

## **Assurance Argument**

# Maricopa Community Colleges-Scottsdale Community College - AZ

1/4/2017

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Argument

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Scottsdale Community College (SCC) engages all employees and unifies campus operations through its collaboratively shared mission, stated as follows:

*“Scottsdale Community College improves the quality of life in our communities by providing challenging, supportive, and distinctive learning experiences. We are committed to offering high-quality, collaborative, affordable, and accessible opportunities that enable learners to achieve lifelong educational, professional, and personal goals.”*

This mission guides the college's work by articulating a desire and commitment to provide meaningful, engaging, intellectually challenging, and supportive learning experiences for students. It focuses and directs day-to-day operations in purposeful and impactful ways.

**1.A.1:** Since SCC first opened in 1970, its mission has continued to evolve to best address the needs of students and the communities SCC serves. The current mission statement was developed as part of a college-wide [collaborative process involving SCC faculty, staff, students, administrators and community members](#). This group recognized the unique challenges facing community colleges in Arizona and nationally, and the mission statement resulting from their work now serves to define the institution's culture of providing exceptional learning experiences and opportunities to SCC learners. The revised mission statement aligns with the [Maricopa County Community College District \(MCCCD\) mission statement](#), which had amendments most recently [approved by the MCCCD Governing Board on December 14, 2004](#).

**1.A.2:** SCC's [academic and occupational programs](#) are consistent with its mission; first, by being distinctive. Programs like SCC's Film Program or Equine Science Program are not offered at any other MCCCD college. SCC's programs are also consistent with its mission by being high quality, as evidenced by [Nursing Program licensure rates](#), [success of SCC students after transferring to Arizona universities](#), and [success rates of developmental math students in subsequent courses](#). SCC's programs fulfill the mission by offering collaborative experiences like [World Hunger Days](#) or [Reading and English accelerated and contextualized courses](#). Several courses also incorporate service

learning such as [Public Speaking \(COM225\)](#), [Contemporary Cinema \(HUM210\)](#) and [First-Year Composition \(ENG101\)](#). In alignment with the college's mission to provide affordable educational experiences, SCC's [tuition remains low](#) and SCC's faculty are MCCC leaders in the identification, utilization, and development of [Open Education Resources \(OER\)](#), resulting in many courses having low or no textbook costs. The accessibility of SCC's academic programs can be seen in the [variety of modalities and scheduling formats](#) by which the college offers instruction. The degree to which SCC's programs fulfill the college mission of helping learners achieve their [goals can be seen in the percent of students who achieve their goals within 6 years](#).

SCC's co-curricular programs also fulfill the college mission by offering collaborative learning opportunities through supportive venues. For example, SCC's Service-learning & Leadership office provides opportunities for students to learn about a variety of local and global issues through involvement in [service-learning and volunteer activities and events](#). Students can access additional supportive learning opportunities through participation in the [Council of Student Leaders](#), sponsored by SCC's Center for Civic & Global Engagement; or in dynamic and distinctive cultural experiences provided by the college's [American Indian Program](#). These opportunities are available to all SCC students at no additional cost.

Furthermore, SCC's student support services function consistently with the college's mission by providing supportive supplements to students' instructional experiences. The college's [Academic Support Centers](#) provide access to high-quality tutors who are trained to support students through the challenge of learning new material. The [SCC Library supports student access to information resources](#) they would not otherwise have without great expense. Student Affairs departments like the [Financial Aid Office](#), [Disability Resources and Services](#) and [Veteran Services Office](#) help ensure accessibility to academic programs and support services for students. A [Student Affairs reorganization](#) in 2012 better aligned student support services with the mission by blending Academic and Career Advisement, recognizing that students' pursuit of their lifelong personal, educational, and career goals are best supported together. The reorganization also resulted in the creation of the Welcome Center which helps increase access by facilitating the enrollment process.

Finally, SCC's [enrollment profile](#) is consistent with its mission, since SCC is an open enrollment school. Regardless of demographics, anyone from SCC's various communities can seek to improve his or her life and pursue lifelong goals through SCC's high-quality and affordable programs. One prominent community served is the Salt River Pima-Maricopa Indian Community (SRPMIC), since SCC resides on SRPMIC's sovereign tribal land. SCC places great value and importance on its special relationship with SRPMIC and is committed to facilitating [distinctive and collaborative](#) opportunities to engage with tribal communities.

**1.A.3:** SCC's [Quality Initiative](#) is centered on the college's Unit Improvement Plan (UIP) process, which calls for each unit of the college to establish a written annual plan that identifies goals and metrics by which to measure progress. The intent of the UIP is to provide the opportunity for honest reflection and continuous improvement among peers at the departmental or unit level. The creation of UIP documents involves a highly participatory departmental planning process, and the UIPs are [explicitly tied to SCC's mission documents](#). Similarly, the college's functional unit plans ([Instructional](#), [IT](#), [Strategic Enrollment Management](#), etc.) and the [college's strategic plan](#) are all consistent extensions of SCC's mission statement.

SCC's mission statement steers the challenging budget decisions required of an institution that has experienced [significant declines in enrollment](#). Committed to its learning-centered mission, SCC has maintained academic and instructional integrity by reducing its budget without [reducing its residential faculty](#). SCC's [Strategic Planning and Allocating Resource Council \(SPARC\)](#) serves as an advisory

council that keeps SCC's mission in focus during decision making. SPARC is discussed in greater detail in criterion 5.

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## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Argument

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SCC's mission is articulated publicly, visible to SCC students, faculty, staff, and visitors.

**1.B.1:** SCC's mission statement is articulated publicly to both internal and external constituents in a variety of ways including print and online. Examples of this include the [Mission, Vision, and Values Statements](#), [College Catalog](#), [meeting agendas](#), and [enrollment reports](#). Additionally, the mission statement is displayed in key areas around the college. The intent of this is to communicate to prospective and current students, business partners, and members of the college's diverse communities the importance of the mission.

**1.B.2:** SCC's publicly articulated mission documents are current and progressive, having been continually reviewed and revised, resulting in a more focused, intentional, and data-informed strategic plan.

Since 2007, SCC's mission documents have evolved through the collaboration of SCC faculty, staff, administrators, and community members. The initial task force behind this evolution solicited and received input from these stakeholders, and after open forums, surveys, and listening posts, SCC's mission, vision, and values statements reached their current form.

SCC fulfills its mission by "delivering rigorous and relevant instruction"; as reflected in the college's [Instructional Plan](#), [research projects through SCC's Honors Program](#), and SCC [graduate performance at the university level](#). The college's mission is also fulfilled by "providing outstanding support to students, faculty, and staff"; as demonstrated through SCC's various [Academic Support Centers](#) and [student services departments](#) for students, and the [Center for Teaching and Learning](#) and [professional growth opportunities](#), such as tuition reimbursement, conference attendance, and sabbaticals for faculty and staff. Additionally, SCC fulfills its mission by "encouraging an open and dynamic exchange of learning among the college, tribal nations, and local and world communities"; as evidenced by the college's [International Education Week](#), hosting of the [China Town Hall](#), and facilitating the [Annual Social Gathering](#), which brought together multiple tribes for a day of celebration, competition, and culture sharing. The college equally fulfills its mission by "promoting civic responsibility, sustainability, and global engagement"; as evidenced through SCC's [Voter Engagement Plan](#), [Sustainability Resources](#), and [Genocide Awareness Week](#). Finally, SCC fulfills its mission by "fostering personal growth and connectedness" through the college's [Counseling and Personal Development \(CPD\)](#) offerings, [creative publication Vortex](#) and the college's [student clubs](#),

[athletics programs](#), and [Performing Arts](#), which all connect SCC students to the community through events that are open to the public.

**1.B.3:** SCC's mission documents reflect the nature of the college's academic programs and services as valuing excellence, learning, integrity, innovation, inclusiveness, and connectedness.

SCC's mission documents are substantive and meaningful in scope. All employees of the college are committed to the mission as the principle that guides the college's work; and in a time of declining resources, SCC's mission documents retain a special value in affirming the college's purpose.

SCC's mission documents recognize the college as an open-access institution. They identify the college's intended constituents as members of a diverse community of potential learners with a vast array of educational, professional, and personal goals. These constituents are seeking a challenge; they are seeking support through that challenge and they come to SCC for the distinctive learning experiences the college provides.

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## 1.C - Core Component 1.C

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

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

### Argument

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Scottsdale Community College's mission documents explicitly articulate the college's commitment to supporting diversity in all forms and expressions. Through deeds and actions, the college demonstrates its understanding of the relationship between its mission and the diverse society it serves and strives to strengthen its commitment to diversity and inclusiveness.

**1.C.1:** SCC serves a multicultural society, with its student body [representing greater ethnic diversity than the city of Scottsdale](#). A substantial change from 10 years ago, approximately [30% of the college's student body](#) is now composed of students of color. Beyond race and ethnicity, SCC recognizes the diversity of its constituencies in terms of age, gender identities, sexual orientation, veteran status, physical and mental ability, international status, religious affiliation, cultural background, political orientation, full or part-time status, and modality preference.

SCC addresses its role in a multicultural society, first, by [publicly stating](#) how the college fulfills its mission by "encouraging an open and dynamic exchange of learning among the college, tribal nations, and local and world communities," by "promoting civic responsibility, sustainability, and global engagement," and by "fostering personal growth and connectedness." The college's vision statement identifies SCC's desire to address and serve "the needs of its diverse communities." Two of SCC's [publicly stated values](#) (inclusiveness and connectedness) articulate the importance of diversity to an educational environment.

In 2012, SCC's President, was the first college president in Arizona to sign the "[Not On Our Campus Proclamation](#)." By signing, the president pledged to oppose any manifestation of bullying, harassment, or hatred toward any group or individual. To reinforce this proclamation, faculty members were asked to incorporate diversity-related topics and assignments into their classes. In addition to that, all college staff were provided a [list suggesting strategies](#) to be more inclusive.

SCC's strategic plan most explicitly addresses the college's role in diversity through [Strategic Direction Two: Partnerships & Resource Development](#), which places special emphasis on SCC's relationship with the Salt River Pima-Maricopa Indian Community (SRPMIC). The college works to be responsive to the needs of SRPMIC and honors this relationship through a number of partnerships. Furthermore, the college's [American Indian Program \(AIP\)](#), founded soon after the college opened in 1970, reflects the college's mission by providing "comprehensive academic and personal support that promotes opportunities for successful and enhanced college experiences for the American Indian student."

AIP coordinates a number of early outreach programs that support and facilitate American Indian students' success and entry to higher education. Among these programs are the [Hoop of Learning](#), a high-school-to-college bridge program serving American Indian students (77 students were served in

Academic Year 15/16); and the [Salt River Junior ACE \(Achieving a College Education\)](#) program, targeting SRPMIC youth in the 5th through 8th grades (82 students participated in the 2016 summer).

Another way SCC honors its relationship with SRPMIC and its commitment to facilitating thoughtful and collaborative opportunities for tribal communities is through recently initiating the planning and construction of the [Indigenous Scholars Institute \(ISI\)](#). This 5000-square-foot building is part of the larger Cloud Song building project currently slated for completion in late 2018. The ISI reflects SCC's desire to better serve its growing Native American student population, and serves to respect the college's "place" on SRPMIC tribal land. The ISI will house Native American works of art and serve as a venue for Native American music, dance, and theater performances. The building will also provide gathering space for Native American students to meet, study, and socialize; and it will encourage all students to understand and appreciate the history, contributions, and future of SCC's indigenous peoples. When completed, the ISI will serve as a physical manifestation of the unique relationship SCC has with the SRPMIC.

Beyond Strategic Direction Two, SCC's [Strategic Direction Three: Employee & Organizational Excellence](#) articulates the institution's promotion of an inclusive workforce that reflects a multicultural society. Historically, SCC has faced challenges with attracting and hiring a diverse workforce, but continues to be committed to developing strategies and initiatives to address this challenge. Several efforts have been made and continue to be undertaken to further diversify the SCC workforce. For example, recognizing the correlation between adjunct experience and residential hiring, the college hosted an [adjunct faculty outreach](#) event to attract and hire individuals from a variety of backgrounds, and thereby develop the ethnically diverse faculty SCC needs and values. The evening's agenda allowed interested candidates of color to meet SCC administrators, department chairs, and division chairs to discuss teaching opportunities at the college. The event yielded [23 contacts](#), resulting in 8 adjunct hires.

Other recent efforts to address and seek remedies in substantive ways include explicit conversations between senior administration, faculty search committees, and department chairs about the importance and need for the college faculty to reflect the diversity of students in their respective disciplines.

To address diversity more broadly, the [Inclusiveness Council](#), a formal governance council, was created in 2012 to promote diversity, inclusion, and leadership in all its forms. SCC's Inclusiveness Council [developed goals](#), which address the college's desire to build and create a supportive climate for diversity, make recommendations related to structural change, and serve our communities by positively impacting diversity issues beyond SCC's Campus. The council's efforts to actualize goals include a [presentation to faculty division chairs](#) about the importance and value of a diverse faculty; [outreach to prospective faculty of color](#); creation of a [student inclusiveness leadership team](#) and corresponding leadership course LDR 100, which emphasizes leadership through inclusion and during times of social, cultural and global change; and the college's annual "[The In Thing](#)" event, where faculty, staff, and community members experience diversity through music, food, celebrations, films, dialogues, and guest speakers. The [increase in students of color receiving a certificate or degree](#) and the college's improved score on the "[Institution's commitment to under-represented populations](#)" item of the Noel-Levitz Student Satisfaction Inventory may be indicators of SCC's continued address of diversity challenges.

SCC recognizes that a diverse student body, faculty, and staff make the college a more dynamic and progressive educational environment. Therefore, the value of diversity will continue to be explicitly stated in order for SCC to further address its diversity challenges. The college is encouraged by the recent efforts of our faculty, staff, and students that demonstrate the college's sustained movement away from past stigmas related to diversity.

**1.C.2:** SCC implements numerous processes that reflect how the college applies its mission to its diverse constituencies.

In relation to Strategic Direction Two: Partnerships & Resource Development, SCC engages in a collaborative process with the SRPMIC through the [tribal court advocacy program](#) and through [faculty-led workshops for inmates at the Department of Corrections/SRPMIC](#). The latter is particularly meaningful, because it demonstrates SCC's commitment to its mission of improving the quality of life in its constituent communities, enabling and empowering learners with the potential to contribute.

Additionally, SCC's partnership with the [Johnson Scholarship Foundation](#), which began in 2010, provides scholarships for Native American students studying business. This successful partnership has evolved into the creation of a [matching endowment](#) to ensure the financial support for this constituency in perpetuity.

SCC has developed numerous activities that reflect the college's attention to the diverse constituencies its mission serves, and these activities are addressed by SCC's functional unit plans: the [Strategic Enrollment Management \(SEM\)](#) plan strives to increase that rate at which SCC's diverse student body persists and completes their educational goals; the [Instructional Plan](#) calls for diverse educational experiences for students through the classroom; the [Human Resources Strategic Plan](#) details the college's efforts to attract and retain a diverse and inclusive workforce; and [Strategic Directions](#) informs the intent of all of them, in regard to diversity.

Furthermore, most senior leaders of the college and dozens of managers and directors participated in a twenty-four-hour series of workshops entitled [Maximizing Our Strengths as an Inclusive Community \(MOSAIC\)](#). MOSAIC is designed to create a service-oriented, respectful, inclusive, and equitable environment that will engage students, staff, and the community.

More broadly, SCC has a number of initiatives, committees, activities, and services by which it implements the mission's association with diversity and inclusiveness. For example, Maricopa's [Achieving a College Education \(ACE\)](#) is a pre-college enrichment program for underrepresented lower-socioeconomic high school students. These students receive scholarships to attend classes on SCC's campus during their junior and senior years. The program has helped to increase [high school completion rates](#) and foster a culture of [college attendance](#) for these at-risk students.

Another example is SCC's Center for Civic & Global Engagement (CCGE), which provides opportunities for students to learn about and become involved in human diversity issues through participation in events such as [Genocide Awareness Week](#), the [World Hunger Fair](#), the annual [Global Leadership Retreat](#), and the [Student Public Policy Forum](#). The CCGE collaborates with SCC's Inclusiveness Council to bring about "The In-Thing," the series of annual workshops, displays, performances, and lectures that celebrate the diversity of SCC, discussed in Core Component 1.C.1. In addition, CCGE hosts international students sponsored by the US State Department as part of the [Community College Initiative \(CCI\) program](#). Since becoming affiliated with the program in 2010, SCC has hosted 74 (40 males, 34 females) CCI students through 2015.

Events like SCC's sponsorship of [Sherman Alexie](#) as a speaker, the college's unveiling of its [Armenian Genocide Memorial](#), and the SCC Inclusiveness Council's [screening of the film "Growing Up Trans"](#) and post-film discussion all serve to engage SCC students, faculty, staff, and community with the diversity of which they are comprised.

SCC's student clubs and organizations are empowered to address and engage in the issues and concerns of their constituencies in various ways. For example, the Latino Student Association sponsored a [presentation by Award-winning journalist, Daniel Gonzalez](#), addressing immigration.

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## 1.D - Core Component 1.D

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

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

### Argument

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Scottsdale Community College has a strong culture of commitment to the public good. The college's first president, Dr. Art DeCabooteer, who served for more than thirty years until his retirement in 2008, regularly reminded the campus that "community is our middle name." This sentiment still resonates today as SCC meets its public obligation through serving its external constituencies and communities of interest. SCC's education-focused mission has the public good at its heart.

**1.D.1:** SCC makes decisions and acts in ways that reflect its obligation to develop and implement its educational role in the community based on public needs and interests. Guiding these actions and decisions most explicitly is Strategic Direction Two, Objective 2.1, which calls for SCC to "Expand partnerships to meet community, workforce, and student needs."

Recognizing the value and importance of these partnerships for guiding SCC's educational role in ways that serve the public, the college prioritized limited resources to create the Service-learning & Leadership Department, which provides the infrastructure to further bridge students and the public SCC serves. Since the department's creation, [Service-learning at SCC has continued to expand](#), and the results of the actions have exceeded expectations. In spring 2015, 50 faculty integrated service learning projects into their courses, involving approximately 816 students. An additional 263 students, faculty, and staff participated with 15 community partners in the annual "Artie Has Heart" Community Volunteer Event to serve SCC's external constituencies.

Other examples of SCC's actions and decisions focusing on its public obligation are the various ways the college addresses sustainability. SCC's [Sustainability Action Council](#) mobilizes the college toward the public goods of environmental responsibility, social equity, and economic feasibility. SCC's [Center for Native and Urban Wildlife \(CNUW\)](#) exists to encourage the public's appreciation and conservation of the Sonoran Desert's biodiversity. MCCC and SCC are partners in the [American College and University President's Climate Commitment](#), which addresses higher education's role and responsibility to educate toward achieving climate neutrality. And, as part of SCC's [membership in the Association for the Advancement of Sustainability in Higher Education](#), the college abides by the association's philosophy of sustainability that encompasses not just the physical environment but also "human and ecological health, social justice, secure livelihoods, and a better world for all generations."

Overall, SCC's myriad efforts toward service learning and sustainability are representative of the college's broader steadfast determination to steer its educational role in the community toward



directions that serve the public good.

**1.D.2:** SCC recognizes its responsibility as an educational institution as its primary purpose. The strength of SCC's resolve in this regard has been shown in these times of continually reduced funding, as the college's robust academic programs have remained sacrosanct. Yet, SCC's [low tuition rates in comparison to other institutions](#) reflect that the delivery of its outstanding academic programs is not motivated by financial return.

Beyond its academic programs, SCC directs its resources in ways that make the campus an educational and cultural center for the community. For example, SCC's [Genocide Awareness Week](#), which has been a signature campus event since 2013, attracts scholars from around the world to lecture on topics as diverse as the Holocaust, historical treatment of Native Americans, and modern-day genocide in Africa. The lectures and workshops are augmented by moving interactive displays, such as a rail car used to transport Jews to concentration camps, the Million Bones Project, and the "Before I Die" wall sponsored by the Council of Student Leaders. Spring 2015's Genocide Awareness Week had approximately 2,500 students, faculty, staff, and community members attend the week's activities, culminating in a ceremony unveiling SCC's Armenian Genocide Monument.

Many entities already discussed (the Center for Native and Urban Wildlife, the Center for Civic & Global Engagement, the upcoming Indigenous Scholars Institute, etc.) reinforce SCC as an educational center of the community. [SCC's planetarium](#) educates the public on the wonders of astronomy. The [Fine and Performing Arts programs](#) open the worlds of theater, dance, and music to members of the community. And all of these manifestations of SCC's primary purpose as an educational institution are free of charge to the public. As a public community college with no investors to satisfy, SCC serves no purpose to generate financial returns, contribute to a parent organization, or support external interests beyond the needs of the public community the college serves.

**1.D.3:** SCC fulfills its mission by engaging with its various external constituencies and communities of interest and responding to their needs. The college has established extensive connections with local K-12 school districts. [Dual enrollment programs](#), [shared professional development opportunities](#), [Computers for Kids](#), [Robotics clubs](#) with middle-school students, and [Math/Science field day](#) are a few examples of SCC's engagement with its feeder school districts and responses to their needs.

In an effort to enhance the college's academic mission, SCC also maintains enduring relationships with a wide variety of professional, governmental, civic, and community organizations. A total of 24 [Community Advisory Committees](#) provide advice regarding curricular or support-service offerings and raising scholarship funds. At the executive level, the [President's Executive Community Advisory Board \(PECAB\)](#) supports the college's efforts to connect and engage with community leaders to become an integral part of the communities' social, educational, economic, and governmental fabric. As part of the college's engagement with the local community, SCC participates in the [SilverSneakers and Silver and Fit](#) exercise programs. Currently, approximately 1000 seniors are enrolled in these programs. SCC also partners with the Vi @ Grayhawk Retirement Community to offer the "[Adventures in Learning](#)" program, which provides a series of lectures offered by SCC faculty on topics selected by the residents.

Whether it be through SCC's efforts by the Office of Service-learning & Leadership to improve the community, partnerships with feeder school districts, or connecting with the community through fitness and wellness or performing arts, SCC responds to the needs of its constituencies and communities of interest in ways that are derived through direct engagement and a mission committed

to the public good.

