Assurance Argument

Maricopa Community Colleges-Estrella Mountain Community College - AZ

Review date: 10/25/2021

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1.A.1.

Estrella Mountain Community College's (EMCC) mission statement was developed through a process suited to the College's nature and culture.

As a Learning College, EMCC places students at the center of all decisions. EMCC also values shared governance and representation of voices from across employee groups and students. EMCC completed a two-year comprehensive review during 2010, which resulted in an enhanced mission. Employees partnered with community members to ensure the mission reflected EMCC's learning-centered philosophy while supporting the Maricopa County Community College District's (MCCCD) mission.

MCCCD's Governing Board approved EMCC's mission statement in November 2010. The mission statement was publicized and broadly shared with employees, students, and community members during spring 2011. The College's mission statement is published on the College website, online Academic Catalog, and digital sites and print media, including public displays throughout the campus.

1.A.2.

EMCC's mission and related statements are current and emphasize instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and cultural purpose.

In Fall 2020, EMCC conducted a gap analysis to report the employee perception of the College's mission statement. The composition of respondents was 62% faculty and 33% staff. The results indicated that the College serves the public in its educational role, not solely the College or any superordinate entity. Therefore, the perception of public obligations was outstanding (43%), exceeds (27%), or meets (17%) this portion of the mission statement.

Tighter margins were reported in the section where respondents were asked about student civic engagement among diverse, inclusive, and multicultural societies. Similar margins of responses were reported regarding "fosters a climate of respect among all students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives."

Overall, the mission statement has been well articulated through public information. This includes the college's purpose, goals, plans, and priorities, as well as an institutional emphasis on various areas such as:

- Instruction
- Scholarship
- Research
- Application of Research
- Creative Work
- Clinical Service
- Public Service
- Economic Development
- Cultural Purpose

Consistent with the College's stated mission, identified purposes within academic programs include Developmental Education, General Education, Transfer Education, Learner Support Services, Workforce Development, Community Education, Civic Responsibility, and Global Engagement.

EMCC is an open-access public higher education institution. The College has dedicated resources, space, and personnel to meet the foundational academic needs of students who test into developmental education courses. College support of student educational needs is designed to prepare students for success in college-level courses and enhance the skills required for continued success within a diverse and changing world.

The Maricopa Community College District participated in a National Center on Intensive Intervention (NCII) Workshop. The intervention was modeled with Guided Pathways Design Principles and helped influence the transformation of developmental education. MCCD discontinued offering stand-alone developmental education courses in February 2019.

Before that, EMCC formed a Developmental Education Reform Implementation Team (Dev Ed RIT) to closely analyze student success and progress in developmental education courses and create strategies to increase success rates. Strategies include but are not limited to:

- Offering developmental education classes in various formats (online, live-online, hybrid, face-to-face, fast-track, and corequisites).
- Applying multiple placement measures into college-level courses (high school GPA, ACT, SAT, GED). *Note: These measures and placements were modified in response to COVID-19.
- Identifying an EMCC Developmental Education Coordinator and faculty developmental leads in math, English, and reading. A function of the faculty developmental leads is to design

strategies that enhance developmental education instruction. EMCC's Developmental Education Coordinator also serves as the Developmental Education Co-Chair for MCCCD.
- Creating an Expedited English Experience (EEE) program to help accelerate developmental English students' progress toward First-Year Composition based on the highly successful City College of Baltimore County (CCBC) program. The program became institutionalized in Spring 2015 and was renamed ENG 101LL. This course is intended for students who place below college-level writing and enroll in ENG 101 while also receiving supplemental instruction in a companion course.
- Utilizing embedded tutors in three of the live online MAT103 classes and four live online MAT114 classes in Fall 2020 to support student success. MAT103 is a credit course that includes developmental education components. Embedded tutors attend Math courses, assist small groups of students, provide study sessions, and hold office hours. During Fall 2020, there were 201 student embedded tutoring visits in math. Assessment of the MAT103 and MAT114 class learning outcomes is addressed in Criterion 4.

EMCC has seen consistent or improved success rates in developmental education courses since 2012. One notable result was increased success in developmental math courses from 59% in 2012 to 72% in fall 2017.

1.A.3.

The mission and related statements identify the nature, scope, and intended constituents of the higher education offerings and services that Estrella Mountain Community College provides.

Estrella Mountain Community College's (EMCC) mission identifies the culture of the College as a Learning College, one focused on responding to the diverse learning needs of West Valley communities through a variety of programs and services. The scope of EMCC's programs and services is broad enough to address the educational, workforce, and personal goals of students and surrounding communities. EMCC provides higher education programs and services to intended constituents. Learners who identify as transfer students are supported by knowledgeable advisors and transfer experiences such as the MAPP MyPath2ASU, which helps MCCCD students plan and complete prescribed coursework designed to transfer smoothly to Arizona State University to earn their Bachelor's Degree. Learners who indicate a workforce path are supported through EMCC's Workforce Development. Examples of STEM pathways include Applied Technology, Computer Information Technology, and Health Sciences. Similarly, the College's Community Education Program offers non-credit classes for skill-building, such as computers, and personal development classes, like Health & Wellness. In fact, EMCC and Promineo Tech are partnering to offer community members the training needed to become a front-end or back-end software developer in an 18-week Coding Bootcamp. Additionally, the Community Education Program offers Kids College, a series of classes for children to take on-campus, covering subjects such as Culinary Kids: The Bakery and Wild About EMCC: Experience Nature in our Backyard.

