for the institution, and the divisions and departments' annual plans. Through the yearly budgeting process, the Executive Council reviews budget requests to ensure they align with the WIGS and Board Outcomes 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.

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, with a detailed justification explaining how this expenditure would support both the division's operational plans and the college's strategic goals. After the dean carefully reviews the request, he/she may forward it to the appropriate vice president's office. This vice president will prioritize the request based on a variety of criteria, including alignment with the college's mission, WIGS, and Board Outcomes. 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.

- HUMAN RESOURCES Faculty Job Descriptions
- HUMAN RESOURCES New Employee Orientation 2023
- HUMAN RESOURCES New Employee Policy Acknowledgment Form
- HUMAN RESOURCES Nonacademic Support Positions Job Descriptions
- HUMAN RESOURCES Online Training and Workshops
- HUMAN RESOURCES Online Training and Workshops (page number 3)
- HUMAN RESOURCES Online Training and Workshops (page number 4)
- HUMAN RESOURCES Optional SafeColleges Trainings
- PRESIDENT Budgeting to Support the WIGS
- PRESIDENT Placement on HCM1 Method of Payment
- PRESIDENT Wildly Important Goals 2023
- STUDENT SERVICES Federal Student Aid Provisional Approval

Sources

- BUSINESS AFFAIRS 2018 Single Audit
- BUSINESS AFFAIRS 2022 Single Audit
- BUSINESS AFFAIRS Computer Lifecycle
- BUSINESS AFFAIRS Figure 5.B.1.1 Budget Process
- BUSINESS AFFAIRS Governing Board Finance Reports June 2023
- BUSINESS AFFAIRS ITS Strategic Plan
- BUSINESS AFFAIRS June 30, 2022, Financial Report
- BUSINESS AFFAIRS Purchasing Department Code of Ethics
- BUSINESS AFFAIRS Tracking IT Staff Certifications
- CAC FOUNDATION CAC Foundation
- COLLEGE New SMC Facilities
- GOVERNING BOARD January 2022 Meeting

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current

capacity, including fluctuations in the institution's sources of revenue and enrollment.

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Central Arizona College's alternative to the traditional strategic planning process was adopted in January 2022. Our new Institutional Goals and Project Planning (IGPP) process (Figure 5.C.1.1) is designed to maximize support for the institution's mission, priorities, and Wildly Important Goals (WIGs). During its December 2021 retreat, the Governing Board considered a new strategic direction for CAC. Its discussion centered on the challenges with fully deploying the 2018-2021 Strategic Plan, such as lack of linkage to institutional projects, measuring too many things, and the lack of understanding institution-wide of what is critically important to CAC. The discussion also centered on the archaic nature of the traditional strategic planning model and the fact that such a model rarely produces desired results.

The IGPP process is based upon the institutional WIGs and Board Outcomes. It supports the College's mission, vision, and values through alignment with these guiding statements' key aspects. For example, the WIG "create a world-

class learner experience" supports the vision of "Central Arizona's premier choice in education and career excellence." The mission of "serving as a TRUE learning community by empowering students and staff to success" supports both WIGs. The value of "accountability" supports the Board Outcome of Stewardship, the value of "communities" supports the Board Outcomes for access and affordability, and the value of "trust" supports the institutional WIGs.

This approach is based on The Four Disciplines of Execution: Achieving Your Wildly Important Goals by McChesney et al. The four disciplines of execution are (1) focus on wildly important goals, (2) act on lead measures, (3) complete a compelling scorecard, and (4) create a cadence of accountability. (CAC uses the term project dashboard instead of scorecard.)

In line with this approach, each year, divisions and departments select 18–24-month projects for their area that support a WIG and/or Board outcome/lead measure. The projects are approved for each department or division through the Executive Council to ensure alignment with a WIG and/or Board Outcome (Figure 5.C.1.2), the project's potential effectiveness, and that the project is financially viable.

Some projects may be a new iteration of an ongoing project. For example, the Guided Pathways 2.0 project is designed to make refinements to Guided Pathways 1.0.

The project leaders report on their project's progress to the Governing Board on a regular cycle. This reporting is designed to keep the project leads accountable. Annually, the Executive Council employs a process (Figure 5.C.1.3) to review the projects' progress, using the updated Project Dashboard. Also, project leads are responsible for updating the project chart regularly whereas the college community can see at any given time the project's status.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

The College links its processes for assessment of student learning, evaluation of operations, planning, and budgeting to the WIGS, Board Outcomes, and departmental projects. Each departmental project must identify which WIG or Board outcome it supports. For example, the Open Educational Resources (OER) project supports the Board Outcome of Access and Affordability, and the Classification and Compensation project supports the WIG to make CAC a great place to work. Each project must align with at least one of the two WIGs and the Board Outcomes.