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## **1.S - Criterion 1 - Summary**

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

### **Summary**

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Scottsdale Community College's mission is publicly stated, collectively embraced, and evidenced in our work with students and our communities. SCC's mission was developed through a college-wide process inclusive of faculty, staff, students, administration and community members. The breadth of the mission requires collaboration and cooperation and as a result serves to reinforce shared understanding, unifying campus operations, and collectively focusing SCC's efforts in service to students and our communities.

Academic and occupational programs provide distinctive, high quality, collaborative learning experiences through partnership in address of the public good. Many of these meaningful and relevant experiences are reflected in the programs, services and activities/events, done in partnership with local and global communities.

SCC has worked to apply its mission and expand inclusiveness at the college and with our external constituencies as evidenced by outreach and collaboration in programming and community activities and events. While the college has struggled to diversify faculty and staff, it recognizes this challenge and will continue to seek remedies in substantive ways.

### **Sources**

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*There are no sources.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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

#### Argument

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Scottsdale Community College (SCC) is committed to functioning with the highest level of integrity. The college is guided by policies and processes that ensure its governing board and all employees follow well-established standards for fair and ethical behavior. As one of ten colleges in the Maricopa County Community College District (MCCCD), SCC is part of a system where institutional policies are created at MCCCD and operationalized at the college.

Overseeing all of MCCCD is the MCCCD Governing Board, a publicly elected body that functions by observing all policies as detailed in the Maricopa Governance [Policy Manual](#). These policies address areas specific to Governing Board operations and interactions, such as [Outcomes](#), [Chancellor Limitations](#), [Board-Staff Relations](#) and [Governance Process](#). The [policies are regularly evaluated and revised](#) and guide the process by which the governing board does its work. They establish a [Code of Conduct](#) for board members presuming “ethical, professional, and lawful” practices.

At SCC, the college administration’s integrity standards are defined by compliance with the MCCCD Policy Manual’s [Administrative Regulations](#).

MCCCD’s administrative regulations provide policy guidelines specific to SCC’s fiscal management, addressing issues like external funds (i.e., grants), fines, procurement of goods and services, capital, travel, cash handling, etc. [MCCCD’s Business Services department](#) assures SCC’s adherence to the fair and ethical behavior and practices dictated by these policies through financial accounting, analysis, and reporting services to internal and external constituencies. District policies related to integrity in financial operations are put into process at SCC through the college’s Fiscal Services office, under the direction of SCC’s Vice President of Administrative Services. SCC Fiscal Services strictly monitors the college’s financial operations and maintains internal controls to ensure employees understand and comply with MCCCD standards. These controls consist of [forms, systems, and protocols](#) that facilitate fair and ethical behavior.

SCC’s commitment to public stewardship in the area of financial aid for students requires steadfast compliance with the ethical administration and management of Title IV funds, as outlined by the Higher Education Act. MCCCD has [policies and procedures](#) for the processing of student financial assistance. Verification is performed by the Maricopa Verification Processing Center (MVPC) and the SCC Financial Aid office oversees the administration of Title IV aid, under the direction of the Dean of Enrollment Services. SCC students selected for verification do not receive federal financial aid funds until all requested documentation has been submitted by the student and verified.

Regarding student conduct, SCC administration follows both the [Academic Misconduct](#) and [Student Conduct Code](#), which communicate expectations to students related to their performance and behaviors, both in and out of the classroom. Appropriate student behavior is outlined to students through the College Catalog and on the [SCC website](#). Beyond ethical conduct on SCC's physical campus, SCC administration strives to make students aware of the college's [Computer Usage Policy](#) when logging onto SCC's computing resources. The [process for enforcing](#) these policies is outlined in the college catalog.

SCC's integrity in its academic operations is one of the primary responsibilities the Vice President of Academic Affairs (VPAA). Academic fraud or enrollment irregularity is not tolerated at SCC, and to ensure against impropriety, all faculty are required to [report any potential enrollment irregularities](#) to the VPAA. An enrollment irregularity may include an instructor's relative, neighbor, or friend, or an employee of the college, enrolled in that instructor's class. The VPAA ensures that SCC upholds its integrity standards by investigating these situations and determining if any safeguards are necessary to guarantee ethical instruction.

SCC's faculty and staff participate in [shared governance](#) with SCC's administration out of a commitment to integrity in the student learning experiences the college provides. [SCC administration actively solicits faculty and staff participation and input](#) in relation to personnel decisions, selection of administrators, preparation of the budget, and interpretation of policies and practices. For SCC faculty members, shared governance is organized through the [SCC Faculty Senate](#), which considers matters related to the college's integrity. Shared governance is further operationalized through faculty participation on a [variety of committees and councils](#) that make SCC's integrity the focus of their work.

All of SCC's faculty members adhere to a [Professional Code of Ethics \(RFP appendix H\)](#) defined in the Maricopa Residential Faculty Policies (RFP). This code explicitly recognizes the special responsibility of faculty to "exercise critical self-discipline and judgment using, extending, and transmitting knowledge." It also calls on faculty to "hold before them the best scholarly and ethical standards of their discipline." The Faculty Professional Code of Ethics guides SCC's Academic Affairs in the interactions between faculty and students and the larger campus community. To ensure that faculty uphold integrity standards, all new faculty members undergo a semester-long [New Faculty Experience](#) that reinforces the importance of fair and ethical behavior in the classroom. SCC has also instituted the [Peer Assistance and Review \(PAR\) process \(RFP section 3.6\)](#) whereby fair and ethical faculty behavior is considered as part of the review for tenure.

To further promote integrity, SCC strives to educate faculty and staff about copyright law and acceptable use policies, and encourages ethical usage of scholarly resources. All SCC faculty are expected to adhere to the [MCCCD Copyright Guidelines](#). These guidelines are posted on the [MCCCD website](#) and the [SCC Library website](#). A solid grasp of copyright law is critical at SCC because of the faculty's aggressive efforts to incorporate Open Educational Resources (OER) into courses.

To help promote student integrity, SCC faculty members include the Academic Code of Conduct as part of their syllabi, as advised in the [SCC faculty syllabus template](#) provided to all SCC faculty. Additionally SCC Library faculty and Writing Center staff offer students a variety of resources covering appropriate academic research practices to help students avoid plagiarism and copyright infringement. The appropriate use of information is covered in greater detail in Core Component 2.E.

Beyond administration and faculty, the staff involved with all internal and contracted auxiliary functions of the college operate with integrity standards that fit their role. For example, the college's [Facilities Scheduling Services follows standard protocols](#) that ensure the legal and ethical use of SCC's public grounds. All employees are trained in the [ethical practice of time reporting and approval](#). Auxiliary services for which the college outsources are required to follow the MCCCDC approval processes. Before service contracts are approved, service providers must complete and submit [The Contract for Professional Services application](#) for review by the MCCCDC legal office and MCCCDC Business Services to ensure the companies and their employees operate with integrity in regard to the service and functions they provide to the college, staff, and students.

All college employee groups are expected to follow certain policies and processes related to SCC's integrity. As mentioned above, the RFP manual articulates these policies and processes for SCC faculty. Prior to 2015, each of the other employee groups at the college had their own policies and procedures manuals as well, but as of the 2015-2016 academic year, MCCCDC eliminated individual policy manuals for specific employee groups, instead unifying all employee groups (except faculty) under one [policy manual](#) to inform them about their ethical responsibilities. To ensure compliance, transparency, and adherence to ethical policies and practices, all employees are required to complete a set of [acknowledgements and disclosures](#) recognizing and affirming compliance with MCCCDC policies. Additionally, employees are required to complete [educational trainings](#) as assurances to students and communities that public stewardship is conducted with integrity. These online trainings include Legal Issues: Public Sector Employment, MCCCDC Public Stewardship, Preventing Sex Discrimination and Harassment, Information Security and Privacy, Family Education Rights and Privacy Act (FERPA) training and the Americans with Disabilities Act (ADA) compliance training.

Among the policies and processes directing all SCC employee groups to operate with integrity are those related to personnel. SCC's personnel decisions are guided by MCCCDC policies, practices, and protocols that promote fair and ethical behavior. For instance, [The Maricopa Equal Employment Opportunity Policy](#) (MEEOP) commits SCC to "recruit, hire and promote" without discrimination on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information. To this effort, many SCC managers have participated in [Maximizing Our Strengths as an Inclusive Community \(MOSAIC\)](#), a twenty-four-hour training series that has employees explore how to create a service-oriented, respectful, inclusive, and equitable environment to engage students, staff, and the Maricopa County community. The MCCCDC Human Resources department maintains a [hiring process website](#) that provides [hiring guides and checklists](#) as training materials. [Employees participate in trainings](#) specific to knowledge of policies, roles, and responsibilities necessary for fair and ethical participation in the hiring process.

On SCC's campus, [the Human Resources office](#) puts MCCCDC policy into process by providing knowledge and services that help SCC attract, develop, and retain a talented, diverse workforce; as well as ensure efficient, ethical, and transparent hiring processes. SCC's Human Resources utilizes MCCCDC resources to provide new employees with the [training, support materials, and knowledge competencies](#) to fulfill their duties fairly and ethically.

SCC works with MCCCDC to [conduct annual employee evaluations](#), as outlined in the MCCCDC employee staff manual. [Section A-4](#) addresses rules of conduct, performance, and attendance; and evaluation of these serves to ensure employees engage in professional, fair, and ethical behavior. Employees suspected of violating standards may be required to participate in the [corrective action process](#) whereby the employee's supervisor and Human Resources personnel work to provide appropriate coaching, feedback, and performance-improvement plans. These measures are intended to help employees resolve unsatisfactory job performance or misconduct that would negatively impact

the college's integrity.

SCC places tremendous value on the continued professional growth of personnel in all employee groups. A wide range of [professional-development activities](#) are offered at SCC and across MCCCCD to facilitate ethical employee behavior. Opportunities exist through [funding of conferences](#) (registration, travel, and per diem) and [continuing-education course work](#), and all employees are educated on the ethical use of travel and professional-growth funds. Specific professional-development information is communicated via the MCCCCD employee website and [Employee Resource Guide](#). For example, [Navigate Maricopa](#), a multi-course supervisory-development training, is required of all managers and supervisors to provide them with skills needed for ethical and effective leadership.

Beyond all of the above, SCC operates with integrity by adhering to all applicable local, state and federal laws and regulations, as well as laws and regulations established by the Salt River Pima Maricopa Indian Community, where SCC's campus is located.

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## 2.B - Core Component 2.B

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

### Argument

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SCC strives to present itself clearly and completely to its students, community, and stakeholders regarding academic programs and requirements, faculty and staff, costs to students, control, and accreditation relationships. The college accomplishes this through a variety of face-to-face, print, and electronic venues.

To begin with, SCC actively promotes in-person visitation. [Campus tours](#) allow prospective students and community members to visit the buildings where services, faculty, and staff are located. While on tour, visitors are able to ask questions about financial considerations, the college's standards and performance measures, and the benefits of SCC's accreditation.

To offer more in-depth interpersonal communication about the college, [SCC's Welcome Center](#) provides visitors with general information and assists new students in getting started successfully at SCC. In addition to the Welcome Center, the Academic and Career Advisement Center assists students with the identification of a goal and provides information regarding course and degree requirements for academic and occupational programs. All advisors [receive regular training](#) to ensure they are providing students with the clearest, most up-to-date information.

SCC also provides various print materials to students and the public. For instance, advisors provide [degree-specific handouts and check sheets](#) that serve to guide students' paths towards degree completion. The financial aid office provides [resources](#) that help students understand the cost of attending SCC, as well as information on scholarships and other financial aid options. SCC's academic programs distribute [brochures representing program highlights, degree requirements, and faculty](#).

In addition, SCC produces regular publications as a means of communicating with the public. For example, [Momentum magazine](#) which is published twice a year, is shared with local community, business, and educational leaders, as well as donors and potential donors. The magazine showcases college achievements and shines a spotlight on students, faculty, alumni, and donors. Other regular publications are [College of Accomplishments](#), an annual brochure that celebrates the awards and achievements of SCC students, faculty, and staff; and the annual [Fine and Performing Arts](#) brochure, which features students and faculty from the music, dance, and theater programs; and highlights performances, art shows, concerts, and film festivals that are free and open to the public.

Additionally, SCC represents itself through the SCC website, often the first place that potential students and the public go to explore SCC, and therefore the electronic front door to the college. In an effort to provide immediate access to information, the SCC website includes a ["Getting Started" page](#) and access to the ["Request Information" link](#), which allows college personnel to follow up with prospective students and interested community members. SCC's website also provides information about each of SCC's programs. Students and the public can explore these programs, research [all degree requirements](#), acquire [course syllabi and find faculty/staff contacts](#) (some of which

include links to faculty web pages). Through SCC's website, students can access the complete [College Catalog](#), which itself contains information concerning the academic calendar, academic programs, course descriptions, student services, faculty and staff, and other general information about the college. Students can also access the most recently updated [class schedule](#) from the website.

SCC's [Institutional Research, Planning, and Development \(IR\) Office website](#) offers yet another public resource. The primary function of the IR Office is to provide data and analyses to aid in college decision-making. However, IR reports are provided on IR's publicly shared website and include information on a variety of topics, such as alumni outcomes, student success measures, and enrollment demographics. Although the data is geared toward internal decision-makers, it is also freely available to students and the public to aid in their understanding of SCC student success outcomes and enrollment patterns.

Both on [SCC's website](#) and within the [College Catalog](#), students and the public can find information on cost. SCC follows the tuition and fee schedule adopted each year by the MCCCDC Governing Board, and these cost expectations are communicated clearly and completely. To help students budget college tuition and expenses, [SCC's Net Price Calculator](#) helps students estimate the costs of becoming a student at SCC. Actual net price can vary significantly based on student eligibility for financial aid, so the calculator serves as a resource to communicate as clearly and completely as possible what each individual's potential cost could be.

In compliance with U.S. Department of Education (DOE) regulations, the SCC website provides information to students pursuing [Gainful Employment programs](#), including the costs of tuition and fees, books, supplies, and other program-specific equipment and materials. The website also provides on-time completion rates and median loan debt for certificate programs with at least ten graduates. This information is found on [SCC's Consumer Information page](#), a page that also contains disclosures related to the diversity of the student body, graduation rates, transfer data, retention rates, success measures for student athletes, and the EEO Policy statement.

Regarding control, college and district committees represent diverse constituencies who work together through approval processes to address and update MCCCDC policies, aiming to ensure college practices consistently abide by those policies. The most comprehensive system of controls occurs through the MCCCDC Catalog Common Pages Committee. This committee reviews and updates the [common pages of the catalog](#) annually to ensure consistency between MCCCDC and the 10 colleges. The [catalog common pages](#) are a compilation of MCCCDC Board Policies, Administrative Regulations, and program information directed toward ensuring SCC and other MCCCDC colleges are well run. They cover areas like admission, registration, and enrollment processes; scholastic standards; policies on issues like sexual harassment and the use of college grounds; student rights and responsibilities; and disciplinary standards. SCC's Curriculum office is responsible for updating the College Catalog in accordance with catalog common pages updates, and also for verifying the information is presented clearly and consistently to students and the public.

SCC's accreditation status and contact information for the Higher Learning Commission are noted on the [college's website](#) and in the [College Catalog](#). Program-level accreditation for SCC's [Culinary Arts](#) and [Nursing](#) programs are likewise presented publicly. SCC also has formal transfer articulation agreements with the three accredited state universities; [Arizona State University](#), [Northern Arizona University](#), and the [University of Arizona](#), as well as [dozens of other colleges and universities](#).

The college recognizes the continual need to update and provide current information that is accessible via the web. However, SCC does not rely solely on passive visitation to its website as a way of



presenting itself to students and the public; the college utilizes [social media venues](#). The college's social media marketing campaigns promote the college by driving online visitors to SCC's website as the trusted source for accurate, up-to-date, and necessary information. Through these social media venues, students and the public can also find detailed information about admissions, degree and certificate requirements, transfer information, financial aid assistance, and contact information for college services and staff.

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## 2.C - Core Component 2.C

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

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

### Argument

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As one of ten MCCCDColleges, SCC is overseen by the [MCCCDColleging Board](#), a publicly elected and autonomous body that strives to operate in the best interest of all Maricopa County Community Colleges, and to guarantee the colleges operate with integrity.

2.C.1: The [MCCCDColleging Board's Vision, Mission, and Institutional Values](#) reflect principles intended to sustain an academic institution and inform its measures for improvement. All Governing Board's policies, [regularly scheduled deliberations](#), and outcomes are reflections of these principles. In 2011, the Governing Board approved a [Governance Commitment statement](#) that further ensures Board deliberations will preserve and enhance MCCCDColleging institutions by achieving "appropriate results for the community" and avoiding "unacceptable outcomes and situations."

Annually, SCC prepares and presents [a report to the Governing Board](#) addressing Governing Board outcomes and metrics, and documenting how the college's strategic plan is aligned with MCCCDColleging's strategic plan. The Governing Board reviews these reports during periodic strategic planning review activities to ensure all MCCCDColleging colleges are meeting the mission of the district.

2.C.2: As elected officials representing five geographical districts in Maricopa County and two at-large seats, the Governing Board understands it must recognize and balance the interests of SCC's and other MCCCDColleging colleges' internal and external constituencies. [Board Policy 4.7: Board Linkage with the Community](#) outlines the premises by which SCC's internal and external constituencies are heard by the Governing Board.

The Board's obligation is further codified in [Board Policy 4.5: Board Meetings](#), which outlines the number and types of board meetings; the development of consistent and effective agendas; rules of action; and guidelines for public attendance and discussion, including a [Citizens Interim](#) portion of each agenda to hear items of general concern to the public. The MCCCDColleging Governing Board does not propose, deliberate upon, or take action upon general issues raised during this portion of the agenda, [in compliance with Arizona's Open Meeting Law](#). Issues raised requiring action are placed on a subsequent agenda.

Every MCCCDColleging Governing Board member undergoes [training](#) on their obligation to review and

consider the reasonable and relevant interests of the Maricopa County community. All Board members have a [biography and contact information](#) prominently displayed on the Governing Board page of the MCCCDC website. Maricopa constituents can easily access Board members by telephone and/or email.

2.C.3: While the MCCCDC Governing Board is open to the voice of all constituents, it is an independent body, not subject to undue influence by special interests, donors, political affiliations, and other parties. The obligation to operate independently is clearly delineated in Board Policy 4.10: [Board Members Code of Conduct](#), which serves to remind Board members about upholding the principles of accountability, public stewardship, ethics, civility, and conflict of interest. It also identifies the procedures by which violations of the policy are investigated and addressed. Furthermore, the board members are bound by the [Gifts, Gratuities, and Unrelated Compensation Administrative Regulation](#), which applies to all Maricopa employees.

2.C.4: In 2009, a complaint was filed with the Higher Learning Commission with respect to micromanagement by the MCCCDC Governing Board. As a result, the chancellor at the time, Dr. Rufus Glasper, convened a consulting team of respected national higher education administrators and former board trustees to review and make recommendations. The consulting team's report identified several areas of concern and made recommendations for resolving these issues. Subsequently, the Board held meetings, received training, and ultimately revised the Governing Board Policy, leading to a more traditional, mission-driven governance process. On February 22, 2011, the board adopted the Governing Board Policy Changes.

Included in the Governing Board Policy changes is [Board Policy 3: Board-Staff Relations](#), which clearly outlines the Board's role in MCCCDC's day-to-day operations. This policy reinforces that the Board identifies desired outcomes and approves district metrics; whereas, according to [Board Policy 3.3: Delegation to the Chancellor](#), the Chancellor holds the authority to operationalize Governing Board directions based on his or her reasonable interpretations, and is accountable for staff performance toward outcomes.

MCCCDC policies, procedures, and practices are administered at SCC through the Chancellor's delegation of authority to SCC's College President, Dr. Jan Gehler. President Gehler serves as a member of the Chancellor's Executive Council.

Within MCCCDC, faculty are expected to oversee academic matters, and this is codified through the Residential Faculty Policies (RFP), a formal agreement between the Board and MCCCDC's residential faculty members. The RFP identifies and reinforces faculty responsibility for "[curriculum](#), subject matter and methods of instruction, research, Faculty status, and those aspects of student life which relate to the educational process." Each discipline is overseen by its [MCCCDC Instructional Council](#), all of which advise the Chancellor on discipline-specific academic matters. Instructional Councils are comprised of faculty members from SCC and each of the MCCCDC colleges.

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## 2.D - Core Component 2.D

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

### Argument

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Freedom of expression and the unencumbered pursuit of truth in teaching and learning are highly valued at SCC. Policies and procedures exist to protect these fundamental rights, and the college demonstrates its commitment to them through numerous outlets.

Academic freedom is addressed in [Section 3.1 of the Residential Faculty Policies](#), which states that “faculty are entitled to instructional freedom in discussing their subject with students.” Faculty members are free to help determine curriculum through the [curriculum process](#), as well as select subject matter for their courses, choose textbooks, and determine the best teaching approaches to ensure student learning outcomes are achieved.

SCC operates according to [principles of shared governance](#), whereby faculty and staff are entitled to speak freely on all matters of institutional governance. At the college level, faculty are given voice through the [Faculty Senate](#), which seats representatives from each division. Members of all employee groups serve on a [variety of committees](#) where they are encouraged to contribute ideas to inform college direction and operations. At the district level, Faculty Senate members serve on the [Faculty Executive Council](#), which expresses faculty concerns. All employees are also given the opportunity to speak through employee group associations, such as the [Faculty Association](#), the [Adjunct Faculty Association](#), and the [Classified Staff Council](#).

SCC students are also encouraged to express themselves freely. Many courses allow students the freedom to choose the direction of their studies, for instance in [ENG101 and ENG102](#) courses students are able to select essay topics or [PSY 290 research methods course](#) students select the psychological concept for their project. A regular event on campus, known as [Retro Muse](#), allows students open-mic opportunities for creative expression; and the [Scottsdale Chronicle](#), SCC’s student-operated newspaper, provides yet another venue where students can freely express themselves. While the newspaper has a faculty advisor, all editorial decisions are made independently by the students. SCC faculty and administration make themselves available to Scottsdale Chronicle reporters in response to interview requests.

Student clubs and organizations represent another opportunity for students to express their views and explore their interests. During the 2016-2017 academic year, [thirty one recognized student clubs and organizations](#) were active on campus, focusing on academic, professional, and personal interests. Some clubs exist for students to share fellowship and celebrate their culture, faith, or background. Student clubs and organizations may invite outside speakers that represent their unique views and perspectives. SCC’s [Center for Civic & Global Engagement](#) supports the endeavors of student clubs and organizations by providing guidance, meeting space, computer equipment, storage, etc. SCC encourages students who are interested in forming a new club or organization to pursue the [criteria for establishment](#), and thus become recognized and supported by SCC. Should an SCC student have a grievance, the college has appropriate [grievance policies](#) and procedures that allow students the freedom to express their concerns to the appropriate official and to seek solutions.