Projects that do not support a WIG or Board Outcome are not approved by the Executive Council. Operations are evaluated by progress on the WIGs and Board Outcomes via monthly monitoring reports (5.C.1).

As noted, (5.C.1), progress on WIGS, Board Outcomes, and departmental projects are viewable by all employees, and the Project Dashboard's data is updated regularly. The budget process requires all funding requests to demonstrate linkage to a WIG and Board Outcome.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The CAC planning concept, involving WIGS, Board Outcomes, and projects, was shared with the entire College community on several occasions, including during some weekly "Check in and Chats with the President" and All College Day, when most full-time employees meet to hear institutional updates and progress reports.

The president solicited feedback from the College community for two months and used it

to refine the concept/plan. Overall, the feedback was positive in that the simplified planning process resonated with the college community. Some feedback received was around one of the measure's targets seeming a bit lofty. This feedback was provided back to the board for consideration, and a small adjustment in the target (Pell Recipients) was adjusted by four percent before final Board approval.

The planning process was presented to four different community stakeholder groups consisting of local employers, chamber representatives, community members, and students. Feedback from these sessions was also used to refine the plan concept. Once the WIGs and Board Outcomes were approved by the Board, each Department developed aligned "projects" for approval by the Executive Council.

5.C.4 The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Through the IGPP process, CAC allocates its resources to align with its mission and priorities and ensures that all strategies and projects align with the WIGS and Board Outcomes.

To ensure that plans are financially feasible presently, and in the future, President Elliott and the Executive Council evaluate their viability, long-term sustainability, and strategies before implementation. They also assess the associated costs to determine whether they could be met partly or fully 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, President Elliott and the Executive Council reevaluate the strategy to determine if it should either continue or be discontinued.

5.C.5 Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

The new planning approach is a direct result of the post-pandemic understanding that it is critical to move more quickly to respond to the rapidly changing landscape of technology, demographic shifts in behavioral economics (convenience economy), globalization of learning, and the economy. The College's leadership compiled 2021 Higher Education Trends with a CAC Perspective, a document outlining future trends for higher education. The trends in the document were instrumental in the development of projects for the planning approach.

5.C.6 The institution implements its plans to systematically improve its operations and student outcomes.

The Governing Board and Executive Council track progress on the WIGS, Board Outcomes, and departmental projects regularly to ensure accountability of progress made (5.C.1). Measures designated during the planning process are selected based on the criteria that include national and state comparative data and align with the Board Outcomes Reports and the Arizona Strategic Vision Report. (The latter is published by the Arizona Community College Coordinating Council [AC4] which represents all of Arizona's ten community college districts.) CAC uses the results to inform efforts to improve operations and student outcomes.

Sources

- GOVERNING BOARD 2021 Retreat
- GOVERNING BOARD Board Outcome Reports
- GOVERNING BOARD Project Dashboard
- PRESIDENT 2022 Strategic Vision Outcomes Report

- PRESIDENT 2023 All College Day Presentation
- PRESIDENT Figure 5.C.1.1 IGPP Process
- PRESIDENT Figure 5.C.1.2 Project Approval Process
- PRESIDENT Figure 5.C.1.3 Project Monitoring Process
- PRESIDENT Higher Education Trends
- PRESIDENT The Four Disciplines of Execution
- PRESIDENT Vision Mission Goals

5.S - Criterion 5 - Summary

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

Summary

Central Arizona College's standard committee structure is an integral part of the shared governance process and involves administration, faculty, and staff determining policies, processes, and procedures across key areas of operations. A project-based task force is currently researching practices in shared governance that the institution could adopt.

The faculty has the primary responsibility for the curriculum's content, quality, and effectiveness as per CAC's curriculum policy. They establish academic policies, identify best practices, communicate educational programs to internal and external stakeholders, and recommend changes in academic programming to the vice president of academic affairs.

The College maintains the human resources, and fiscal, physical, and technological infrastructure necessary to support operations wherever they are delivered – at its five campuses, online, and at the two Arizona State

Prisons where the institution provides education to inmates. CAC has well-established and adequately staffed facilities, business, police services, and technology departments. The heads of these departments report to the college's vice president of finance and operations.

CAC's new planning process is designed to be more efficient and nimbler than the traditional strategic planning process employed at colleges and universities across the country. It aims to maximize support for the institution's mission and WIGS and to increase the likelihood that they are achieved. It also aims to ensure that resources are more effectively allocated to support the institution's priorities.

Sources