As a public institution, SCC frequently hosts non-student individuals and groups seeking to promote an idea or viewpoint. To balance the benefits of free speech with the need to maintain a safe and orderly environment, SCC follows the established [MCCCD procedures for the use of college grounds](#). Non-MCCCD-affiliated citizens are welcome on campus to express their views with the caveat that they do not disrupt the college environment.

MCCCD hosted a [workshop sponsored by the district legal team](#) to help SCC administration, faculty, and staff members communicate what protected speech is with more depth and authority. Free speech is a concept that must be continually reinforced, and SCC is committed to respecting freedom of expression by the college's many diverse communities.

The above examples of freedom of expression are efforts toward the pursuit of truth in the teaching and learning that take place at the college. However, SCC does even more to meet its commitment to pursuing truth in its academic disciplines and in the way the campus serves as a venue for seeking truth in the community.

SCC faculty are not required to conduct research; however, in pursuit of truth within their respective disciplines, many faculty members choose to pursue research and engage students in research that positively influences student learning. SCC supports these professional-development opportunities through [travel funding](#) and [professional growth-incentives](#), [faculty sabbaticals](#), and [summer-project funding](#). Furthermore, the Maricopa Institute for Learning (MIL) offers [year-long research fellowships](#) to MCCCD residential faculty who are interested in examining significant issues in their fields and contributing to the scholarship of teaching and learning through classroom research projects. SCC faculty's endeavors toward the pursuit of currency in their fields has resulted in notable [grants](#), [conference presentations](#), [performances](#), [exhibits](#), and [publications](#) achieved by SCC faculty members.

To further promote SCC as a college committed to the pursuit of truth in teaching and learning, SCC's Library upholds the [Library Bill of Rights](#) in its operations. SCC also sponsors events specifically aimed at the discovery of truth. For instance, "[The Quest for Truth](#)," a public lecture by SCC philosophy faculty Dr. Michael Valle, explored intellectual arguments for and against God's existence and compared world religions. [SCC's Musical Theatre produced Cabaret](#), a play suggestive of controversial issues, such as sexuality, abortion, and racism. The annual [World Hunger Days](#) enlightens students about the realities of global famine. The annual [Genocide Awareness Week](#), brings scholars and genocide survivors from around the world to discuss sensitive topics like "European Imperialism and Genocide in Africa," "the Armenian Genocide," and "Navajo Relocation: A Native American Example of Cultural Genocide." Events like these reflect SCC's commitment to the pursuit of truth in teaching and learning.

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## 2.E - Core Component 2.E

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

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

### Argument

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Scholarship at SCC, whether by employees of the college or by students, meets high standards of integrity that are codified in MCCCDC policy and actualized on campus according to established procedures. The acquisition, discovery, and application of knowledge at SCC occurs ethically and responsibly.

2.E.1: By MCCCDC policy, employees and external investigators seeking to conduct research on SCC's campus must first be [granted permission by the college's VPAA](#). Funded research projects, like [summer projects](#) or [MCCCDC Learning Grant projects](#) are additionally approved and reviewed by committees.

When proposed research projects involve human subjects, they must be approved by the [MCCCDC Institutional Review Board \(IRB\)](#) before any data collection or subject participation occurs. This procedure ensures that subjects are treated ethically and that their rights and welfare are appropriately protected. The IRB considers risk to participants, safeguards of privacy, and level of informed consent. IRB members with a potential conflict of interest must recuse themselves from considering the proposal. As part of IRB approval, MCCCDC researchers and IRB Committee members (as well as any external investigators) are required to successfully complete the [National Institute of Health \(NIH\) Protecting Human Research Participants course](#) online. For researchers and members, the NIH course must be renewed every two years.

To support MCCCDC researchers, the IRB website provides the [IRB Handbook](#), as well as a [Quick Start Guide](#), [FAQs](#), [Contacts and Resources](#), and sample forms such as [Informed Consent](#), [Adverse Incident Report](#), and [Closure Forms](#). On SCC's campus, the [College Research Review Committee \(CRRC\)](#), which is chaired by the college's MCCCDC IRB representative, serves as a panel of MCCCDC's IRB to review and approve research at the college, including student research. When research involves college data, [SCC's Office of Institutional Research, Planning, and Development](#) provides invaluable support.

Student research at SCC is [overseen by faculty members](#) and sometimes program coordinators, such as when research occurs through SCC's Honors Program. When student research involves human subjects, they also undergo a process to obtain IRB approval. Students must complete the [Application for Human Subjects Research Projects](#).

Oversight and support of faculty scholarly practice at SCC begins with a [New Faculty Experience](#) throughout the faculty member's first semester, and five years of probationary evaluation

through the [Peer Assistance and Review \(PAR\)](#) process. During this time, faculty members' teaching is observed by the department chair and the VPAA (or designee), and faculty members must complete annual self-evaluations of their scholarly practice. The evaluations are overseen and reviewed by two peer evaluators, the department or division chair, and the VPAA. After five years, these self-evaluations are conducted and reviewed every three years.

2.E.2: SCC guides students toward the ethical use of information resources. As the hub of information resources on campus, the SCC Library plays a central role in this effort. SCC's librarians reinforce that plagiarism extends beyond print text to include the uncredited use of images, sound, and video. In addition, the Library website has guides covering topics such as [citing sources](#), [copyright](#), and [avoiding plagiarism](#). SCC's Library is part of a national consortium that provides [Ask a Librarian](#), a 24/7 chat service that can help students maintain integrity in their use of information resources.

Many courses require students to utilize the SCC Library and other information resources, and SCC's Freshman Composition Courses, ENG 101 and ENG 102, which are required for all degree programs, teach students to utilize information sources ethically. [English 101's Course Competency 4](#) explicitly calls for instructors to assess whether students "summarize, paraphrase, and quote from sources to maintain academic integrity."

SCC's Writing Center and Social/Behavioral Science Learning Center also support students in the ethical use of information resources. [The Writing Center](#) offers online research and writing assistance as well as citation guides, covering MLA, APA, and other citation styles.

2.E.3: SCC's Student [Conduct Code](#) and [Computer Usage Policies](#) explicitly discourage acts of dishonesty, and [the Academic Misconduct Policy](#) (which includes definitions of academic misconduct, an explanation of potential sanctions, and the appeal process available to students who have been sanctioned) can be found online in the College Catalog. The [sample syllabus available to all faculty](#) includes a summary of the Academic Misconduct Policy, and all instructors are encouraged to embed this summary in their own syllabi.

Plagiarism, either intentional or unintentional, is a concern in many courses. One measure many faculty members take to identify print-text plagiarism is the use of electronic plagiarism detection tools like Turnitin.com. Procedures are available for faculty in situations involving plagiarism, cheating, or other forms academic misconduct; and SCC's administration readily enforces sanctions when appropriate. These measures exist because SCC values academic honesty and integrity as part of providing its intellectually challenging and supportive learning experiences to students.

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## 2.S - Criterion 2 - Summary

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

### Summary

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Scottsdale Community College is committed to functioning with the highest level of integrity. All faculty and staff are required to review and acknowledge established policies concerning ethical standards and behavior. The governing board maintains a clear role of institutional oversight, but trusts and delegates day-to-day operations to the president who works closely with senior administration and with active participation and input by the faculty and staff.

The Maricopa district's policies, procedures, and protocols provide guidance for ethical and responsible conduct, while SCC serves as the local entity to ensure adherence and compliance. MCCCDC Governing Board Policies and the MCCCDC's Administrative Regulations are the foundation from which SCC employees perform their duties. However, SCC's value in shared governance facilitates the college's commitment to integrity through a collective understanding of processes and systems by which to ensure accountability in a culture of professionalism and respect.

A challenge for the college is the significant change in senior leadership that has occurred the past year. About half of the college president's senior leadership team, while not new to the college, are new in their respective roles. All three vice presidents are first time vice presidents and two of the three are in interim roles. As a result of such an abrupt change and transition, the college is embracing the opportunity to explore our work differently, while still holding steadfast to our values. Policies, processes, and protocols adhered to with the greatest integrity through SCC's systems of shared governance will continue to serve as the resources to help aid and facilitate successful transition now and for years to come.

### Sources

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*There are no sources.*

## **3 - Teaching and Learning: Quality, Resources, and Support**

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

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

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

### **Argument**

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The degree programs at Scottsdale Community College (SCC) reflect the teaching and learning quality standards of an institution of higher education that is committed to student success.

**3.A.1:** SCC's degree programs are the product of established evaluative processes that ensure course subject matter is current and program completion requires levels of student performance appropriate to awarded degrees or certificates.

All of [SCC's associate's degrees require a minimum of 60 credit hours](#), and [the college's certificate programs require credit completion commensurate with knowledge required by the industry](#). SCC's degree or certificate requirements are outlined in the [college catalog](#) and on the [SCC webpage](#), where the purpose of each degree, specific program requirements, and course prerequisites are displayed. Many occupational programs are structured so that students can earn a certificate while working toward a degree.

SCC and Maricopa County Community College District (MCCCD) faculty, administration, and staff are responsible for maintaining the quality and currency of programs and course offerings through multiple processes at the college and district level, as discussed in the [MCCCD Curriculum Procedures Handbook](#). Faculty have authority over course content and, [per the MCCCD Residential Faculty Policies \(RFP\)](#), determine curriculum and relevant subject matter for courses, recommend appropriate pedagogy, and choose textbooks and other materials to maintain currency and standards of performance best suited to teaching their subject.

At SCC, each program's faculty and staff participate in a [Unit Improvement Plan \(UIP\)](#) review process, which looks at enrollment trends, completion rates, credentials earned by students, and industry standards to ensure the relevancy and quality of respective program offerings. When developments are found to be necessary, [SCC's Curriculum Office](#), and the faculty member designated as the [Curriculum Development Facilitator](#), work with faculty to create or modify program curriculum or course competencies through [SCC's Curriculum Committee](#), which reviews the

curriculum for its appropriateness.

Proposals are then sent to one of MCCCDC's discipline-specific [Instructional Councils \(ICs\)](#), which are comprised of faculty from all MCCCDC colleges. ICs are charged with [ensuring the quality, diversity, relevance, and transferability](#) of courses and programs. They determine if the instructional objectives of each course accurately reflect the most up-to-date and pertinent course content within the discipline.

Curricular developments or modifications approved by the ICs are then submitted to the [District Curriculum Committee](#), part of MCCCDC's [Center for Curriculum Transfer and Articulation](#), where they undergo the final curriculum review and implementation process.

Beyond these standard procedures, other measures exist to ensure the currency and quality of SCC's programs and course offerings. Many programs have an active [Community Advisory Council \(CAC\)](#) that provides feedback on the curriculum from an industry perspective. Many [adjunct faculty are currently employed in their teaching field](#) and share current, practical industry experience with students and fellow faculty. Students also provide useful [feedback about program quality in course evaluations](#), which are reviewed by program faculty as an instrument to monitor quality. Furthermore, approximately a year after graduation, [alumni surveys](#) are sent to all degree and certificate recipients, and these past students provide the college with information on their career and educational statuses, and how well SCC prepared them for their current pursuits.

Two SCC programs, [Nursing](#) and [Culinary Arts](#), have earned program-specific accreditation and are required to complete rigorous self-studies to maintain that accreditation. First-time candidates from SCC's Nursing Program have a [higher pass rate than the national average](#) on the nursing licensure exam (NCLEX) for registered nursing, with scores in the past five years ranging from 87 to 99 percent, demonstrating how SCC's program requires performance appropriate to its awards.

**3.A.2:** SCC exclusively offers undergraduate education at the associate degree and certificate levels. SCC awards the following degrees: [Associate in Arts \(AA\)](#), [Associate in Elementary Education \(AAEE\)](#), [Associate in Fine Arts\(AAFA\)](#), [Associate in Business \(ABUS\)](#), and [Associate in Science \(AS\)](#), as well as [34 Associate in Applied Science \(AAS\)](#) degrees in occupational areas ranging from Culinary Arts to Equine Science to Tribal Development. SCC additionally offers an [Associate in General Studies \(AGS\)](#). During the 2014–2015 academic year, SCC awarded [1060 Associate's degrees](#).

For SCC students seeking transfer to an Arizona university, SCC offers an [Arizona General Education Curriculum \(AGEC\)](#) certificate for university transfer. As one of the MCCCDC colleges, SCC [partners with 51 universities](#) in formal articulation agreements. Primary among them are the agreements with Arizona's three public universities. For example, the [Maricopa-ASU Pathways Program \(MAPP\)](#) provides guaranteed admission to Arizona State University (ASU) programs. The MAPP program has been [recognized nationally](#) as a model for moving students seamlessly from an MCCCDC college to ASU.

Furthermore, SCC offers [54 certificates of completion \(CCL\)](#) in occupational areas designed to meet current workforce needs. The two most recent additions to our CCL offerings, Tribal Court Advocacy and Social Media Marketing, illustrate SCC's responsiveness to national and local workforce needs. SCC also offers academic certificates in Creative Writing and Electronic Music. During the 2014-2015 academic year, SCC awarded [1001 certificates of completion](#), of which 653 were AGECE certificates and 348 were occupational or academic certificates.

All learning goals for SCC's associate degree and certificate programs are clearly articulated and differentiated from one another on [SCC's Academic Programs](#) webpage, in the [College Catalog](#), and through the [MCCCD Programs/Degrees search engine](#).

**3.A.3:** SCC recognizes the extreme challenge that comes with maintaining consistent excellence across all modes and locations of instructional delivery. Multiple efforts, therefore, exist to ensure that the college successfully maintains the high quality standards of its programs, and that learning goals are met uniformly, regardless of how students encounter their program coursework.

SCC offers face-to-face courses on campus and through dual credit at its feeder high schools. The college also offers hybrid and fully online courses. [Faculty qualifications to teach](#) are the same regardless of mode of delivery or location. This includes dual-credit faculty, who must submit their resume and transcripts for [review and verification by faculty department chairs](#). To assist new residential, adjunct, and dual-credit faculty, SCC provides a [syllabus template](#) to facilitate a consistent approach to identifying course competencies, methods of assessment, and important college and district policies.

All SCC courses have [standard course competencies](#) that express course objectives. Faculty have the freedom to approach the course competencies in a variety of ways, as long as competencies are addressed and assessed. [SCC's Student Learning Outcomes Assessment \(SLOA\)](#) committee is comprised of faculty and staff "assessment mentors" who work with SCC programs in their efforts to ensure learning objectives are consistently met, and to help programs discover where improvements might be made. Additionally, SCC's courses, regardless of mode or location, are [reviewed by faculty department chairs and the appropriate academic administrator](#) for consistent quality and the address and achievement of learning goals. Assessment and evaluation of learning outcomes is addressed at greater length in Criterion 4.

SCC has seen [strong enrollment growth in its online course offerings](#). In October of 2015, the college submitted its HLC Distance or Correspondence Education Substantive Change Application. The application details the college's extensive efforts to maintain rigor and quality in online offerings. The most substantial of these efforts comes from SCC's [Center for Teaching and Learning \(CTL\)](#), which supports faculty teaching distance education. A [list of the trainings and support venues](#) provided by the CTL can be found on their website. Among these is the training and support for faculty seeking to earn the [Quality Matters \(QM\)](#) designation for their online or hybrid course. As part of the QM process, courses are peer reviewed by faculty to ensure course integrity and quality. Currently SCC offers 30 QM-certified courses with several more in the queue waiting to be reviewed and certified.

The faculty director of the college's Center for Teaching and Learning (CTL) is the chair of [SCC's e-Learning Committee](#), which was established in 2011 to support online instructors and students, and has a faculty representative from each division on campus. Additionally, MCCCD's [Maricopa Center for Learning and Instruction \(MCLI\)](#) offers support for the "effective use of e-learning models and instructional technologies in teaching and learning through a number of workshops, seminars, trainings, and events."

As with its online course offerings, SCC has [practices to ensure its dual-credit course offerings are consistent](#) with the college's quality standards and learning goals. All courses offered for [dual credit are first approved](#) by MCCCD's Executive Vice Chancellor and Provost in consultation with the appropriate Instructional Council. All [dual-credit instructors are observed](#) by a member of SCC's residential faculty to verify course objectives are being met; and many departments provide [additional trainings or orientations](#) to meet the challenge of providing consistent quality and learning goals in



dual-credit courses.

SCC's program quality and learning goals are also kept consistent in the way that SCC supports students. All campus and dual-credit students have the opportunity to take part in a student orientation. For online students, an additional orientation is also available through the e-Learning Committee's "Getting Started" video, geared specifically toward those taking an online course for the first time. SCC has also adopted the "[Smarter Measure](#)" survey to help students determine beforehand if, given their personal circumstances, an online format might hinder the quality of their educational experience or their ability to meet learning goals. Dual-credit and online students have access to college resources, including advising, tutoring, and library services; and when courses are near completion, [dual credit and online students have the option to participate in course evaluations like on-campus students.](#)

SCC provides academic support services to both on-campus and remote learners. For instance, the Writing Center provides one-on-one tutoring both [in-person](#) and [online](#). [The library provides comprehensive online resources, guides, and tutorials](#), as well as 24/7 "[Ask a Librarian](#)" services for all students, regardless of mode or location.

Finally, to help compensate for the inevitable inconsistency of course delivery that comes with technical problems in online courses, 24/7 [technical help is available](#) for students studying online through SCC's remote-help system.

SCC does not offer courses through contractual or consortial agreements.

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## 3.B - Core Component 3.B

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

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

### Argument

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All educational programs at SCC can demonstrate that intellectual inquiry is fundamental to their implementation. The college can validate that its degree and [Arizona General Education Curriculum \(AGEC\)](#) certificate programs aim for students to acquire, apply, and integrate broad learning and skills. Completion of educational programs at SCC reflects a high quality education.

**3.B.1:** SCC's general education program is defined by the AGECE requirements, which consist of 35-37 credits; and SCC offers AGECE certificates of completion. Three different AGECE concentration options are available to students: AGECE-A, for students who wish to study liberal arts when they transfer to a university; AGECE-B, for students seeking university transfer to study business-related fields; and AGECE-S, for students pursuing a degree for which rigorous math and science preparation is needed prior to transferring to an Arizona public university. Students also have the option to attain a 60-credit [Associate in General Studies \(AGS\)](#) degree.

[SCC's mission](#) is to improve the quality of life in its communities by "providing challenging, supportive, and distinctive learning experiences" and by enabling students "to achieve lifelong educational, professional, and personal goals." SCC's general education program serves this mission well by ensuring students successfully complete coursework in all of the following categories: Literacy & Critical Inquiry; Mathematics; Computer/Statistics/Quantitative Applications; Humanities, Fine Arts & Design; Social & Behavioral Sciences; Natural Sciences; Cultural Diversity in the US; and Global/Historical Awareness. [The college has abundant educational offerings](#) to meet these requirements, providing students with a variety of ways to engage in intellectual inquiry and obtain the necessary exposure to broad learning and skills.

The exact [requirements for SCC's different associate's degree programs](#) vary from program to program depending on the transfer and career goals of the student; however, SCC's general education program fits all degree programs and guarantees that all approved courses will transfer to Arizona's

public universities as a block.

SCC's certificate of completion (CCL) programs in occupational areas do not require general education due to their emphasis on occupational training and workforce-specific skills.

**3.B.2:** During SCC's 2007 HLC visit, the college was cited for its inability to appropriately assess general education learning outcomes. In an effort to address this weakness, SCC participated in the HLC Assessment Academy from 2008-2011, during which the college [developed and adopted the WOVeN model](#) of assessing general education. Driven by SCC's [Student Learning Outcomes Assessment \(SLOA\) committee](#), which is responsible for assessing the college's general education program, WOVeN focuses on two overarching student outcomes: "critical analysis" and "effective communication," as they exist in Written, Oral, Visual, or Numerical forms.

SCC asks that all [college faculty articulate the following idea on their syllabi](#): "General education enhances students' abilities in critical analysis and effective communication in Written, Oral, Visual, and Numerical form. General education is WOVeN through the curriculum at Scottsdale Community College." Additionally, faculty should explain how their individual course reflects this idea, thereby allowing students to see how their general education coursework is grounded in a framework of broader learning and skills development that is relevant to the intellectual concepts and inquiry involved with their specific educational programs.

Evidence of WOVeN in practice appears in [SCC's curricular courses](#) and [co-curricular service areas and programs](#), which seek to demonstrate the purposes, content, and intended learning outcomes of SCC's general education standards. WOVeN makes explicit how these institutional offerings develop the analytical and communication skills and attitudes expected of college-educated people.

**3.B.3:** SCC's degree programs all involve students in the collection, analysis, and communication of information, since [all degree programs require essential aspects of the general education program](#), which is assessed based on the [WOVeN model, emphasizing "critical analysis" and "effective communication"](#). All degree programs at SCC aim for students to master modes of inquiry and use creativity to achieve that mastery, and the college aims for students to develop these skills in ways that recognize and adapt to changing environments.

For demonstration of these claims, one can look closely at how SCC's degree programs and services seek to impart broad knowledge and introduce intellectual concepts to best prepare students for navigating a complex and challenging world. Engagement pedagogies provide purposeful and relevant application of learning that requires active student involvement. SCC's infrastructure of co-curricular learning also provides opportunities, such as the [World Hunger Fair](#) and the [Center for Native Urban and Wildlife \(CNUW\)](#) that are specifically geared to help students recognize the changing environments where their education will be applied and integrated.

SCC's occupational programs in particular work to incorporate field experience, as occurs in the [VITA tax assistance program](#); portfolio development, as demonstrated in the [Graphic Arts Portfolio process](#); clinical experiences, as take place in SCC's [Clinical Nursing Program](#); and real-world work simulations, like the SCC [Film Program's Capstone Project](#). These opportunities are part of course requirements, enhancing students' career knowledge and skills, and engaging them with the changing, real-world industry environments they will encounter after graduation. The success of SCC's efforts in this regard is demonstrated in its [occupational program graduate employment data](#).

**3.B.4:** To receive one's education at SCC means that one will not only experience the cultural diversity of the college's communities, but also gain exposure to the diversity of the human race in

general. SCC's argument for Core Component 1.C elaborates on the college's understanding of diversity, how human and cultural diversity are explicit in the college's mission documents, and how the college works to promote student awareness of and appreciation for diversity.

Furthermore, SCC's educational programs are designed to recognize human and cultural diversity with requirements for graduation covering cultural diversity in the US; and global or historical awareness. SCC offers dozens of courses to meet these requirements, such as [AIS 140: American Indian History](#); [SOC 212: Gender and Society](#); [ASM 104: Bones, Stones, and Human Evolution](#); and [ENH 201: World Literature Through the Renaissance](#).

Beyond the classroom, SCC educates its students about human and cultural diversity [through a variety of public lectures](#). The intent of these lectures is not to provide students with "the truth," but to recognize multiple perspectives for students to critically analyze so they may arrive at their "own truth." SCC also conducts annual events like the [World Hunger Fair](#), [Genocide Awareness Week](#), [the "IN-Thing"](#), and the [American Indian Program's Social Gathering](#); supports various diversity-oriented [student clubs](#); and provides infrastructure, like the upcoming [Indigenous Scholars Institute](#). Advancements like these increasingly make exposure to diversity integral to the entire educational experience SCC provides.

Furthermore, through the [Center for Civic & Global Engagement \(CCGE\)](#), SCC hosts international students from developing countries as part of a US State Department [Community College Initiative \(CCI\) program grant](#). These students participate in a 10-month program to study in specific academic areas and experience the diverse American culture found within SCC's campus community. These students also contribute to cultural diversity at SCC through the many activities CCGE sponsors, thereby educating the campus community about CCIP-affiliated countries.

**3.B.5:** SCC faculty are not required to conduct original research or publish works as part of their terms of employment. Nevertheless, many contribute to the discovery of knowledge by taking part in [MCCCD Learning Grant projects](#), [summer projects](#), and [sabbaticals](#) that aim to improve the college's educational programs and promote its mission. Additionally, some of SCC's [faculty members pursue doctoral study](#), [author scholarly or creative publications](#), [exhibit their art](#), or [deliver performances](#), enhancing the integrity of the instructional programs they serve.

MCCCD supports SCC faculty who aim to discover knowledge or produce scholarship in their field through [professional development opportunities](#). For instance, the [Maricopa Institute for Learning Research Fellowship \(MILRF\)](#) is a year-long fellowship program for MCCCD residential faculty in any discipline who are interested in examining significant issues in their teaching fields and contributing to the scholarship of teaching and learning through classroom research projects. Recent MILRF projects by SCC faculty include Library Faculty [Danielle Carlock's "Efficacy of the Flipped Classroom to Prepare Health Science Students for Evidence-Based Practice: A Longitudinal Study"](#) and Psychology Faculty Dr. Eric Haas's ["Researching the relationship between student motivation and practice activities in Psychology statistics"](#).

Students at SCC have substantial opportunities to contribute to scholarship, produce and exhibit creative works, and discover knowledge through the unique venues SCC provides. Most SCC students are required to take [English 102: Freshman Composition](#), a course that teaches students how to conduct research and develop scholarly writing. Exemplary student compositions in English 102 are nominated by faculty for publication in the SCC English Department's scholarly publication, [Two Waters Review](#).

Other SCC courses and programs further develop their students' abilities to engage in the discovery of

knowledge and conduct scholarly research, and many faculty provide and facilitate undergraduate research opportunities for their students. In the [psychology research methods course](#), students get experience designing and executing research experiments. Working in teams, students formulate research questions and hypotheses, submit their proposals to the Institutional Review Board, respond to concerns, recruit participants, conduct the studies, statistically analyze results, and write research reports. At the end of the semester, students prepare conference posters and present them to their classmates and to the college community. Some students also submit their projects to a district-wide student conference. Recently, a student team received the [top prize](#) in this research competition.

The Life Sciences department has an extensive [undergraduate research training program](#) for aspiring scientists, providing them with opportunities to perform scientific research as early in their career as possible. Students in the program progress through four phases, starting at SCC with a research project with the McDowell Sonoran Field institute – the research arm of the McDowell-Sonoran Conservancy in Scottsdale. Mentored by faculty members and Arizona State University graduate students, students [conduct research](#) with the goal of producing scientific contributions for publication in professional peer-reviewed journals. The experience continues as students then transfer to Arizona State University. Students obtain increasing levels of responsibility as they prepare articles for submission to journals and mentor other students. Several students have had articles published in major journals and have presented their work in national and international scientific conferences.

SCC additionally provides opportunities for students to develop and demonstrate their creative works. [Student performances](#) in the fine arts, such as dance, music, theater, and musical theater are the most obvious. Student works of creative writing, poetry, screenplay, art, and musical score are displayed in SCC's highly acclaimed [literary magazine, \*Vortex\*](#), an annual publication. The [Scottsdale School of Film + Theatre at SCC hosts an annual Film Festival](#) to showcase student films. The [Art Department hosts rotating exhibits](#), featuring paintings, drawings, sculpture, and other forms of creative expression. On Thursday afternoons during the academic year, the college hosts [Retro Muse](#), SCC's very own on-campus coffee-house/open-mic venue where students, faculty, and community members come to share their writing, music, art, acting, singing, and dancing.

More broadly, SCC students are encouraged to apply creative approaches to the discovery of knowledge in the myriad ways they address their course assignments. SCC provides unique venues by which knowledge is discovered -- such as [SCC's Honors Projects](#), [Service-learning opportunities](#) and the [Center for Native and Urban Wildlife](#) -- and communicated, such as through SCC's newspaper, [The Scottsdale Chronicle](#). Through SCC's educational programs, students have ample opportunities to acquire knowledge and skills; apply those skills in valuable, real-world scenarios; and integrate their academic experiences into the pathway of their lives.

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## 3.C - Core Component 3.C

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

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

### Argument

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The faculty and staff employed by SCC are effective at providing high-quality programs and student services.

**3.C.1:** SCC serves the instructional needs of [approximately 10,000 students](#) through the work and expertise of [175 residential faculty and approximately 336 adjunct faculty](#). [A majority of SCC's courses are delivered by residential faculty](#). Per MCCCDC's [Residential Faculty Policies \(RFP\)](#), residential faculty teach 30 load hours per fiscal year (usually 15-16 credits per semester).

The [Adjunct Faculty Employee Handbook](#) states that adjunct faculty may teach up to 9 credits per semester. The quest to hire and retain outstanding faculty members never ceases, but the quality that SCC faculty bring to the classroom is [reflected in the success of its graduates](#).

Beyond the classroom, faculty accountability includes an additional 15 hours of professional responsibilities per week to determine grades and other assessments of student performance; consider appropriate pedagogy, texts, and other materials relevant to teaching their subject; assist on a variety of projects involved in the working of the college; support students through email and a minimum of 5 scheduled academic-support hours; evaluate and improve their professional performance through [Faculty Evaluation Plans](#) or [Individual Development Plans](#); and participate in department, division, college, and/or MCCCDC activities. These activities include regular meetings, service on at least one from a [list of committees](#), such as the [Curriculum Committee](#), where [faculty have oversight of the curriculum, per the RFP](#), and the [Student Learning Outcomes Assessment \(SLOA\) Committee](#), which evaluates expectations for student performance and the assessment of student learning. [Many faculty members serve on multiple committees](#). SCC faculty commitment is the source behind the effectiveness and high quality of the college's academic programs.

**3.C.2:** All SCC faculty are currently qualified based on MCCCDC's established minimum qualification requirements for the hiring of [faculty in academic and occupational teaching fields](#). [MCCCDC](#)

[Instructional Councils \(ICs\)](#), comprised of faculty from all MCCCDC colleges, review faculty hiring qualifications and determine any further [discipline-specific coursework requirements](#). Minimum qualifications apply whether the faculty hire was full-time, part-time, or dual credit.

Recently, SCC administration and department/division chairs reviewed all faculty members' qualifications for compliance with [HLC's Assumed Practices Faculty Qualification guidelines](#). The college aims to guarantee that, by September 2017, all faculty hold a relevant degree at least one level above the undergraduate programs the college offers, and that if any faculty member "holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach."

**3.C.3:** SCC faculty are evaluated regularly, according to the MCCCDC RFP, to ensure the high quality and effectiveness of SCC's academic programs. New residential faculty are reviewed for a five-year probationary period utilizing the [Peer Assistance and Review \(PAR\) process](#). The PAR process requires probationary faculty to create and document their instructional expertise, service to college and community, and professional development in an [Individual Development Plan \(IDP\)](#). Additionally, for their first two years, probationary faculty members' classes are [observed by a faculty mentor](#) in both fall and spring semesters, and are [formally observed and evaluated](#) annually by both their department or division chair and the VPAA or designee. Probationary faculty performance and IDPs are reviewed and evaluated by the [PAR Committee](#), comprised of both faculty and administration. The PAR Committee makes recommendations to the college president related to each faculty member's probationary contract renewal and eventual appointive status.

Upon award of appointive status, residential faculty are reviewed using the [Faculty Evaluation Plan \(FEP\)](#), which requires them to reflect upon their teaching performance and document continuous process improvement efforts. Appointive faculty complete the FEP every third year, engaging in a peer-reviewed, reflective self-examination of the following three required areas: teaching, learning and/or service; course assessment and/or program development/revision; and governance and/or committee participation at the college and/or district level(s); and two of the following elective areas: professional development, acquisition of new skills, enhancement of diversity, or college-level assessment of learning outcomes.

A department chair or faculty supervisor reviews the quality and effectiveness of [adjunct](#) and [dual-credit faculty](#) by observing classes, evaluating classroom instruction and faculty performance, and meeting with the instructor to discuss these reviews. Reviews occur in their first three semesters of adjunct or dual-credit faculty employment.

**3.C.4:** From the first semester they are hired, SCC instructors begin processes and have access to resources that support their professional development as well-informed and adept teachers. All new residential faculty members participate in a semester-long [New Faculty Experience course](#), meeting for three hours per week in seminars with their peers to discuss, learn, and practice new and established teaching and engagement pedagogies. Two seasoned faculty members lead the New Faculty Experience, and participating faculty receive three credit hours of release time to fully engage with course content.

Both residential and adjunct faculty at SCC take part in [trainings, workshops, and retreats organized through their academic departments](#) to enhance instructors' currency in their fields and excellence in their classrooms. Additionally, the college supports the [TechTalks](#) event which focuses on innovation in educational technology. Faculty also have access to professional development opportunities and support at the college through SCC's [Center for Teaching and Learning \(CTL\)](#), which promotes

innovation and excellence in teaching by seeing faculty members as learners. Staffed by a full-time faculty director, a full-time learning facilitator/manager, and part-time faculty, the CTL offers [approved syllabus templates](#), [workshops and one-on-one training](#) in cutting-edge teaching tools and strategies, and [instructional support](#) on the ground and in virtual classrooms. The CTL also provides facilities, like the [Technology Learning Center](#) and the [Audio Booth](#), and [resources](#) like computers with Specialized SoftWare, iPad Classroom Carts, Short-term iPad Checkout, Livescribe Pens, and Personal Response Systems/Clickers.

Beyond SCC, residential and adjunct faculty receive professional growth opportunities and support through MCCCDC's [Maricopa Center for Learning & Instruction \(MCLI\)](#) which is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, administrators, and district-wide groups to provide quality services, programs, and resources. MCLI seeks to foster the instructional excellence and expertise of MCCCDC faculty to best advance student learning. Programs that MCLI supports include the [Faculty Development Committee](#), [Maricopa Excellence in Teaching](#), [International and Intercultural Education](#), the [Maricopa Institute for Learning Research Fellowships](#), and various [Learnshops](#).

Residential faculty can access professional growth funds through [MCLI's Learning Grants](#) and from its [Faculty Professional Growth](#) program which supports sabbaticals and provides funding for conference and seminar expenses, travel expenses to conferences and workshops, and credit-course tuition reimbursement. Adjunct faculty can receive similar funding support through MCLI's [Adjunct Faculty Professional Growth program](#). For the 2016-17 academic year, [SCC faculty received approximately \\$48,893.00 in Learning Grants to work on projects](#) ranging from assessment to critical literacy to collaboration within the arts.

SCC faculty can obtain additional funding locally at SCC to support summer projects through SCC's [Educational Development Project \(EDP\) program](#). Like all of the above, EDP projects help ensure that instructors are current in their discipline and adept in their teaching roles.

**3.C.5:** SCC faculty are highly accessible for student engagement and inquiry, as indicated in the college's [high score in student-faculty interaction on the Community College Survey of Student Engagement \(CCSSE\)](#). Per the RFP, residential faculty must hold a minimum of [5 scheduled academic-support hours](#) reflective of the faculty member's teaching schedule. [Faculty post the time and location of scheduled support hours](#) at their offices, on syllabi, and online, so that they are publicly accessible to students; and most faculty are available during other times by appointment. Some residential faculty members hold office hours in their respective discipline's tutoring center to be more visibly accessible to students.

Adjunct faculty are not required to hold academic support hours; however, many do, utilizing [spaces on campus made available for adjunct-faculty use](#). The counseling division provides adjunct faculty with additional contract hours, so they may meet face-to-face with their students to provide one-on-one support.

Students are not limited to class time and office hours to access their instructors. All residential and adjunct faculty members can be reached by phone or Google Voice, and all have physical mailboxes. Additionally, all residential and adjunct faculty (as well as all SCC students) have the use of SCC's Google Apps, which allow faculty and students to correspond through email, share documents, and video conference. Additionally, instructors and students who use Canvas (SCC's online learning management system) for their online or hybrid courses, or as a supplement to their face-to-face courses, have access to Canvas Conversations contained within the course's electronic infrastructure.

**3.C.6:** The professional and support staff who provide SCC's student services are appropriately qualified and participate in ongoing training and professional development opportunities. [Hiring standards](#) for all positions are in alignment with the qualifications established by MCCCDC's Office of Human Resources. Prospective candidates are reviewed through a [competitive process](#) of evaluating each application and resume in regard to stated qualifications for each position.

SCC's Academic Support Services Centers all [follow tested processes to hire qualified tutors](#), as well as [offer training to maximize their success](#) in supporting student learning.

SCC's [2012 Student Affairs reorganization](#) enabled the college to better align and deliver effective and high-quality student support services. As part of the reorganization, staff were cross-trained, and regular meetings continually occur to expand staff members' expertise and knowledge of their own and other areas within student affairs, facilitating greater collaboration among peers in their efforts to serve students. In SCC's Financial Aid Office, the Director and Assistant Director [receive regular training on the most up-to-date financial-aid regulations](#), and inform the office's financial-aid technicians to ensure that the department operates according to the most current regulations. Likewise, SCC's [academic advisors participate in regular trainings](#) so that their service to students is based on the most current information available.

All full-time (and some part-time) student support services staff at SCC receive professional and personal development benefits through MCCCDC. The district's [Employee Resource Guide](#) provides a brief description of specific programs, along with the contact information and a website address for each program. Several opportunities are currently identified within the guide related to leadership development, technology training, MCCCDC tuition reimbursement, and access to [professional growth funding](#) to attend conferences, pursue additional education, and engage in employee learning opportunities in new roles at other colleges within the district.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

### Argument

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SCC provides infrastructure and resources for effective teaching, and targeted learning support services for its various populations. Services are provided in-person, by telephone, and through email and other internet-based communications. Announcements and information about student support options are also shared via texting.

**3.D.1:** SCC considers prospective, new, and current students in the way it provides student support services to meet the needs of its student populations. The college has a [link for Future Students](#) on its home page, and [SCC's Welcome Center](#), housed in the Student Center building, is normally open five days per week, with additional hours on the weekend at the beginning of each semester, and extended hours when the college is on a four-day work week during summer. Whether prospective students are just seeking information or are ready to enroll, the Welcome Center serves as a one-stop, "triage point," assisting visitors in identifying needed services and directing them appropriately.

In 2013, MCCCDC adopted a protocol mandating student success services for all new, full-time, degree or transfer-seeking students. The [mandated steps](#) include admission through Admission & Records, placement testing through the Testing Center, attending a New Student Orientation, meeting with an advisor through the Academic and Career Advisement Center, and paying tuition and fees through the Financial Aid and/or Cashier's Office. SCC calls this process [SOAR \(Scottsdale Orientation, Advising, and Registration\)](#). While SOAR is required for full-time students, SCC encourages all academic degree- or transfer-seeking students, regardless of full- or part-time status, to take part as well.

The orientation portion of SOAR is a mandatory three-hour program. Designed to be different from large traditional orientation programs, SOAR is conducted through small-group interaction among participants with the goal of sharing information and facilitating community and connectedness. During the 2015-2016 academic year, [the college hosted 163 orientation sessions serving approximately 1,589 new students](#), with nearly [98% of participants reporting that they believed attending SOAR would assist them in successfully completing](#) their first semester at SCC. SOAR orientations are open to all students, regardless of enrollment status.



SCC is an open-entry college, and student populations who are academically underprepared -- [testing into](#) one or more [developmental courses](#) -- are required to take those courses, as well as [Counseling and Personal Development \(CPD\) 150, Strategies for College Success](#). Even when it is not mandated, SCC recommends CPD 150 for all students, of which [approximately 40% are first-generation college students](#). Data collected over the past five years have shown that students who successfully complete CPD 150 have [higher persistence rates and higher course success rates](#) than similar students who do not complete CPD 150. SCC's developmental education faculty provide student support for under-prepared students by conducting office hours in tutoring centers, mandate open lab hours for students who are not succeeding, and offer [MAT 108](#), which is a two-credit course designed to provide structured tutorial assistance to students as they complete their mathematics courses. MAT 108 focuses on student support strategies, such as overcoming math anxiety, learning test-taking and time-management skills, and enhancing students' mathematical experiences.

Other student populations receive orientations and student support services through specific academic or occupational programs and Student Affairs service departments. For instance, the [CIS Department](#), [Music Program](#), and the [Culinary Arts Program](#) all conduct discipline-specific orientations for students enrolled in their programs. The [Honors Program](#) conducts its own orientation and supports SCC's cross-disciplinary honors students. The [Veteran Services Office](#) conducts an orientation and supports SCC's students who are military veterans. The [Disability Resources and Services](#) office holds an orientation and supports students with accommodations and services to ensure students experiencing disabilities have equal access to all SCC programs, services, and activities. The Center for Civic & Global Engagement holds an [international student orientation](#), specifically addressing critical aspects of international student success.

Recognizing the importance of its residence on tribal land, SCC has worked to build strong relationships with the Salt River Pima Maricopa Indian Community (SRPMIC). The [American Indian Program \(AIP\)](#) was created to address the changing and highly diverse educational needs of SCC's American Indian student populations and communities, and to support American Indian students in their college experience at SCC in ways that recognize and celebrate their culture. Additionally, two early outreach programs exist to prepare American Indian student populations for college: [Hoop of Learning](#) and [Junior ACE](#).

SCC provides support services for student populations interested in [forming clubs or organizations](#), gaining [leadership opportunities](#) through SCC's Center for Civic & Global Engagement, or serving their communities through SCC's office of Service Learning and Leadership.

Student support services areas receive general feedback from [CCSSE](#), [Noel Levitz](#), [SENSE](#), and the [SCC alumni survey](#), as well as area-specific feedback conducted by the individual departments. For example the Academic and Career Advisement Department conducts an [annual student survey](#) as part of their [student learning outcome assessment report](#). The results from this survey help to inform practice and areas for improvement.

**3.D.2:** SCC has developed successful processes for directing entering students to courses and programs for which they are adequately prepared; and when students are underprepared, these processes provide them with the preparatory instruction and learning support necessary for college-level achievement.

The process begins with the assessment of students' needs and performance based on ACCUPLACER's standardized placement tests in mathematics, writing skills, and reading. Placement testing is free and is provided through the college's Testing Center. [Placement scores for "developmental" and "college-level" courses are prescribed by the respective discipline's](#)

[instructional council](#). SCC allows students to re-test on each placement test and is also currently exploring the possibility of other avenues for [placement incorporating high school GPA](#).

Once an entering student's placement skills have been assessed, SCC has a [“no late registration” policy](#) for all courses. SCC also believes it is educational malpractice to allow students to waive their developmental placement, so [SCC's placement practice](#) is that students testing into developmental-level courses should complete those courses within their first two semesters before enrolling in the respective college-level course.

Additionally, students who place into one or more developmental courses are required to take CPD 150, the college success course discussed in Core Component 3.D.1. CPD 150, a three-credit course taught by master's-level counseling faculty, focuses on increasing student success through college orientation, personal growth, study skills development, and educational and career planning.

SCC's developmental-level academic programs have been extraordinarily innovative and successful in the way they offer preparatory instruction to under-prepared students. Developmental English offers courses in a [variety of formats](#) to best accommodate students' desired pace and approach. This includes innovations in delivery and instructional methodologies: acceleration, linked courses, learning communities, and the use of contextualization. Since 2011, SCC math faculty participated and led components in the district's initiative, [Math Modules for College Readiness](#). In this effort, the faculty are creating interventions designed to accelerate students' progress through developmental mathematics by shortening the amount of time or content of their courses (acceleration approach) such as fast-track modularization, mainstreaming. These developmental math modules target where students' math skills are lacking and has students focusing specifically on areas of need.

[Developmental reading offers accelerated and contextualized courses](#) that familiarize students with the actual college-level reading they will encounter.

For each of these developmental-level academic programs, SCC provides support specifically for developmental learners through [The Writing Center \(for English and reading\) and the Math & Science Tutor Center \(for mathematics\)](#). Additionally, [MAT 108](#), a supplemental tutoring course, supports developmental mathematics students.

The effectiveness of SCC's developmental education program is overseen by the [Developmental Education Committee](#), made up administrators, faculty, and student support staff. The committee identifies and helps implement strategies to improve the success of SCC's developmental-level students. The committee also collects and interprets data related to developmental education at SCC, and the [data show that SCC's efforts to support and improve the success of its developmental-level students have been increasingly effective](#).

For all learners, SCC provides tutoring and other forms of learning support through its five [Academic Support Services Centers](#) as well as through the [SCC Library](#) and the [Student TechCenter](#). The Accounting & Statistics Learning Center and the Writing Center regularly evaluate the success of tutored students by comparing the relative success of tutored and untutored students in the same class. Results have typically shown [overwhelmingly higher success rates among tutored students](#).

**3.D.3:** All SCC students have access to academic advising, and meeting with an academic advisor is standard protocol for entering students as part of [SOAR \(Scottsdale Orientation, Advising, and Registration\)](#). In the [2012 Student Affairs reorganization](#), SCC's academic advising and career advising departments were combined to create the Academic and Career Advisement Center, recognizing the necessary synthesis between students' educational plans and their career goals. SCC advisors inform students about degree, certificate, and transfer programs, help them create plans, and

monitor their progress throughout their tenure at SCC. The Academic and Career Advisement Center's 8 full-time professional advisors and 12-14 faculty serving in reassigned time as advisors undergo [regular training to ensure their knowledge of all SCC programs and courses, and their ability to serve the needs of SCC students](#).

Occupational program advising is conducted by department faculty and a program director who coordinate and teach within the program. This model allows students to get information and advice directly from individuals who have worked in the career field and developed the curriculum, as well as teach the courses and work with Community Advisory Committees (CACs).

Certain student support service areas also provide holistic advising to students in consideration of their culture or unique needs. The [American Indian Program \(AIP\)](#) is dedicated to providing comprehensive academic and personal support that promotes opportunities for successful and enhanced college experiences for the American Indian student. The [Disability Resources and Services Office](#) not only provides academic advising, but also works to empower students experiencing disabilities, foster their independence, and promote their achievement of realistic career and educational goals. SCC's [Counseling Services](#) department provides one-on-one guidance to students suffering from emotional or behavioral challenges while navigating the rigors of college life.

Beyond all of the above, a number of departments have [faculty participate in new student information sessions](#) that occur within the first few weeks of the semester, where they offer advice and information to students transitioning into their respective programs of study.

**3.D.4:** SCC provides students and faculty with the infrastructure and resources needed for highly effective teaching and learning. [SCC has 191 classrooms, 24 computer labs, 20 science laboratories, 85 standard classrooms, and 8 special use classrooms](#). The college strives to maintain the most updated information and education technology in support of teaching and learning.

Most classrooms have whiteboards and are equipped with networked computers and pad cameras connected to overhead projectors. Laptop carts and other education technology are available for faculty to utilize in class, and SCC provides multiple computer labs and study centers across campus. SCC also offers free Wi-Fi for all SCC students on campus, and the [Student TechCenter](#) assists students with computer and software usage.

For the scientific disciplines, the Natural Science building, which opened in 2008, was intentionally designed to offer distinctive learning experiences for students. Many of the laboratories are designed as indoor/outdoor learning environments. The Physical Science courtyard has landscaping that was specifically designed to improve student learning in authentic [geologic environments](#). The biology courtyards and infrastructure was designed similarly, boasting flora and fauna that is utilized in plant biology, marine biology, and environmental biology courses. The biology department also boasts a plastinated cadaver, so that students can study human anatomy and physiology with actual human remains.

SCC's brand new [library](#), at 39,000 square feet, is open 69 hours a week and comes equipped with two technology rich classrooms, 10 study rooms, writable tables, one flexible learning space, more than 70 databases, 153,000 e-books and 31,511 volumes all that expand faculty instructional options and enhance student learning experiences.

SCC has [several spaces](#) for holding performances, celebrations and concerts: Performing Arts Center that seats 300 audience members, as well as a Black Box Theater that seats 50 and two outdoor amphitheatres: one outside the Performing Arts Center that seats 715, and Two Waters Circle, which

has a 300-person capacity. More informally, student performances are held in the Language & Communication Building quad, while the [Retro Muse Coffee House](#) is in session. The campus also has many spaces designed to be where artists can work.

In 2013, the Health Sciences Building, which houses SCC's Nursing Program, completed a \$4.25 million renovation project. The new facility enabled the program to expand by doubling the physical space of the program. A 90-seat lecture hall and 60-seat flexible-space classroom were added to teach and train students. Additionally, a five-room/ten-bed [simulation lab](#), modeled after actual clinical settings, allows students to experience and apply their knowledge and learning in a realistic setting, both bedside and via a high-tech control room from which students and instructors can monitor activity. Students' educational experience is expanded through the state-of-the-art video and streaming technology, including 40 cameras and capture devices.

Teaching and learning for the students and instructors in SCC's [Culinary Arts Program](#) occurs in a 10,000-square-foot facility that includes a fully equipped teaching kitchen with multiple stations from which students are able to practice and apply skills and knowledge in the areas of hot foods, garde manger, pastry, and baking. The program also has two dining rooms, the Artichoke Grill and the Desert Oasis Restaurant, which serve lunch and dinner, providing students with the opportunity and experience to learn by working both the front and back of dining establishments.

The Scottsdale School of Film + Theatre is the only community-college program of its kind in the state of Arizona. The program's applied curriculum provides students with immediate hands-on access to the latest [equipment to learn skills and techniques that make them competitive in the field](#). The program's Film School Hub is a 7,520-square-foot classroom, editing, collaboration, and storage space in a Leadership-in-Energy-and-Environmental-Design (LEED)-certified building that opened in 2013. All of the computers, software, and equipment is state-of-the-art and is utilized for classroom instruction and student project work. The storage area, known as "The Cage," provides an equipment inventory available for students to check-out for individual and group projects.

Finally, SCC's natural spaces serve as important resources for teaching and learning through the [Center for Native and Urban Wildlife \(CNUW\)](#). Created by SCC biology faculty, CNUW provides a wealth of hands-on, STEM-related learning opportunities for SCC students interested in conservation biology, restoration ecology, wildlife biology, and ecological research and education. CNUW serves as a living laboratory to learn, engage, and connect students and the community, focusing on Sonoran Desert biodiversity, education, and conservation.

**3.D.5:** As discussed in Core Component 2.E.2, SCC offers students guidance in the ethical use of information sources through its library, coursework, and academic support centers. Through those same avenues, the college guides students in the effective use of research and information sources.

SCC has been renovating its library for several years, but even when limited to its interim space, SCC's library faculty worked hard to continue delivering the same standard of on-site support to faculty and students. This support includes [information literacy instruction](#), [collaborating with discipline faculty](#) to infuse information literacy into their courses, research consultations, [development of modules and tutorials](#), and a [print and online collection of books, journals, databases and other content](#). SCC's electronic library services: its [web site, research guides and web resources](#), and "[Ask a Librarian, 24/7.](#)" all aim to help students utilize research source material proficiently. Now that the new library is complete, the college will provide even more space for students to hone their ability to utilize research and information resources.

Many courses also provide SCC students with guidance in the effective use of research and

information sources. Freshman Composition course, [ENG 102](#), has this objective as one of its primary goals. SCC's English Department demonstrates proper student use of research and information sources in its scholarly journal of student composition, [Two Waters Review](#). Psychology faculty also guide students in the use of research through a [Research Methods course](#) that requires students to submit proposals to the Institutional Review Board. Some of these research projects are [presented at student conferences](#). SCC's Life Sciences department offers a strong [undergraduate research program](#) that provides students with a solid foundation in research practices. This experience helps to equip students for seamless transition to [Arizona State University](#) (ASU) as research assistants or to compete for ASU's undergraduate research opportunities in their selected field of study. SCC also has an [Information Literacy Instruction Program](#) that is built around the Association of College and Research Libraries (ACRL) Information Literacy Standards and Outcomes. Services to facilitate students' acquisition of information literacy standards include face-to-face instruction, synchronous and asynchronous online instruction, research consultation and help, and embedded instruction within Canvas. Finally, SCC's [Academic Support Services Centers](#) provide support to students in the effective use of research and information sources.

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## 3.E - Core Component 3.E

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

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

### Argument

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Implicit in SCC's mission documents is the claim that the college embodies an enriched educational environment. The college identifies its Mission as "delivering rigorous and relevant instruction; providing outstanding support to students, faculty, and staff; encouraging an open and dynamic exchange of learning among the college, tribal nations, and local and world communities; promoting civic responsibility, sustainability, and global engagement; and fostering personal growth and connectedness." Likewise, SCC claims as its Vision to be a "premier educational and cultural center that serves the needs of its diverse communities by providing innovative and creative opportunities to learn, grow, and achieve," all signifiers of an enriched educational environment.

**3.E.1:** SCC's co-curricular programs fulfill the above-stated claims and provide significant contributions to students' educational experience at the college. During the 2012 Student Affairs reorganization, SCC shifted resources from simply offering extra-curricular activities to providing co-curricular learning experiences through the creation of both the Service-learning & Leadership Office and the Center for Civic & Global Engagement. Wanting to develop more socially aware, civically responsible, and globally engaged student citizens, many courses across the college have imbedded a service learning component in the curriculum. From Communications to Computer Applications to English, students are benefitting from the opportunity to serve the diverse community while achieving their academic goals.

In [Public Speaking, \(COM225\)](#), students visit a fourth or fifth grade classroom and mentor children on how to research, write, and rehearse a speech. The experience culminates as the children perform their speeches and receive feedback from the COM225 mentors. For a [Computer Usage and Applications Class \(BPC110\)](#), one student service learning project involved volunteering at St. Vincent DePaul, a local charity that provides food to the homeless. As part of the project, the student wrote a paper about the charity and created several graphic images about key components of the charity's finances, making use of the computer skills she learned in the class. In an [English Composition course \(ENG101\)](#), students also learn about the issue of hunger by volunteering at a non-profit agency. Their major project involves creating a campus event that raises awareness about global issues and raises money for charity. Throughout the process, they are engaged in a number of writing exercises and are asked to create posters, digital presentations, websites, and videos.

These are only a few examples of the way the college fulfills its mission of providing "distinctive learning experiences" and "an open and dynamic exchange of learning among the college, tribal nations, and local and world communities." Such experiences are key to "promoting civic responsibility, sustainability, and global engagement," and "fostering personal growth and connectedness."



**3.E.2:** The claims SCC makes about contributions to its students' educational experiences, and demonstrations of those claims, are presented in greater detail in criterion 1. Broadly speaking, however, one may say SCC's mission is one of community engagement, service learning, and economic development.

The ways in which SCC engages with its various communities are discussed in Core Component 1.D.3, but two signature SCC events were created to encourage student participation in community engagement and provide service learning experiences: [Artie Has Heart](#) and [World Hunger Days](#).

Artie Has Heart is SCC's "Serve & Learn Day," during which SCC students volunteer at community partners in the Phoenix metropolitan area. The popularity of the event among both students, faculty, and community partners has led the college to reallocate resources to better provide opportunities that meet partners' self-determined needs. The event occurs twice a year, involving the teaching of ten or more faculty members, impacting the learning of approximately 250 student volunteers, and creating positive change in association with more than ten community partners. These include packing food for Feed My Starving Children, preparing homes for Save the Family, bathing and socializing dogs with Boxer Luv Rescue, creating burrowing owl habitats with the Center for Native and Urban Wildlife, and grooming equines with Wildhorse Ranch & Rescue. The Office of Service-learning & Leadership and the Service Learning Committee support the academic development of service learning, as evidenced by [SCC's Service Learning Handbook](#). During fiscal year 2015, [1,460 students](#) participated in "Artie Has Heart" and other service-learning activities.

World Hunger Days is hosted by SCC each fall. For over a month, nine different disciplines, as well as several offices and student organizations, focus on local and global hunger and its life-altering effects. Learning occurs through classroom application in the community via service projects, donation drives, a hunger breakfast, and culminating campus and community events -- Alli Ortega's Empty Bowls and the World Hunger Fair. Across all service-learning activities in a given academic year, SCC students raise monetary and in-kind donations to benefit organizations such as Feed My Starving Children, Vista del Camino, Project H3 Vets and Lodestar Day Resource Center.

Another opportunity for SCC students and the community to engage in shared educational experiences is through Center for Native and Urban Wildlife (CNUW). CNUW has engaged in outreach serving close to [14,000 elementary school students](#) throughout the Phoenix metropolitan area since 2010. This outreach incorporates and reinforces roughly one-third of the AZ State Science Standards. CNUW tours and activities, operated out of the biology department, are led by current SCC students.

Beyond the contributions of SCC's academic and occupational programs to an educational experience supporting economic development, [Community Advisory Committees \(CACs\)](#) provide direction for instruction and workforce development based on the evolving needs of industry and the communities served. SCC's [24 CACs represent over 200 community and college members](#) partnering together to align curriculum to meet industry needs and create opportunities for students. Additionally work with CACs has led to more than [\\$750,000](#) being raised for student scholarships and improvements to teaching and learning experiences. For example the [Scottsdale School of Film + Theatre CAC](#) organized a fundraising event with hopes of raising funds for the three major student clubs connected with the department. The CIS department, in partnership with their CAC, hosts an annual ["Configuring your IT Career,"](#) with a panel of industry professionals to inform students about industry needs and how students can best position themselves for successful entry into the profession. Such connections lead to student employment. Involvement with and through our CACs allows for an exchange of learning, since CAC's become knowledgeable of SCC students' experiences and

education, and the college and students are educated to be relevant to local job market needs.

Furthermore, SCC's student clubs exist to provide an enriched educational experience through involvement with professional development opportunities, culturally diverse activities and community engagement. For example, [Artists Creating Theatre \(ACT\)](#), SCC's [Collegiate Distributive Education Clubs of America \(DECA\) Chapter](#), [Council of Student Leaders \(CSL\)](#), the [Hospitality & Tourism Club](#); and the SCC chapter of the [American Society of Interior Design \(ASID\)](#) all promote the economic development of SCC students as future contributors to their communities. [Clubs](#) such as Latino Student Association, Black Student Union and SCC Christian Student Club were formed to acknowledge the unique needs and perspectives of our culturally diverse student population.

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### **3.S - Criterion 3 - Summary**

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

#### **Summary**

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Scottsdale Community College provides high-quality education in all the ways it delivers academic and occupational programs, support services, and co-curricular experiences. The collaborative work of faculty and staff enable consistent learning goals and articulation for courses, certificate and degree programs. The district and college work together to facilitate policies and procedures to ensure high standards for teaching and learning as evidenced through faculty qualifications, curriculum process, etc. The college's faculty, staff, learning spaces, and resources facilitate students' engagement in the exercise of intellectual inquiry and the application of knowledge through undergraduate research, co-curricular activities, and service learning.

The faculty and staff at SCC are committed to student learning by providing the infrastructure and resources for effective teaching, as well as targeted learning support services for its various populations. SCC's work and focus on engagement pedagogies and support to improve teaching and learning for developmental education and online/hybrid courses evidence the active commitment and innovation on the part of faculty and staff working together to ensure student success.

Faculty and student contribution to scholarship, creative work and the discovery of knowledge occurs in many areas; however, SCC struggles in how to best capture, collect and showcase this information so it may be shared and replicated throughout the college. SCC benefits from faculty and staff longevity, many who possess significant institutional knowledge, but is challenged in our address of systemic documentation.

#### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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

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

### Argument

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Scottsdale Community College (SCC) recognizes the need to continuously evaluate its educational programs, and demonstrates responsible measures aimed toward continually improving their quality.

**4.A.1:** Program reviews, called Unit Improvement Plans (UIPs), are conducted annually at SCC by all [instructional areas](#), as well as by all [student affairs areas](#), [information technology](#) and [administrative units](#). The UIP process was created in 2010 as [SCC's HLC Quality Initiative](#) to facilitate a more coordinated, systemic program evaluation and planning process.

Each UIP includes a program overview; a reflection of the program's strengths, weaknesses, opportunities, threats, market need, curriculum, student recruitment, student success, staffing, financial analysis, equipment, and advisory committees; and a comprehensive address of the program's key goals and outcomes over time, with [specific attention to how those goals and outcomes relate to the college's strategic plan](#).

In order for programs to make data-informed decisions in their UIPs, [uniform data collection](#) was

developed by the college's Institutional Research (IR) office. These standard data sets are included in UIPs as part of the submission criteria.

In the past, academic and non-academic areas submitted completed UIPs to the appropriate vice president, who collaborated with the college's [Planning and Budgeting Advisory Council \(PBAC\)](#) to integrate UIP specifications into SCC's planning and budget development process. The rationale was that all requests for additional resources (i.e., faculty lines, equipment, office space, part-time wages, etc.) must be clearly articulated in the area's UIP and tied to the college's overall strategic direction, thus having the UIP process guide SCC's desire to [promote quality programs](#) in an era of declining fiscal resources.

During the 2013-14 academic year, the UIP was temporarily suspended to allow for [MCCCD's Maricopa Priorities](#), a mandated program review initiative driven by MCCCD senior leadership. With a focus on regionalizing activities and processes to promote student success and mobility, Maricopa Priorities, involved rigorous assessment of all instructional programs and services, similar to the UIP, but with the goal of strategic allocation of resources and process improvements across the entire district.

SCC returned to the UIP process in 2014-2015, with updated reports being collected. However, a fresh analysis determined that the college was not utilizing the UIPs to their fullest intended capacity. With a transition in college leadership and a desire to further improve the alignment of planning and budget, PBAC evolved into the [Strategic Planning and Allocating Resource Council \(SPARC\)](#). SPARC is charged with holistic review of college operations and budget for the purpose of developing financial plans that optimize resource allocations consistent with the College's Strategic Plan. [Among the work](#) SPARC is doing this year is the update and revision of the UIPs to improve the functionality and to create an inclusive document that can be used for resource decisions, unit strategic planning, as well as program review.

**4.A.2:** SCC abides by [MCCCD procedures](#) for how courses are developed, offered, and evaluated to meet [established standards for the credits it transcripts](#). The MCCCD Curriculum Handbook articulates the varying credit-hour ratios established for classroom-based lecture courses, lab courses, and experiential learning through field-based and apprenticeship courses, internships, and practica. On campus, SCC's Curriculum office ensures courses adhere to MCCCD policies that determine credit standards.

Regarding course content, the MCCCD Center for Curriculum and Articulation has established "[course competencies](#)" for each course offered at any of the ten MCCCD colleges, including SCC. These are "statements which describe skills and/or knowledge students are expected to possess as a result of completing the course successfully," and they are designed and maintained by active Instructional Councils with representation from all MCCCD colleges. These learning outcomes must be addressed regardless of the delivery method – face-to-face, hybrid, or online. However, MCCCD policy does not articulate specific standards for parity in regard to direct instruction and seat time for its online and hybrid courses.

SCC's eLearning Steering Committee has [articulated goals](#) to help guide faculty in the design and development of the college's online and hybrid courses. While online and hybrid courses do not determine credit based on "seat time", they must meet the federal requirements for credit hour, thus the committee has developed a [direct instruction calculator](#) to provide faculty with a tool to evaluate how their courses meet this requirement. Finally, the eLearning Steering Committee continues to document best practices through the continued [Quality Matters reviews](#) of eLearning courses.

SCC does award college credit for prior learning. [MCCCD Administrative Regulation \(AR\) 2.2.4](#) provides guidelines for students seeking credit for prior learning based on articulated programs, credit by evaluation, and college-level equivalency examinations. AR 2.2.4 also states the limits on how much credit for prior learning students can attain. Admissions & Records personnel follow the Administrative Regulations. In certain circumstances, discipline faculty conduct the evaluation when students seek credit for prior learning.

**4.A.3:** SCC accepts transfer credit from articulated programs in accord with MCCCD AR 2.2.4. SCC's Admissions & Records office [evaluates the quality](#) of transfer credits individually, course by course, and credit is not awarded for courses completed at institutions that are not accredited. If a student wishes to transfer coursework from other institutions, the coursework must appear on official transcripts mailed directly from the source institution to SCC's Admissions & Records offices.

Arizona's three public universities (Arizona State University, Northern Arizona University, and the University of Arizona) have worked with Arizona's public community college districts to create [AZTransfer](#), a statewide partnership to help students navigate their higher education options within the state with a focus on transferability. The [Arizona General Education Curriculum \(AGEC\)](#) is a state-wide certificate that satisfies the lower-division general education requirements of all Arizona public universities and colleges. The [AGEC is integrated into all of SCC's transfer-degree programs](#), and students can transfer AGEC credits to SCC without duplication of time, effort, or expense. The quality of AGEC credits are regularly evaluated by discipline-specific [Instructional Councils \(ICs\)](#), which also provide content-area guidance in the development of educational partnership agreements with public and private institutions.

**4.A.4:** SCC operates through organizational structures that allow for the maintenance and exercise of authority over course pre-requisites, course rigor, student learning expectations, student access to learning resources, and faculty qualifications.

Regarding matters related to curriculum, authority resides with the faculty. [Section 3.1 of the Residential Faculty Policies \(RFP\)](#) articulates the faculty's right to determine curriculum and relevant subject matter for courses, appropriate pedagogy, textbooks, and materials necessary to teach their courses. MCCCD's discipline-specific [Instructional Councils \(ICs\)](#) have authority over the origination, development, and revision of course content; determine appropriate rigor by course level (100-level or 200-level) and pre-requisites; and define course competencies that articulate student-learning expectations. [SCC's Curriculum Office](#) supports faculty seeking to work with the ICs to impact curriculum, and the final approval of curricular developments occurs by the authority of [MCCCD's Curriculum Committee](#).

Collaborative authority over the maintenance of course quality and consistent student learning expectations appears at SCC in multiple ways. [Consistent course descriptions, pre-requisites, and competencies](#) determined by the ICs for all courses are available to faculty online through the MCCCD Center for Curriculum and Transfer Articulation, and [all syllabi](#) are expected to contain and abide by this information, regardless of course format. To facilitate consistency of required syllabus content, SCC's Center for Teaching and Learning provides a [syllabus template](#) to all faculty. Additionally, courses taught by [probationary](#), [adjunct](#), and [dual-credit faculty](#) are observed and reviewed by faculty department chairs or proxies to determine course rigor and validate learning expectations, and [student evaluations](#) provide additional feedback to ensure SCC's quality standards are being met. The main categories that students evaluate are testing, student-faculty interaction, assignments, course objectives, instructor commitment to student learning, and preparation/organization.



Beyond coursework, SCC maintains multiple access points for students seeking learning resources that support their educational endeavors. SCC's five [Academic Support Services Centers](#) are conveniently located and provide discipline-specific tutoring by trained experts and other resources that supplement coursework. Each of these centers provides drop-in and by-appointment service during regular hours and has a director who is responsible for ensuring students have access to high quality learning support.

Additionally, [Counseling Services](#) provides students with access to various learning resources that promote student success; the [SCC Library](#) provides numerous information resources and supports students' research skills development; the [Student TechCenter](#) provides students with access to general software and computer use. Each of these entities has a supervisor who is responsible for maintaining the high quality of the learning resources provided and ensuring the most effective access to those resources.

SCC strives to meet the challenge of providing its online or off-campus students with the same access to high-quality learning resources as those found on campus: the Library provides a comprehensive website and various web resources, including [24/7 "Ask a Librarian"](#) services; the Writing Center provides a variety of ["remote" services](#), including tutoring via email, Skype, and Go-to-Meeting, as well as online; and the [Help Desk](#) is available to students seeking technical support from off campus.

SCC's eLearning Steering Committee has the authority to enhance and promote online-students' access to learner resources. For instance, the committee created ["Getting Started in Canvas,"](#) a welcome orientation to online learning for students taking online courses through Canvas, SCC's learning management system. Also, recognizing the difference in student outcomes between face-to-face, hybrid, and online instruction, a group of faculty from the committee applied for and received an MCCCDC Learning Grant to develop the ["Zero Week"](#) pilot, a proactive effort to prepare online students for the rigor and expectations of distance learning, and to encourage the utilization of best practices and sharing among faculty teaching online. Additional strategies the eLearning Steering Committee promotes include the use of [Smarter Measure](#) (available on the SCC website) to help students self-assess whether online learning is appropriate for them. This year, the committee has also drafted a [Minimum Skill Set for Online Instructors](#) to be shared with faculty leadership, inclusive of training to help further enhance the quality of online instruction at SCC.

Broadly speaking, though, faculty qualifications for hire at SCC are determined by the respective discipline's [Instructional Council \(ICs\)](#), then submitted for review and approval by MCCCDC's Executive Provost and Vice Chancellor for Academic & Student Affairs. Per the Higher Learning Commission's Assumed Practices specific to the Revised Guideline for Determining Qualified Faculty, SCC is aligning faculty staffing to comply with the change requiring faculty to have a Masters in the teaching field, or a Masters in any field plus 18 graduate credits in the teaching field. Some MCCCDC ICs have additional discipline-specific qualifications.

SCC faculty qualifications are consistent regardless of course delivery, modality, or personnel status (residential or adjunct). Faculty [department and division chairs review their respective discipline faculty transcripts](#) to ensure instructors meet hiring qualifications, and verification is further ensured by SCC's and MCCCDC's Human Resources departments.

SCC's faculty qualification analysis includes instructors in SCC's dual credit program, which has greatly expanded in recent years. Per [2005 Arizona Revised Statutes §15-1821.01](#), dual credit offerings must meet the exact same standards as all other MCCCDC course offerings in terms of instructor qualifications, course content, and learning outcomes. At SCC, all dual credit faculty are [required to meet the same qualifications to teach as faculty who teach on campus](#). Verification of



meeting these qualifications is completed in collaboration between the Dual Enrollment Coordinator, Human Resources, and discipline faculty and department chairs. MCCCDC on behalf of all ten colleges, including SCC, is applying for the five-year extension to guarantee that all dual-credit instructors comply with the Revised Guideline for Determining Qualified Faculty.

**4.A.5:** SCC has two occupational programs that receive special accreditation.

The [SCC Nursing Program](#) is part of Maricopa Nursing, a consortium of nursing programs at eight MCCCDC colleges. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and is approved by the Arizona State Board of Nursing. Accreditation by these bodies is required for licensure examination eligibility of graduates seeking a state license to practice.

[SCC's Culinary Arts Program](#) is the only public higher-education program in Arizona to receive accreditation by the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). The program is recognized as exemplary, indicating full compliance with all ACFEFAC accreditation requirements and excellent program management. While program accreditation is not required for graduates to work in the profession, ACFEFAC accreditation recognizes professional standards of practice in the field.

**4.A.6:** Despite the challenges associated with tracking students once they leave the college, SCC engages in efforts to evaluate the success of its graduates, and to assure students and community members that its degree and certificate programs will prepare students to meet their advanced study or employment goals. SCC's Institutional Research, Planning, and Development (IR) Office partners with MCCCDC's Office of Institutional Effectiveness in collecting data to facilitate these objectives.

Regarding graduates pursuing advanced study, SCC looks to indicators of transfer rates and academic performance at transfer institutions. SCC participates in the National Community College Benchmarking Project (NCCBP) which recently showed that [SCC's 3-year and 6-year transfer rates were substantially higher than those of community colleges](#), nationwide. It also monitors [student performance at transfer institutions](#), including cumulative first year GPA, average first-year credit hours, and persistence at the transfer institution. SCC Governing Board Metrics [track transfer rates and transfer degree completion](#). SCC's [alumni survey](#) also asks graduates about their current educational status and how prepared they felt for future study. Additionally, some individual departments track the success of their graduates at Arizona universities. For instance, [chemistry and physics faculty track the success](#) of their students who go on to take upper-level chemistry and physics classes at Arizona State University (ASU), comparing it to success rates of ASU students overall. The SCC [Fact Book](#) provides data on demographics of new transfers to Arizona public universities and on bachelor's degrees received by SCC transfer students.

For graduates seeking employment, the IR office looks at a number of indicators that track success of SCC's occupational student cohort. For instance, the Governing Board Key metrics [track the graduation rate of the occupational student cohort](#); and the [alumni survey](#) asks a number of questions about employment, salary, relationship of employment to area of study, and the extent to which the student felt their education prepared them for a job in their field. [Licensure pass rates](#) for the nursing department are also provided online.

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## 4.B - Core Component 4.B

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

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

### Argument

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SCC is committed to a reflective assessment process that focuses on providing meaningful feedback that can be used to continuously improve the effectiveness of its programs and services in their pursuit of high quality teaching and learning.

**4.B.1:** Learning goals for all credit-bearing courses at SCC are determined by each discipline's Instructional Council (IC) in the form of "[course competencies](#)," which guide faculty understanding of student learning outcomes for each course and indicate where the focus of assessment for each course should lie. Faculty are [required to clearly state course competencies on their syllabi](#), and the Center for Teaching and Learning actively promotes instructors explicitly tying all course content to these learning goals, as evidenced, for instance, through their [promotion of QM-certified courses](#). SCC faculty have academic freedom to discover and implement the most effective formative and summative assessments of student learning outcomes towards learning goals, as well as to construct the process by which these assessments are reflected in course grades.

During SCC's last comprehensive reaccreditation visit in 2007, [the college was cited](#) for insufficient strategic campus-wide use of student learning outcomes data. As a result, the college participated in the HLC Assessment Academy and [developed a model for framing campus-wide student learning goals](#), as well as a process for refocusing assessment practices toward a continuous improvement system.

First, SCC created the [WOVeN model](#), which establishes campus-wide general education goals for student learning. In this model, learning goals are reduced to two overarching skills: "critical analysis" (how well students can make sense of information - input) and "effective communication" (how well students can communicate information - output). These two learning outcomes are then evaluated across multiple mediums: Written, Oral, Visual, and Numeric (WOVeN). The WOVeN model provides a unifying structure for the many different learning goals across the curricular and co-curricular programs at SCC, while still allowing for individual units to choose the learning outcomes that are the most important to them.

Second, SCC developed an annual assessment process that focuses on obtaining data that is meaningful to each unit and that can provide feedback on how to improve that unit's teaching and learning goals. The Student Learning Outcomes Assessment (SLOA) process begins with an annual, cross-campus [call for assessment plans](#) from all instructional and Student-Affairs areas, usually due in

early October. In order to help units develop effective assessment plans, faculty and staff follow a [common template](#) that articulates the learning outcomes being assessed, how those learning outcomes are being measured, and the achievement standards students are expected to meet. These plans are then evaluated by members of the SLOA committee [using a rubric](#), and this [feedback](#) is then provided back to the author as a formative assessment to help them refine their project. [SLOA committee members also serve as assessment mentors](#) to help their respective areas develop and implement their assessment plans over the course of the academic year. Finally, at the end of the assessment period, a [report on the assessment plan](#) is submitted to the Assessment Committee, usually in early June. These reports again use the template and include the assessment results and the changes that will be made after the assessment to further improve student learning outcomes. SLOA committee members again evaluate the assessment reports based on the rubric criteria and [offer feedback](#) at the start of the following academic year as units are developing their next assessment projects.

Within programs, SCC's assessment results are included in [Unit Improvement Plans \(UIPs\)](#), as well as individual [Faculty Evaluation Plans \(FEP\)](#) and the [Peer Assistance and Review \(PAR\)](#) process. The college endeavors to utilize the data provided by assessment to make informed decisions about the directions programs and faculty take to improve student learning.

Throughout this process, SCC's Institutional Research (IR) office also assists and supports departments (for example: [Library, Math, and English](#)) by helping organize, collect, analyze, and interpret a variety of data, thus ensuring that evidence-based conclusions drive the pursuit of learning goals.

**4.B.2:** After the implementation of the WOVeN model and the SCC assessment process (e.g., submission template, mentoring, and feedback), the assessment of student learning has become more integrated, more inclusive, and has led to more improvements to the teaching and learning occurring on campus.

The simplicity and comprehensiveness of the WOVeN model has helped include some co-curricular areas (for example, [Center for Civic & Global Engagement](#), [Service-learning & Leadership](#)) in the assessment of student learning by providing a framework that recognizes that learning occurs throughout the college. Additionally, both faculty and Student Affairs personnel serve as mentors on the [SLOA committee](#). Now, [most Student Affairs areas](#) participate in the assessment of student learning.

The structure of the WOVeN model also allows faculty and staff to choose student learning outcomes that are the most important to them, while still effectively allowing the college to gather data on students' achievement of these learning outcomes. As faculty have been allowed to choose the learning outcomes that are important to them, they have become more invested in the results. Assessment results are now leading to [numerous improvements](#) in teaching and learning on campus at the classroom and service-area levels. The [results can also be aggregated](#) using the WOVeN model to evaluate how well SCC as a whole is helping students achieve its stated learning goals, and at what level of a simplified Bloom's Taxonomy.

**4.B.3:** SCC's assessment practice prioritizes the use of assessment feedback to help faculty and staff develop targeted interventions to improve teaching and learning. Not only does the [assessment template](#) encourage faculty and staff to identify learning outcomes that matter to them, but it also requires them to identify changes that they have developed based upon the assessment results.

However, data from the rubric used to evaluate every submitted report showed that for the first few years of the new assessment system [only roughly 70% of reports identified changes to be made based](#)

[upon the results](#). As a result, SLOA committee chairs and mentors began to emphasize the message: “assessment isn’t the goal; learning is the goal.” Assessment is then seen as a tool that provides feedback which can be used to improve teaching and learning. This emphasis improved the number of assessment reports that identified changes to improve student learning (increasing to roughly 80% of reports in 2015-2016).

Further analysis of the evaluation rubric data also revealed that a number of the assessment projects were deficient in identifying strengths and weaknesses in the students’ learning ([typically around only 40% to 55% of the reports](#)). Without any information on weaknesses in student learning, faculty and staff would likely have a more difficult time knowing what changes to make to try to improve learning. Thus, during the Fall 2015 semester, the SLOA committee provided [assessment workshops](#) that continued the focus on using assessment data to make informed changes, but also emphasized the importance of identifying strengths and weaknesses in the student learning.

Participants were encouraged to [disaggregate](#) their results by measurement sub-categories or items in order to identify the strengths and weaknesses. These workshops were attended by all academic and Student Affairs departments. Results from the evaluation rubrics the 2015-16 school year shows that faculty and staff did a much better job of identifying strengths and weaknesses in the student learning in their assessment reports ([increasing to 74% of the projects](#)). However, the improvement in identification of strengths and weaknesses in student learning did not lead to increases in the use of assessment data to make changes ([still around 80%](#)). Because only a small minority of assessment projects are deficient, future efforts will attempt to work with those individuals more directly to improve their use of assessment data to make changes. Since the workshop, SLOA has also produced a series of videos to remind faculty to stay focused on the workshop’s premises.

Results of every assessment project are then compiled in the college’s [Assessment of Student Learning Summary Report](#). This summary is sent out to all faculty and staff each Fall, and provides a brief executive summary description of every assessment project. A big emphasis of the Summary Report is the strengths and weaknesses in student learning, and the identification of changes to be made to improve learning. Faculty and staff can then get a quick overview of the different assessment efforts being undertaken around campus which allows for a sharing of best practices and an awareness of innovations that resulted from the assessment of student learning. Some areas that have made significant improvements based on the assessment results include: the Business Department converted a [Business Communication \(GBS 233\)](#) hybrid course to a traditional face-to-face course as the result of a finding that students were deficient in some aspects of creating a comprehensive business report. The [Testing Center](#) improved their explanation of placement score results and next enrollment steps after identifying that students had difficulty understanding their course placement. [Administration of Justice \(AJS\)](#) introduced report writing experiences into several AJS courses after a mock criminal incident and report writing role play exercise revealed weaknesses in student skills in this area. It is hoped that this emphasis will continue to build a culture of assessment of student learning that is used to make continuous improvements to the teaching and learning.

Looking forward, with the goal of further improving SCC’s use of assessment to improve student learning, a team of faculty received a learning grant to create the [Scholars Academy](#), where they will facilitate a community of practice around action research with a group of faculty. Academy participants will conduct action research addressing student learning, discuss teaching and learning concepts in a community of practice, and share their results with the campus, thereby aligning SCC with the tenets of the Scholarship of Teaching & Learning. These efforts reflect SCC’s continuing efforts to build an enduring culture that is driven by a focus on learning, and thus does not simply conduct assessments for assessment’s sake, but instead uses assessment feedback to improve student learning.



**4.B.4:** Several indicators allow SCC to demonstrate that its processes and methodologies to assess student learning reflect good practice.

SCC's WOVeN model (developed through a collaboration of faculty, administration, and staff) has been recognized nationally, as evidenced by [SCC's presentation](#) of the model at national conferences, and SCC SLOA representatives serving as consultants to other colleges and universities to help with their efforts.

Additionally, the process by which SCC engages in the assessment of student learning follows an action-research approach, an established good practice that involves the identification of student learning deficits; the development of a plan inclusive of strategies and interventions; the implementation of assessment and gathering of data; the analysis of results to indicate modifications; and institution of a new, improved assessment. The [SLOA plan and report templates](#) reflect this effective methodology.

SCC also believes that the use of a rubric to evaluate assessment plans and reports to provide both formative and summative assessment data is an innovative but surprisingly rare approach that is an example of best practice. This "[assessment of the assessment](#)" has been instrumental in gaining a more accurate understanding of the assessment challenges the college faces.

Regarding faculty participation, SCC fulfills HLC's Assumed Practice 2.C.D that "faculty participate substantially in analysis of data and appropriate action on assessment of student learning and program completion." The [SCC Instructional Plan](#) addresses the expectation that faculty and instructional staff continue integrating assessment college-wide to facilitate and improve student learning. For example, in the SLOA committee's 2015 workshop, there was mandated attendance by all divisions, with significant participation by residential faculty and instructional staff.

SCC recognizes that each year presents the challenges of conducting and utilizing assessment anew. Therefore, SCC follows the good practice of giving the faculty co-chairs of the SLOA committee release time to allow for the significant effort that comprehensive and substantive assessment requires, and to recognize how challenges to continuously improve student learning can be met. The SLOA chairs and committee are supported through the Vice President of Academic Affairs office to provide resources toward those ends.

Looking to the future, while SCC prioritizes the assessment of course-level learning over college-wide learning because of the emphasis on ensuring that assessment results are directly meaningful to faculty and staff and thus are able to be used to make improvement to the teaching and learning, the SLOA Committee will aggregate assessment results for each of the WOVeN categories in order to evaluate college-wide learning. These institutional results can then be examined for strengths and weaknesses in student learning, which may lead to the development of college-level interventions to improve the teaching and learning. The SLOA committee will also continue to explore ways that it can improve the assessment process and further enhance the culture of continuous improvement of teaching and learning.

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## 4.C - Core Component 4.C

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

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

### Argument

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SCC's ongoing attention to retention, persistence, and completion rates demonstrates its commitment to educational improvement in its degree and certificate programs.

**4.C.1:** SCC's retention, persistence, and completion goals are guided by the [MCCCD Strategic Plan](#). This plan functions as a map for student success, relying upon four service directives, which are the [MCCCD Governing Board Outcomes](#). MCCCD's Office of Institutional Effectiveness compiles and distributes a report entitled [Governing Board Key Metrics](#) each fall. The report highlights important district-wide student-success metrics such as college-level course success rate, fall-to-fall retention rate, six-year graduation rate, success rate in developmental education course, and other key student-success metrics that allow the college to evaluate the effectiveness of current initiatives and identify areas for improvement. MCCCD's [Strategic Planning Goal 2.1](#) calls on colleges to implement the MCCCD Student Success Initiative, which is explicitly designed "to positively impact student retention, persistence, and goal completion," and to fulfill the [Completion Agenda](#) mandate.

Specific to SCC, the college's [Instructional Plan](#) for its degree and certificate programs recognizes retention, persistence, and completion as indicators of success, and claims as its vision to "facilitate student success (retention, persistence, and completion) through active, innovative, and relevant instruction." Goal One (Dynamic and Innovative Learning Experiences) and Goal Three (Pathways to Success) of the Instructional Plan focus on faculty's role providing learning experiences inside and outside the classroom that support and increase student retention, persistence, and completion. The plan explicitly sets as its objective to increase "student retention and completion of all attempted courses with a C or better." SCC recognizes that increases in "all attempted courses" is ambitious, but it is attainable in each individual course, and to aim for less would not be appropriate.

Goals for retention, persistence, and completion also appear in [SCC's Strategic Enrollment Management \(SEM\) plan](#), where Goal Two is to "Improve Retention" and Goal Three is to "Increase Completion." As a general rule for the campus, SEM's metrics for persistence and completion are to increase fall-to-fall persistence for full-time students by five percentage points and increase successful

course completion by five percentage points.

Progress toward achieving student success goals are tracked annually by SCC's IR and MCCCDC's IE offices and shared with programs so that informed, data-driven decisions can be made. Retention, persistence, and completion data is also shared at all-faculty meetings each semester.

**4.C.2:** SCC is committed to collecting, analyzing, and utilizing data specific to student retention, persistence, and completion.

The college analyzes these data for many purposes. For example, from 2010-2011, [SCC had a fall-fall retention rate of 61%; in 2014-2015 it increased to 65%](#). This is [higher than MCCCDC's overall retention rate of 54% and 59%](#). SCC uses data like this to monitor its overall trends and to track improvement. SCC has also looked at persistence data among specific populations. For instance SCC frequently examines persistence and [course success rates of students who pass CPD 150](#), a college success course, compared to similar students who do not pass (or do not take) the course. Persistence rates for students who take developmental courses are also monitored. A finding from a [report completed at SCC in 2008](#) showed that students who took a required developmental reading in their first semester had a much higher persistence rate than those who did not take the course. This data supported the decision that the district was pursuing of [requiring that developmental courses](#), including reading, be taken during the students' first two semesters.

In addition to college-wide goals related to retention, persistence, and completion, SCC analyzes these data related to meeting success goals in [instructional programs](#), [developmental education](#), and [alternative delivery](#). SCC's IR Office provides planning and research assistance for all SCC units and is a critical resource for the collection and analysis of retention, persistence and completion data as seen through [enrollment reports](#); [course completion rates](#) by course, section, prefix, and department; [degrees and certificates completed](#); and [university transfers](#).

SCC's IR Office also collects data through the [Community College Survey of Student Engagement \(CCSSE\)](#) to provide a picture of SCC students' engagement in their educational experience. SCC's CCSSE survey data is reinforced by the college's use of the [Survey of Entering Student Engagement \(SENSE\)](#) and the [Noel Levitz Student Satisfaction Inventory \(SSI\)](#) to provide data on students' experiences at SCC for the college to analyze toward improving retention, persistence, and completion results.

In their reports, the IR Office disaggregates these many sources of data so that decision makers can identify patterns and devise strategies that are targeted toward groups showing the greatest need. For example persistence rates are broken down by various demographics in the college's [45<sup>th</sup> Day Report](#). Additionally the [Fact Book](#) reports course success rates by instructional mode (online, hybrid, and face-to-face). [Developmental Reading](#) also compares success rates by various demographics to help inform their practice.

The IR Office provides [access to data](#) for SCC's various departments to use in evaluating their unit via the Unit Improvement Plan (UIPs). These plans impact decision making and performance as part of SCC's culture of assessment and continuous improvement.

**4.C.3:** SCC uses data on retention, persistence, and completion to inform practice and improve student learning. For instance, SCC's developmental English team uses success data as indicators to [validate the effectiveness of various innovative modes of delivery](#), like linked courses, accelerated 8+8 courses, and hybrid courses, as well as standard 16-week, face-to-face courses. Likewise, SCC's developmental reading team uses success data to indicate the effectiveness of their [contextualized](#)

[learning innovations](#) and [embedded librarian instruction](#); and SCC's developmental mathematics team uses success data to [evaluate the success of their structured tutoring course](#), MAT 108. SCC's developmental education teams continue to play a leadership role in reinventing developmental education at MCCCDC, and the use of retention, persistence, and completion information is integral to that effort.

For college-level coursework, academic programs utilize retention, persistence, and completion data as indicators of whether program elements are successful. For example, in Fall 2015, the Counseling Services department questioned whether students would succeed in a college-success course delivered in hybrid and accelerated formats. As a result of a [study comparing relative course retention rates](#), changes were made in course offerings for Fall 2016. Additionally, the Nutrition Program monitors the success of students in its Principles of Human Nutrition course and lab (FON 241). Wanting to better understand factors that impact success, they [compared success rates](#) of students taking the lecture and lab portions of the course during the same semester with students taking each portion in different semesters to see if there was a success gap. Data showed that taking the lecture and lab in the same semester resulted in higher success rates. This information was provided to the Academic and Career Advisement Center to [assist advisors](#) with encouraging students to enroll for both portions in the same semester.

Success data are also used to evaluate online learning. As discussed in 4.C.2 because of disaggregated data, SCC recognized the disparity of student achievement between face-to-face, hybrid, and fully online courses. Efforts to address this achievement gap include the development and implementation of [Zero Week](#). Since its implementation in fall 2014, success rates for online students have [increased approximately 6 percentage points](#). The college's e-Learning Committee has developed and implemented other strategies and interventions, as described in Core Components 4.A.2 and 4.A.4.

Retention, persistence, and completion data is frequently used in Student Affairs offices as well, to help meet student needs. For instance, Advisement uses course retention data to provide information to students about classes that have the [highest and lowest success rates](#). High school bridge programs like ACE and Hoop of Learning use persistence data to determine the [number and percent of students who enroll at SCC after their high school graduation](#). The Athletics department also tracks the persistence, retention, and completion of student athletes in an [Athlete Fact Book](#) published annually by the IR Office.

SCC's developmental education program also used success data to make decisions about faculty selection and professional development offerings. [Data had shown that SCC's developmental education students were not succeeding](#), so SCC made a priority to allocate funds to hire residential faculty to teach developmental education classes, in a desire to alleviate the college's dependence on part-time faculty, who face time constraints outside of actual class time. This significant fiscal investment aligned with the strategic direction of the MCCCDC Governing Board, and the decision paid off, as seen in [improved success rates in developmental education](#) over that period. Likewise, SCC dedicated fiscal resources toward a deliberate professional development plan for its (and all of MCCCDC's) developmental-education adjunct faculty, hosting the annual [Developmental Education Conference for Adjunct Faculty \(DECAF\)](#) for five years, before the conference efforts were merged with those of MCCCDC's [Maricopa Center for Learning and Instruction \(MCLI\)](#).

Finally, the college uses its retention, persistence, and completion data to galvanize the campus toward unifying quantitative goals. The information appears in the [Fact Book, 45<sup>th</sup> Day Report](#), on the [SCC IR Office website](#) and [Consumer Information webpage](#). This wide distribution of data is used to answer many of the same unifying questions asked across campus: Are students more likely

to be successful in classes offered in particular formats? Are programs designed to increase student success achieving their desired outcomes? Are students with some characteristics more likely to succeed than students with other characteristics? Do students who attend SCC leave college having achieved the goals they set for themselves?

**4.C.4:** SCC's processes and methodologies for collecting and analyzing retention, persistence, and completion data are current and reflect good practice. SCC's IR Office is staffed with [experienced professionals](#) who work in accord with [MCCCD's Institutional Effectiveness \(IE\) Council](#) and are guided by accepted best practices in the collection and analysis of student retention, persistence, and completion data. Uniform methodologies are established by the IE Council, and these methodologies are shared with IE and IR offices across the district. MCCCD IE compiles and reports [IPEDS data annually](#), as required for all colleges in the district, including SCC. As result of SCC and MCCCD IE professionals' adherence to good practices, the college has a high degree of confidence in the validity of the data it collects.

Effective reporting of data is another good practice SCC demonstrates. SCC's IR Office systematically documents retention, persistence, and completion information through various reports. They also fulfill various department/program, course, and committee specific data requests. Departments analyze this information to develop data-driven Unit Improvement Plans (UIPs) that communicate to unit employees about important goals and metrics. Retention, persistence, and completion data inform SCC's strategic plan and functional plans.

SCC IR reporting is guided by three major tenets: accessibility, relevance, and assistance. First, reports are designed to be highly accessible to many audiences, providing information in both graphical and verbal formats; and data that is needed campus-wide is provided in a [self-service](#) format so that chairs and individual faculty members can access their own data without having to make formal requests. Second, to make sure data is relevant, it is disaggregated by division, department, course, and section, so that areas can pinpoint strengths and weaknesses at multiple levels to make data-informed decisions. It is also broken down by other pertinent subcategories, including student characteristics. Third, the office provides assistance to departments in analyzing and interpreting the data they need for decision-making.

Another good practice SCC demonstrates is its use of third-party sources to gather information related to retention, persistence, and completion. The college participates in the [National Community College Benchmarking Project \(NCCBP\)](#), allowing it to benchmark data with community colleges throughout the nation on areas such as graduation and transfer rates, fall-fall and fall-spring persistence, and success rates in developmental, college-level, and distance education courses. Through practices like all of the above, SCC demonstrates its ongoing commitment to striving toward educational improvement.

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## 4.S - Criterion 4 - Summary

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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

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Scottsdale Community College (SCC) is committed to high-quality standards for its educational programs, learning environments, and support services. College faculty and staff are dedicated and invested in evaluation for the purpose of continuous improvement as evidenced by the campus-wide use and application. Unit improvement plans (UIPs) are conducted by all areas/units of the college. While UIPs have served to help identify a respective area's strengths and challenges, the college is exploring the revision of UIPs so they can be utilized to the greatest capacity to help inform college planning, budgeting, and college-wide direction and decision-making.

The college utilizes good practices in the collection, analysis, and use of assessment information, and its organizational structures promote this responsibility. The WOVeN model has made assessment more inclusive, allowing faculty and staff to make their own assessment decisions – identifying and investigating results that are more meaningful to them and thus having greater impetus to make changes. The assessment of student learning encompasses both Academic and Student Affairs. While the unit level assessment of student learning has and continues to grow and improvements are being made, the college struggles in its overall assessment of college-wide learning and its documentation of efforts, strategies, and interventions conducted to improve student success.

SCC attends to retention, persistence, and completion rates in ways that demonstrate its commitment to educational improvement in its degree and certificate programs. The college's Institutional Research office collects, compiles, and analyzes a multitude of data, which has helped direct SCC departments and divisions in its efforts to improve completion and retention rates to help inform decision-making.

### Sources

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*There are no sources.*



## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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Scottsdale Community College (SCC) has a resource base that sufficiently provides for its current educational programs, and for future plans that further enhance the college as a high-quality educational institution.

**5.A.1:** SCC has the resources and infrastructure sufficient to support on-campus and off-campus (online, dual-credit) delivery of programs.

The college derives its fiscal resources from the Maricopa County Community College District (MCCCD). SCC's operating budget is based on [enrollment growth funding allocation](#). The total of all funds in the [MCCCD FY 16-17 general fund budget equaled \\$733.6 million](#), and [SCC's portion of that budget is \\$51.1 million](#).

[Operating revenues](#) are primarily from two sources: tuition and local property taxes. Historically, the State of Arizona was a third source of operating revenue, but state funding began declining in 2007 and ceased altogether in 2015. As a result of this substantial [loss of revenue](#), SCC has had to become a more streamlined institution, as demonstrated by the transition of the [Fire Science/EMT and Culinary Programs](#) with Mesa Community College. In addition, the college closed the [Business Institute](#), which was an additional location, and merged programs with the Business Department on the main campus. The college has also identified a need to increase funding from alternate sources through [gifts and grants](#), to fund and support innovative programs.

Historically the Maricopa County Community College District has operated on the premise of funding facility development through general obligation bond programs. The most recent debt approved by

Maricopa County voters was the [2004 Capital Development Program](#) approving the issuance of general obligation bonds, which are paid exclusively through a secondary property tax. Since 2007, MCCCDC has earned [“triple A” bond ratings from the three major national bond rating agencies](#) for its general obligation bonds. Of the \$951 million from the 2004 MCCCDC bond, [SCC received \\$50.7 million](#). As identified in the [Facilities Strategic Plan](#), the college has utilized its share of the most recent bond to support new building construction and extensive projects as well as technology upgrades, safety systems installation, occupational program support and major maintenance. The college also has existing internal allocations to support technology renewal and replacement of filter media of its water treatment facility. Through fiscal year 2014/2015, the college was able to fund capital requests from across the college by using unexpended operating funds from the prior fiscal year, known as carry-forward. More recently, the carry-forward has been used to upgrade technology. Moving ahead, it is a priority of the college to reestablish these funds to be able to support capital needs across the campus. Working with the Strategic Planning and Allocation Resource Council (SPARC), the college will develop a plan to identify and reallocate resources to increase the funding available for carry-forward each year.

SCC’s human resources are sufficient to support and sustain educational programs and support for student success. [Based on Fall 2015](#), 175 full-time residential faculty, 223 board approved staff, and approximately 336 adjunct faculty, in addition to a variety of part-time staff and student workers, support approximately 10,000 student learners. Beginning in 2013, MCCCDC prioritized the commitment that all district colleges [increase the percentage of their instructional load taught by full-time, residential faculty](#) versus adjunct faculty to 60%, and to maintain that percentage. As of Fall 2016, SCC is the [only MCCCDC college at the 60:40 ratio](#).

Regarding physical infrastructure, SCC has a 160-acre campus where each discipline has buildings and facilities dedicated to the delivery of their educational programs and the support of student success. Capital resources from the 2004 MCCCDC bond enabled the college to further improve infrastructure through the renovation and update of student learning spaces, such as the Health Sciences Building, the SCC Library, and the Performing Arts Center, as discussed in Core Component 3.D.4, as well as current renovations to the Social Behavioral Sciences Building. The last infrastructure improvement to be derived from the 2004 bond will be the [Cloud Song Project, which will house the Indigenous Scholars Institute and the Business Department](#). A challenge for the future will be in discovering strategies to meet infrastructure priorities as the college faces difficult fiscal circumstances.

SCC’s IT infrastructure effectively supports student learning and college operations. On campus, Wide Area Network (WAN) connects directly to the MCCCDC district office and the Internet through a leased Cox Communications line and CenturyLink connection via Saddleback (communications vendor). In order to maximize access to computing resources, the college has approximately [2520 computers](#) (MAC & Windows-based desktops, laptops, and tablets) used in campus classrooms, offices, and learning centers. All buildings on campus have been connected by fiber optic cabling through Cisco edge switches located in campus buildings, but the college is [currently upgrading](#) to more robust and cost-effective Juniper edge switches, which will allow a 1GB connection to computers in all buildings on campus.

From remote locations, faculty for all courses can access their rosters, gain student contact information, and send individual and group email to students from any Internet connection by using [Class Roster](#). The SCC community’s access to some IT infrastructure also occurs remotely through [MySCC](#), which uses Citrix technology to allow all employees and students to utilize multiple software applications and storage drives on the SCC network from any Internet connection, with proper network login information. All employees and students likewise have the use of Google email

and Google Apps, which further facilitates the communication and exchange of information between the college and its students.

SCC utilizes a cloud-based Learning Management System – [Canvas](#) – for its online and hybrid courses, and as a supplement to its face-to-face courses. Canvas provides a platform for students to access course content on any device, submit assignments, receive feedback, and interact with faculty and other students. SCC has also invested in [Panopto](#), a lecture-capture solution integrated with Canvas, which allows instructors to upload video and audio files for recorded lectures and other course supplements. Canvas is being used in dual enrollment by some partner high schools, as well as in training for SCC faculty, staff, and administration, whether full or part time.

The college's [IT department](#) is responsible for developing and maintaining SCC's technology systems. The IT department works from a recently updated [Technology Strategic Plan](#) that analyzes the college's technology needs both in the classroom and administratively, and sets goals and objectives for how to address those needs. The [Instructional Strategic Technology Advisory Committee \(iSTAC\)](#) serves to help develop ways to best address the college's comprehensive technology priorities. A portion of SCC's operating budget allows for technology life-cycle renewal, infrastructure and hardware maintenance, software costs, technology utility costs, and modernizing current technology, with future planning prioritizing the support of instruction. As SCC works to better align college-wide planning and budget, support for IT operations and staffing will be a priority.

**5.A.2:** SCC [allocates its fiscal resources by function](#): 77% of funds are used to provide instruction, academic support, student services, and scholarships. The remaining 23% is allocated to support operations and maintenance, institutional support, and public service. Prior to the 2016-17 academic year, SCC's resource allocation process was overseen by the [Planning and Budget Advisory Council \(PBAC\)](#), which reported to the College President. Despite the challenges of declining enrollment and budget deficits, the college places greatest priority of budget on the delivery of academic credit to the students.

This year, with a transition in college leadership and a desire to further align planning and resource allocation, PBAC has evolved into the [Strategic Planning and Allocating Resource Council \(SPARC\)](#), which includes faculty leadership, student-affairs managers, administrative services personnel, and administrators. SPARC was created to actively ensure a holistic review of college operations and budget for the purpose of optimizing resource allocations consistent with the college's strategic plan. SPARC makes resource allocation recommendations to the President and senior leadership.

Both PBAC (in the past) and SPARC (currently) have served to ensure that all SCC resources are used in responsible ways that support its educational mission. SCC is a public community college whose district Governing Board is elected by the citizens of Maricopa County, and therefore it is only subordinate to those citizens and state law. No disbursements are made to a superordinate entity.

**5.A.3.** The goals incorporated into SCC's mission documents are realistic goals, given the college's organization, resources, and opportunities.

SCC's [mission statement](#) was developed through a college-wide process inclusive of faculty, staff, students, administration, and the community. While the mission's breadth is considerable, it is made realistic and attainable through the college's strategic plan and the goals expressed therein, known as [Strategic Directions](#). That these goals are realistic can be demonstrated by the extent to which SCC is already working toward and has the capacity to continue striving to improve upon them.

Strategic Direction #1 is the goal of “Student Success.” To achieve this goal, SCC has three objectives. Objective 1.1 states, “SCC will improve access to learning opportunities for students and community.” The argument and evidence presented in Criterion 1 and Criterion 3 attest to SCC’s many opportunities to address this objective. Objective 1.2 states, “SCC will improve teaching effectiveness and student learning outcomes.” SCC’s Student Learning Outcomes Assessment (SLOA) committee and the college’s numerous assessment efforts, as discussed in Criterion 4, show that SCC has the organization to keep the campus focused on continuous improvement in teaching and learning. Objective 1.3 states, “SCC will enhance educational and career pathways to support student goal attainment.” The college will look at graduation and transfer rates as well as alumni employment data to determine the extent to which the goal is being met. The college's [Instructional Plan](#) has more detailed objectives to help ensure completion of this strategic direction.

Strategic Direction #2 is the goal of “Partnerships and Resource Development.” To achieve this goal, SCC has two objectives. Objective 2.1 states, “SCC will develop partnerships (internal and external) that support student success.” One example is [Businesses United for Scottsdale Schools \(BUSS\)](#), a new non-profit organization created by leaders in the local community as a result of the decreasing financial support for education in Arizona. As a founding partner in BUSS, SCC plans to collaborate with local business and industry in building a pipeline of educational and workforce opportunities for students. Partnering with Honor Health (a local health care provider), SCC students are working with hospital personnel on a [research study](#) addressing senior citizen health needs and well-being. Both partnerships exemplify the mission of creating distinctive and collaborative learning opportunities by capitalizing and leveraging SCC and community resources.

The mission of affordable and accessible education is incorporated through Objective 2.2 of Strategic Direction #2, which states, “SCC will increase resource development that supports opportunities for students.” Developments like the [Ethel and Kemper Marley Foundation gift](#), [National Science Foundation grant](#), and [scholarship funds raised by Community Advisory Councils](#) show that these are realistic and attainable pursuits as the college plans for the future.

Strategic Direction #3 is the goal of “Employee and Organizational Excellence.” To achieve this goal, SCC has three objectives: 3.1 - recruitment of a qualified and diverse workforce; 3.2 - employee engagement in professional development, and 3.3 - organizational effectiveness through a culture of continuous improvement. The [HR Strategic Plan](#) details much of the work and strategies that the college will employ to achieve these goals. More information is also included in Core Component 3.C. There is a realistic expectation that the organization, resources, and opportunities that allow for this work will continue into the future.

**5.A.4:** Staff at SCC are appropriately qualified and receive both mandatory and optional training opportunities in accord with their professional positions.

In order to assure that qualified staff are hired, SCC begins the hiring process by referring to general job descriptions. Qualified applicants are considered for a position using [minimum and desired qualifications](#) that are written to meet the specific needs of the job.

SCC’s hiring committees follow MCCCDCD [policies and procedures](#) that dictate job posting requirements, hiring committee guidelines, and procedures for background checks and confirmation of credentials. All hiring committee members are required to complete [training courses](#) (Knowledge Checks) to ensure members are not biased or lack knowledge of hiring procedures. [Detailed rubrics](#) may be used to screen applications and rate interviews to increase reliability of scoring. The college’s Human Resources office facilitates the hiring process and helps hiring committees coordinate with MCCCDCD Human Resources, where the final approval of all hires takes place. Core

Component 3.C provides greater detail about the qualifications of the SCC faculty and staff involved with providing effective, high-quality programs and student services.

Learning in pursuit of lifelong educational, professional, and personal goals are valued and supported with opportunities occurring throughout the district and college. Once hired, SCC employees receive training opportunities appropriate to their positions. [Some of these trainings are mandatory](#), and employees put their relationship with the college in jeopardy by not completing them. Other trainings are professional development opportunities that employees may choose to engage in to further enhance their qualifications and promote career growth. [Tuition waivers](#) are offered to employees for all credit courses offered through MCCCDC. Furthermore, professional growth funds are available for employees based on employee status: [residential faculty members](#) can each access as much as \$3,500 per year for professional growth, and [adjunct faculty](#) can access as much as \$750 per year; [professional staff](#) have \$4,000 per year in professional growth funds available for approved activities; and [Management, Administrative, and Technology \(MAT\)](#) employees can access \$3,500 per year. Core Component 3.C.4 provides evidence of faculty engagement with professional development, while Core Component 3.C.6 focuses on student support services staff training.

**5.A.5:** SCC has a well-developed process in place for budgeting and for monitoring expense to support current educational programs and future plans for improving quality.

The budget development process provides the opportunity for SCC to realign budget amounts with spending levels and to adjust budgets to appropriately reflect critical service needs as inevitable changes occur. As part of MCCCDC, SCC follows the protocols and processes established at the district level. Each year, the MCCCDC Financial Planning and Budget Office updates the [Budget Development Handbook](#) in order to communicate the calendar and required budget submission dates for SCC and all MCCCDC colleges. MCCCDC posts the appropriate public notifications according to Arizona State Statutes. MCCCDC's [Financial Advisory Council \(FAC\)](#), which includes representatives from executive leadership, vice presidents, and employee-group presidents, is responsible for making recommendations to the Chancellor's Executive Council (CEC) on the budgeting process as well as the budget. The CEC, in turn, makes recommendations to the Chancellor, who ultimately presents budget, tuition, and fees recommendations to the Governing Board, who adopts the final budget for MCCCDC.

At SCC, individual budget managers are responsible for monitoring the budgets for their areas of responsibility. Budget managers include, but are not limited to, program directors, division and department chairs, office managers, deans, and vice presidents. These individuals receive [budget reports](#) twice per year during the budget development process; the first time to review and request reallocation to support departmental planning and the second time to share the approved budget for the coming fiscal year. This process allows the budget managers to review, monitor, and reallocate their budgets as necessary.

On a larger scale at the college, the Strategic Planning and Allocating Resource Council (SPARC), formerly known as Planning and Budgeting Advisory Council (PBAC), is the body that plans and recommends resource allocations and reallocations to the College President. PBAC established the [Unit Improvement Plan \(UIP\)](#) process described in detail in Core Component 4.A.1. Through the UIP process, pertinent information is collected on the history, present status, and future goals of each unit. UIPs were created to serve as a vehicle for all areas of the college to develop a culture of honest self-reflection and continuous improvement. However, as the college has worked to better identify and link planning and resource allocation, the UIPs are being revised. Part of the revision is stronger articulation of measurable outcomes specific to a unit's respective area functional strategic plan and the college's strategic plan inclusive of budget.



Another planning tool, the [Course Fee Justification and Replacement Plan](#), is completed by division and department chairs to justify requests to establish or increase course fees, as well as to serve as the program's written equipment and software replacement plan. This plan is currently separate from the UIP; however, SPARC plans to combine the two tools into one planning document to streamline the process. Planning and aligning resource allocation with the college's mission and goals is critical in the budget development process at SCC.

During the fiscal year, the College Business Office (CBO) monitors budgets and expenses, working closely with budget managers. Prior to expenses being incurred, available funds must be identified, and college accounts are reviewed monthly to address budget and expense concerns. There are various [reconciliation processes](#) that occur on a monthly, quarterly, semi-annual, and annual basis to ensure all expenses are covered and budget is reallocated appropriately. The ongoing account review also offers an opportunity to identify potential budget challenges so they can be addressed early. Moreover, [MCCCD's financial system](#) is programmed to process requisitions, travel authorizations, and Purchasing Card approvals through an established workflow, ensuring appropriate approval by all necessary areas, such as the Legal Department, Capital Asset Accounting, and Grants Accounting.

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## 5.B - Core Component 5.B

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

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

### Argument

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SCC's district Governing Board and college administration demonstrate and promote the leadership necessary for the college to fulfill its mission. They support the collaboration required for SCC to strive for continuous improvement amidst the challenges and opportunities of the future.

**5.B.1:** The MCCCCD Governing Board, as discussed in greater detail in Core Component 2C, consists of seven publicly elected members who govern through the policies and administrative regulations of [Maricopa Governance](#), a leadership model adopted in 1996 that establishes a framework for Governing Board accountability to its constituents. The Governing Board proclaims as its purpose to identify goals to better serve the people of Maricopa County, students, private and public sector employers, universities, and primary and secondary schools; and within the context of those goals, the Governing Board makes itself knowledgeable about SCC.

The MCCCCD Governing Board provides oversight of SCC's financial and academic policies and practices through regular meetings on the second and fourth Tuesdays of each month. Through these meetings and occasional visits to campus, the Governing Board directs SCC's (and all MCCCCD colleges') activities under the [powers given them pursuant to Arizona Revised Statutes \(ARS\) §15-1444](#). All Board members receive [briefing materials](#) along with the meeting agenda prior to each session.

[Governing Board meetings include](#) regularly scheduled presentations from students, faculty, staff, college leadership, and the public concerning academic programs and community activities. SCC's President, other MCCCCD college presidents, and the MCCCCD Chancellor and Vice Chancellors all present regular monitoring reports on financial, academic, and human resource activities. These meetings also provide an open forum for discussion regarding proposed changes prior to adoption by the MCCCCD Governing Board, which is ultimately [responsible for the adoption of changes](#), including tuition and fee changes, curriculum modifications, construction projects, property tax increases, and the budget. Through these interactions, the MCCCCD Governing Board fulfills its legal and fiduciary responsibilities.

**5.B.2:** SCC uses the term "shared governance" to characterize how it engages administration, faculty, staff, and students in college governance. The MCCCCD Governing Board is also involved in this governance in the way it understands and authorizes the policies and procedures by which SCC and

all MCCCDC colleges operate.

[Shared governance](#) at SCC is facilitated through the college's commitment to integrity through collective understanding of processes and policies in a culture of inclusion, professionalism, and respect. SCC engages its internal constituencies in college governance through the established councils and committees described in the [SCC Faculty/Staff Committee & Council Assignments](#) booklet. Committees and councils have duties directly delegated to them and also serve in an advisory capacity on administrative matters related to their focus area. For faculty, participation in college governance through committee service [fulfills mandatory terms of their employment](#). Committees may be 'open' or 'closed'. Open committees are those that faculty and staff members can self-select. Closed committees are those whose membership is predefined by position, and therefore they are not open to self-selection; for example, faculty representation on the Curriculum Committee is automatically assigned to Division Chairs. Service on a Council is at the discretion of the SCC President, and thus Councils are not open for requests to serve; for instance, the Employee Engagement Council has specific members chosen in order to produce a balanced representation of all employee groups.

Opportunities also exist for SCC employees to participate in the broader MCCCDC governance that impacts the college. For example, through faculty representatives, faculty members participate in the [Meet and Confer process](#), by which the faculty voice is expressed to administration representatives concerning any aim to modify the Residential Faculty Policies (RFP). The goal of this process is for faculty and administration to recognize their shared interests on issues like compensation and hours of work, leaves of absence, benefits, employee safety and wellness, workplace procedures, employee conduct, discipline and appeals, and recruitment, hiring, and advancement procedures. A recent outcome from the Meet and Confer process, for instance, was the [Probationary Faculty Peer Assistance and Review Process](#), which established policy for a more effective procedure by which to conduct tenure review.

Historically, other SCC employees participated in broader MCCCDC governance through their own respective staff organizations [Crafts; Management, Administration, and Technology (MAT), Maintenance and Operations (M&O), Professional Staff Association (PSA), and Public Safety]. However, the new designation "Classified Staff" has replaced the pre-existing five employee groups, with the elected representatives of the [Classified Staff Council \(CSC\)](#) amplifying a unified non-faculty employee voice and advocating for their interests throughout the district. The CSC also provides a forum for representatives from the employee groups (excluding faculty) to negotiate changes to the [Classified Staff Policy Manual](#) based on the shared interests of all. One of CSC's first projects is the All Collaborative Policy Development (CPD) process, which seeks to integrate the manual's various employee group appendices into one consolidated version.

Students provide a voice in governance through the [Council of Student Leaders \(CSL\)](#). CSL is SCC's form of student government, which exists to preserve student rights, serve student needs, provide student funding for activities and clubs, and serve as the official voice of the student body. Additionally, [student perspectives and needs are routinely assessed](#) through the college's administration of the Noel Levitz Student Satisfaction Inventory, the Community College Survey of Student Engagement (CCSSE), and the Survey of Entering Student Engagement (SENSE).

**5.B.3:** SCC's academic requirements and policies involve a variety of constituency groups, and the structure and process by which these groups engage is dependent upon the focus of their work. Curriculum, for instance, is within the faculty purview. As discussed in Core Component 3.A.1 and Core Component 4.A.4, the [Curriculum Procedures Handbook](#) describes how curriculum is initiated by faculty, proceeds through various approvals at the college and district levels, and is approved by

the Governing Board. Other academic requirements, student regulations specific to admissions, registration, and enrollment, are addressed through the collaborative work of the [MCCCD Catalog Common Pages Committee](#), which includes administrators, faculty, and staff from all MCCCD colleges. At SCC, many committees that include faculty, staff, and administrators focus on academic requirements, policies, and processes; for instance, the [Student Learning Outcomes and Assessment \(SLOA\)](#) committee, the [Developmental Education Committee](#), the [eLearning Steering Committee](#), and the [Honors Advisory Committee](#). Student involvement in academic requirements, policies, and processes [occurs through the Council of Student Leaders \(CSL\)](#).

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Argument

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SCC continues to improve upon its system for integrating all constituent groups in the process of planning to meet future challenges and to embrace future opportunities.

**5.C.1:** SCC allocates resources based on its mission, which focuses primarily on providing high quality learning experiences and opportunities for students. Because of adherence to its mission in an era of continually declining resources, instruction and student-centered budget items, including the staffing of full-time faculty, have remained top priority. In SCC's fiscal year (FY) 2016-2017 [General Fund budget](#), 53% of the budget is devoted to instruction, 10% is for academic support, 12% is for student services, and 2% is for scholarships – meaning 77% of General Fund resources are devoted to SCC's mission to provide “challenging, supportive, and distinctive learning experiences” and “high-quality, collaborative, affordable, and accessible opportunities.” The remainder of the general fund is budgeted 10% for institutional support and 13% for operations and maintenance.

Over the past number of years of challenging economic conditions in encountering difficult budgetary decisions, SCC was guided by its mission and values. To keep "delivery of credit instruction and support services to the residents of Maricopa County" was SCC's top priority. As a result, the college [reduced non-credit programming](#), experienced significant [decreases in staff positions](#), and [reorganized the entire Student Affairs division](#). Some of these were difficult decisions to make and the repercussions not easy, but they were guided by adherence to the mission of the college.

[Auxiliary funds](#) consist of locally generated revenues from such sources as facilities rentals to local universities; calculator rental fees to support accessibility and student success; course fees to provide course specific materials, equipment, and services; non-credit course tuition for community and special interest classes; and external contracted services for such necessities as Food Services.

[Restricted funds](#) reflect potential financial aid awards, grants, contracts, and Proposition 301 sales tax revenue, all expended in support of student success. Since SCC no longer receives state aid, the college has increasingly come to rely on the restricted funds to fulfill its mission to deliver rigorous and relevant instruction and to provide outstanding support to students, faculty, and staff. A recent example is the Ethel and Kemper Marley Foundation gift, which provided the funding for the Computer Information Systems Department to remodel two computer classrooms into a virtualization

lab -- a cutting-edge environment for students to gain knowledge and learn marketable skills.

The college's [Plant Fund \(capital budget\) resources](#), are currently allocated to the construction of the Cloud Song Project, which aligns with SCC's mission by enhancing the college as an institution that encourages an open and dynamic exchange of learning with the Salt River Pima-Maricopa Indian Community, on whose land SCC resides, and all indigenous peoples. Consequently the college has built in scheduled budget transfers from its General Fund to the Plant Fund to support such expenses as technology, the maintenance of the water treatment plant, major maintenance, and the acquisition of items for the library collection. Due to the declining Plant Fund, the college has also had to use auxiliary funds to purchase capital resources to further support the mission of the college.

When the college launched the [Unit Improvement Plans \(UIPs\)](#) in September 2010, SCC lacked a systemic college-wide integrated planning process. The UIPs were created as a vehicle for all areas of the college to engage in honest self-reflection for the purposes of continuous improvement. Though UIPs are being revised in terms of their specific content, they serve as the local level planning document (program review) by which to inform and be informed by the next level of planning: the functional plans.

Functional plans are representative of college areas created to articulate that division's focus specific to roles and responsibilities. For example, the [Strategic Enrollment Management Plan](#) is a systemic approach for recruiting and retaining students to maximize and sustain enrollment. The [Instructional Plan](#) sets priorities and direction for the college's academic and occupational programs aligned with the college's strategic directions and MCCCDC core planning areas and Governing Board outcomes.

SCC's Strategic Plan, formerly known as SCC 2020, was refreshed in mid-2015 to better align with district priorities and to help link planning and resource allocation for the purpose of providing high quality educational opportunities for students. The Strategic Plan consists of [three strategic directions](#): Student Success, Partnerships and Resource Development, and Employee and Organizational Excellence and serves as the over-arching, high-level, institutional blueprint identifying priorities, goals, and objectives giving guidance for functional and unit improvement plans. The relationship between the varying plans is best illustrated through [SCC's planning pyramid](#).

**5.C.2.** The link between the assessment of student learning, the evaluation of operations, and planning and budgeting is the college's UIP process. In the UIP, all academic and student-affairs departments utilize data in the assessment of outcomes specific to improving students' educational experiences. Among these data are those facilitated by the Student Learning Outcomes Assessment (SLOA) committee, which helps faculty and staff improve student learning through the assessment of learning outcomes. [SLOA results often include targeted interventions to improve teaching and learning](#). These interventions serve as the basis for modifications to pedagogy, curriculum, and selection of course materials and equipment. UIPs provide units with the opportunity to address goals and expectations in the context of the unit's history, identify and communicate operational and budgetary needs (i.e., faculty lines, equipment, office space, part-time staffing), and consider future plans.

Included as a part of the UIP is the alignment of a program's goals and outcomes with the college's strategic plan. This link sometimes results in functional unit plans sharing similar goals. For example, SCC's Strategic Enrollment Management plan and Instructional Plan both aim to "increase and support alternative and innovative delivery of courses," and this alignment occurs because both functional plans are linked to the SCC strategic plan's Strategic Direction #1: Student Success.

The UIP process had been facilitated by the college's Planning and Budgeting Advisory Council (PBAC), which has now evolved into the [Strategic Planning and Allocating Resource Council](#)



[\(SPARC\)](#). While similar in purpose, SPARC differs from PBAC in its structure, membership, and responsibilities. SPARC oversees development and alignment of the college's strategic plan, functional area plans, and unit improvement plans. They share and help inform college governance through their work by optimizing and leveraging resources and ensuring alignment between planning and resource management.

The council is currently engaged in efforts to better utilize the UIPs to align planning and budgeting as comprehensively as possible. SPARC is divided into two groups: Planning and Resource Allocation, with an oversight horizon team that works to ensure the alignment between the two groups. SPARC, therefore, may be seen as the nexus between the assessment of student learning and evaluation of operations implicit in the UIPs, and the planning and resource allocation of the college. The council's ongoing challenge will be to maximize the impact and opportunities of the UIPs to most effectively fulfill the college's functional and strategic plans.

**5.C.3:** Every unit at SCC is expected to complete a UIP that assesses the unit's achievement of goals, identifies needs, and plans for the future; and in this way all internal constituencies participate in the planning process. Likewise, key planning committees, including SPARC, contain members from various internal groups who work collaboratively to address concerns and plan for what is in the best interest of SCC's students and communities. SCC's [Instructional Strategic Technology Advisory Committee \(iSTAC\)](#) gives guidance to the Chief Information Officer regarding the use of current instructional technology, recommends the introduction of new technology, and helps assess the degree to which SCC's technology enhances teaching and learning. The [Facilities Committee](#) is established to review and promote the efficient and effective use of current and future facilities. The committee recommends improvements that embrace awareness and promote environmental responsibility, societal role and cultural roots.

The college's academic structure of using faculty as [division chairs](#), serving as instructional leaders, responsible for coordinating planning efforts to make sound academic decisions, works to ensure that educational and service goals of the college are met. Senior administration meets regularly with faculty senate leadership to discuss and strategize district and college initiatives.

SCC also considers the perspective of external constituent groups in its planning. President Jan Gehler often states, "We serve our students best when we partner with our communities." One example of SCC involving external communities is the college's engagement with Salt River Pima-Maricopa Indian Community (SRPMIC) in the building of the [Indigenous Scholars Institute \(ISI\)](#), seeking their input in the planning of the building design, activities, and services. When completed, the ISI will serve as a physical manifestation of the unique relationship SCC has with the SRPMIC.

Another example of SCC's work with external constituencies in planning is through the college's [Community Advisory Committees \(CACs\)](#). CACs provide direction for instructional and program areas based on evolving community and industry needs and give counsel regarding curriculum and creating opportunities for students. The development of a [certificate of completion in data analytics](#) was the result of input from the Computer Information Systems (CIS) department's CAC. [Architectural Technology's CAC](#) has helped inform the department on the appropriate software students should be trained to use. [Dance's CAC](#) has made suggestions regarding the addition of new classes and the modification of existing ones.

Likewise, the [President's Executive Community Advisory Board \(PECAB\)](#) contributes to planning by providing the president with the community's perspective regarding trends, issues and development strategies.

**5.C.4:** SCC's understanding of its current capacity and potential future fluctuations in revenue are based upon [MCCCD's Maricopa Financial Plan \(The Plan\)](#), which provides SCC with information to help set resource levels and make allocations to priority initiatives that produce desired outcomes. The Plan includes actual data for FY2010-11 through FY2014-15, budgeted data for FY2015-16, and projections for FY2016-17 through FY2024-25. It also contains the data most pertinent to the decision-making process; including aspects of the local, state, and national economies that will influence resource availability and expenditure demands.

In FY2015-16, the last \$8.8 million of state aid funding was eliminated from MCCCD budgets, making [state aid to SCC and all MCCCD colleges \\$0](#). Total state aid lost since FY2007-08 exceeds \$67 million. The Plan has annually acknowledged MCCCD's limited revenue growth; therefore, SCC has relied upon continued operational efficiency and resource maximization, including partnerships with public and private entities.

**5.C.5:** To help anticipate emerging factors in its planning, SCC works with MCCCD's Maricopa Workforce Development department, which compiles various reports to identify emerging factors; for example, the [Maricopa Economic Impact Study](#). The purpose of this study was to investigate the economic impacts created by MCCCD on the business community, and the benefits that MCCCD generates in return for the investments made by its key stakeholder groups—students, society, and taxpayers. Another report, The [Maricopa Community Colleges 2015 Strategic Vision Report](#), tracks 30 key indicators to identify developing trends, such as demographic shifts, and measures progress on student access, retention, and completion. [Maricopa Trends](#) is a web tool that provides reports over a ten-year time span on enrollment and demographics at SCC and around MCCCD. These reports provide trends on enrollment based on gender, ethnicity, residency, full-time and part-time status, and a variety of other factors. These reports and tools are credible sources of relevant information related to planning.

In early 2014, SCC asked Maricopa Workforce Development to conduct an analysis of the industrial and occupational composition of SCC's service area to aid in strategic planning. In response, the department created an [Area of Influence \(AIR\) Report](#) that examined SCC's geographical scope, focusing especially on the industrial and occupational composition of the City of Scottsdale. The report affirmed the city's growth in the area of hospitality and culinary, industries with which SCC's culinary and hospitality programs work closely. The report also highlighted the emerging growth in computer systems design and technical consulting services, as well as software and data processing. Using this information, SCC began devoting further resources to its CIS programs, resulting in the building of a [virtual data center](#) to help prepare students to serve the needs of this industry. Additionally, the report recognized that SCC's service area maintains a high concentration of retail trade relative to the size of its population base, with 13.6% of all retail employment in Maricopa County. While the college offered retail-related programs in marketing and retail management, it lacked a full-time faculty member. So the college decided this past year to hire a full-time, one-year-only faculty member to explore whether the enrollment and industry need might support a certificate or associate-degree program focused on retail.

Locally, SCC's IR Office also provides information and data analysis services to SCC faculty, staff, and administration to support planning, assessment, and decision-making across the college. Some types of information available include enrollment reports, course-completion rates, degrees and certificates completed, internal and national survey results, and university transfer information. These [reports are presented in a variety of formats](#) to identify a multitude of trends, such as the decline in evening enrollments, increase in online enrollments, and growth in dual enrollment. Recognizing trends helps to inform and guide college planning and work. For example, SCC saw an increase in enrollment in online courses, so information was collected that showed students' success in online



courses lagged compared to their face-to-face counterparts. IR communicated this information, and the faculty planned a variety of interventions (Zero Week, Smarter Measure, Video Introduction to Online Learning embedded into Canvas). After resources were directed toward implementing these interventions, [data showed that students' success in online courses began to increase and continues to improve.](#)

SCC's [Facilities Plan](#) recognizes and supports the growing role of technology. Yet, while technology is important, its expense in a time of declining resources presents challenges. SCC's [Technology Strategic Plan](#) acknowledges this, as well as the increasing competition for enrollment from other colleges, distance learning institutions, and private sector entrepreneurs. SCC has thrived, in part, because of the college's personal attention and relative convenience to its customers, the students.

To remain competitive, SCC, through the expertise of its [Center for Teaching & Learning \(CTL\)](#), has worked to be proactive in identifying and utilizing emerging instructional technologies on behalf of faculty and students. While enrollment overall at the college has declined, demand for online and hybrid courses has increased. Thus, the instructional technologies purchased help create greater engagement in an online environment, but can also be used to supplement and support face-to-face instruction. These are [instructional technologies](#) are Panopto, Adobe Connect, Smarter Measure and Voicethread, though SCC has discontinued Voicethread due to low use by faculty.

Panopto is an audio/video capture system, which can be used in a classroom, or in an instructor's office or home. Students can view the Panopto recordings anywhere – most conveniently through Canvas, SCC Learning Management System. It is also available to staff. At the end of the 2015-2016 academic year, SCC had about 70 users (includes a small number of staff) who have tried Panopto and over 1,250 recordings had been created.

Adobe Connect is an online classroom/web conferencing tool that can be used to host online office hours, deliver virtual real-time class presentations or conduct a live exam review session. SmarterMeasure is an online survey that instructors can add to their respective Canvas courses, to help students identify their readiness for online learning. The results are shared immediately with both instructors and students and are used to help both parties think proactively and plan interventions to help facilitate students' success.

While the challenges of being a part of a large district that is in transition can prove difficult, the college is intent on identifying opportunities for improvement. With changes in leadership, the evolution of SPARC, and a desire for greater communication and inclusion and leveraging our culture of shared governance, SCC has the unique opportunity to assess and evaluate current practices and processes for the purpose of facilitating more systemic, integrated, and proactive planning.

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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Argument

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SCC has a system by which it measures and analyzes its performance, utilizing what it learns to make the college a better institution of higher learning.

**5.D.1:** SCC's IR Office disaggregates college, department, and course-level data in a number of ways to discern nuances within the information for the purposes of identifying specific issues and possible strategies for improvement. These data are [documented in reports](#) on student success by gender, full-time/part-time enrollment status, online courses compared to face-to-face courses, completion of degrees and transfers, course-completion rates, and many other ways. SCC's IR Office also administers a [variety of surveys](#), like the Noel-Levitz Student Satisfaction Inventory, and participates in the [National Community College Benchmark Project](#), which allows the college to compare its data with community colleges around the country. Faculty and staff have open access to IR Office reports, enrollment statistics and demographics, and student success data, through the college's intranet site. The IR Office also publishes a [Fact Book](#) that reflects evidence of SCC's performance in its operations.

Each fall, SCC, along with all of MCCCCD, [reports its progress to the Governing Board](#), utilizing data generated by MCCCCD and narrative reports provided by each of the college's functional units. System-wide reporting emphasizes accomplishments that planning units have made in each of the four Governing Board Outcome areas, their alignment to the system-level strategies and initiatives, and an analysis and comparison of performance related to Governing Board metrics.

The Unit Improvement Plan (UIP) explained in Core Component 5.C.2 is the most comprehensive way SCC develops and documents the evidence of its performance. UIPs reflect SCC's culture of assessment and continuous improvement. [Some data utilized in UIPs](#) include fiscal-year FTSE for 10 years, student-declared goals, number of degrees awarded, success rates by course, and load hours by prefix.

**5.D.2:** As discussed in Core Component 5.C.2, and at greater length in Core Component 4.A.1, SCC's UIP process demonstrates how each unit of the college actively deliberates upon its operations and applies its conclusions in ways intended to improve the unit's effectiveness, capability, and sustainability. For example, SCC's Computer Information Systems department, in an evaluation of its operations and informed by its advisory committee and Maricopa Workforce Development's report, identified in its [UIP](#) a need to develop curriculum and labs to teach virtualized and cloud-based computing. The college acknowledged this need as a priority, and through a creative mix of internal reallocation of resources and grant funding, SCC is in the process of developing curriculum and constructing a virtual data center to meet the needs of students and the employer community. As a result of what the CIS program learned through the reflective UIP process, it is more effective, capable, and sustainable.

Another example of SCC learning from its operational experience is the college's use of the Noel Levitz Student Satisfaction Inventory to learn how operations affect students' experiences. For example, in a comparison of 2010 and 2013 Noel Levitz results, there was significant decline in one of the scales – Academic Services -- largely due to an item about library services. This was because a library renovation, originally scheduled for two years, was taking much longer. As a result, the college began to think creatively about [alternative delivery, expanded temporary space, and initiated greater library faculty outreach](#) to address the deficiency.

SCC has also learned from its operations ways to better serve students. Developing an inclusive orientation process known as [Scottsdale Orientation, Advisement, and Registration \(SOAR\)](#), provides students with the opportunity to attend orientation, receive advisement and register for classes all at the same time thus more efficiently helping them enroll. Another opportunity to better serve students is in the combining of the [Film and Theatre Departments in August of 2015](#). Bringing these two departments together provides students with more opportunities to broaden their artistic skill set and raise their employment prospects.

With regards to [improvements in planning](#), strategic planning at the college has undergone an extensive revision including the updating of the strategic plan, development and creation of cohesive functional plans, and a revamp of the Unit Improvement Plan template. All of this was done with the intentions of providing the college with the information and data, in an integrated way, to help inform critical decisions. As part of this work, the college has also studied the governance structure for faculty. Wanting to clearly identify roles and responsibilities for division chairs, department chairs, and program directors and to provide alignment between job titles, a SPARC work group was assigned to evaluate the current structure and propose to the Vice President of Academic Affairs possible opportunities for improvement.

Overall, SCC plans for its coming years based on how the college can improve in its Governing Board metrics and align functional plans toward SCC's [Strategic Directions](#). Detailed operational implementation plans and unit level plans will continue to be developed based on what the college can learn from its past and ongoing operations.

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## 5.S - Criterion 5 - Summary

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

### Summary

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Scottsdale Community College (SCC) has sufficient resources and infrastructure to provide for its on-campus and off-campus (online, dual-credit) educational programs, and for future plans that further enhance the college as a high-quality educational institution.

SCC's mission documents express realistic goals, given the college's organization, resources, and opportunities. The refresh of the college's strategic plan with its focus on the three strategic directions of Student Success, Partnerships and Resource Development, and Employee and Organizational Excellence serves as the over-arching, high-level, institutional blueprint identifying priorities, goals, and objectives giving guidance for department, division, and college-wide planning.

Being part of a system, SCC is able to share in a broader resource base as part of the Maricopa district. The college's administration demonstrates and promotes the leadership necessary for the college to fulfill its mission often seeking input from internal and external communities. The college's culture of shared governance gives employees voice through key planning committees and SCC's academic and organizational structure. Community members engage and give guidance through Community Advisory Committees and the President's Executive Community Advisory Board.

In a climate of enrollment declines and decreasing resources, SCC has been forced to respond reactively to fiscal challenges. With a desire to maintain the integrity of the educational experience for students, support areas across the college have experienced the largest impact of reallocations and reductions. To address these needs, SCC has worked to better align its work with district priorities and to link planning and resource allocation to be more holistic of institutional needs. This should enable the college to be more proactive in planning for the future.

The creation of the Strategic Planning and Allocating Resource Council (SPARC) and their oversight of the development and alignment of the college-wide planning will work to optimize and leverage resources and ensure congruency between planning and resource management. This is a new endeavor for the college and will take time as processes and protocols are being developed. Yet, it is one for which we are most hopeful.

### Sources

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*There are no sources.*