1.A.4.

Estrella Mountain Community College's academic offerings, student support services, and enrollment profile are consistent with its stated mission.

As with all Maricopa County Community Colleges, EMCC's Fields of Interest (FOI) model helps students clarify educational and career paths, determine associate degrees, and transfer to 4-year institutions. The course offerings are designed to foster critical and analytical thinking and help

create flexible problem-solvers ready to tackle complex global issues. Subject offerings within each FOI help prepare students for a broad range of careers.

EMCC's Academic Success Center, Library, and Computer Commons support learning throughout the College. The facilities are centrally located in Estrella Hall. The Academic Success Center and Computer Commons centralize tutoring services that include Embedded Tutoring, the Math Success Center, the Science Success Center, the Writing Success Center, and the Reading, Languages, and Occupational Success Center. Students can access in-person and online (virtual) tutoring for most disciplines through the Academic Success Center and utilize online tutoring through the Online Writing Center, Brainfuse, and virtual EMCC tutors. Additional remote tutoring offerings have been added in response to the COVID-19 pandemic. Students can receive tutoring for Computer Information Systems and assistance with Business-Personal Computers course assignments such as Java. The Computer Commons also assists with Canvas, EMCC's Learning Management System. Help is available from skilled technicians at each of the 212 computer stations available in the Computer Commons. The College's consistent participation in the national Ruffalo Noel Levitz Survey demonstrates a positive level of student satisfaction with the tutoring service offerings.

The Division of Information Resources promotes dynamic lifelong learning experiences for students and the West Valley community members. Residential Library faculty and skilled Library staff meet student information resource needs. Library faculty and staff teach information literacy skills while supporting teaching and learning through an interactive Library website featuring 24/7 help through "Ask a Librarian" and online databases. Instructors in any discipline can request a tailored research session (2018/19, 2019/20) with a library faculty member.

The Division of Counseling supports a learning environment that encourages career, academic, and personal growth for EMCC students and the greater community. Personal academic counseling is available to address individual or group issues and concerns, which promote overall student success and academic goal achievement.

The Veteran Services Office provides holistic assistance to military members, veterans, and military/veteran dependent students. Veteran Services served 1,278 students in the academic year 2019-2020. Services include individual student guidance in achieving academic, professional, and personal success as well as acting as a liaison between the College and the U.S. Department of Veterans Affairs, State Approving Agency, and Department of Defense for students using VA education benefits, Military Tuition Assistance, and Military Spouse Career Advancement. In 2016, Estrella Mountain Community College was certified as an Arizona Veteran Supportive Campus.

EMCC Athletics emphasizes academic achievement, leadership, and social development while providing opportunities to compete for team and individual championships. The athletic program adheres to federal requirements and is evidenced by the quality and diversity of the program.

The Fitness Wellness/Physical Education Program advocates with College leadership, employees, and students to help all constituents make acceptable, affordable, meaningful, healthy choices. EMCC encourages a culture that supports good health, feelings of well-being, positive employee effectiveness, and student success. Because the COVID19 pandemic resulted in some staff feeling isolated and disconnected, fitness and wellness staff instituted campus-wide engagement efforts like Transition Talk Tuesday to help mitigate any apprehension about returning to campus. Such events help promote campus-wide sharing of positive experiences and resilient responses.

The EMCC Career and Transfer Center works closely with Workforce and Experiential Learning Center to provide free services, programs, and career exploration and development resources. Students can receive assistance with career assessments, résumé development, cover letter writing, mock interviewing, job search techniques, internship opportunities, transfer requirements, and connecting with university representatives.

EMCC's Testing Center provides testing services for new and continuing students and adheres to standards and guidelines established by the National College Testing Association. The Center offers placement testing to determine initial course placement in English, reading, and mathematics courses. Testing Services also offers the nursing entrance exam, English as a Second Language (ESL) testing, CLEP testing, program entrance exams, professional certification exams, and proctored exams for students attending other colleges or universities.

The campus Advisement Center provides students with the information, tools, and guidance necessary to create educational plans that reflect their career and life goals. Advisors assist students in the developmental process of becoming self-sufficient learners in pursuit of their educational and career goals. In 2019, EMCC hired seven individuals in Student Services Analyst positions to support the new Guided Pathways advising model.

Admissions and Records personnel assist students during admission, class registration, and graduation processes. The division is responsible for maintaining state records associated with admissions, enrollment, and graduation to include admissions applications (domestic/international), program verification, residency, FERPA release, enrollment verifications, and refund appeals.

The Financial Aid Staff processes financial aid for students, informing them about financial aid resources and requirements and how to navigate the process. During the Fall 2019 Semester, 4,542 students received financial aid, 44.8% of the total number of students (10,120.)

The Disability Resources and Services Office (DRS) provides the resources, services, and academic adjustments necessary to enable each student with qualifying documentation to achieve success in their educational goals. EMCC's compliance with federal and state laws is facilitated through the DRS office, which requires the College to provide reasonable accommodations to people with disabilities. During the Fall 2019 semester, 344 students registered with DRS. Of this group, 184 students requested and received accommodations.

The Office of Student Life and Leadership provides an environment that fosters social, academic, and professional guided student development. The staff provides students access to student clubs, leadership opportunities, community involvement, and co-curricular activities. Services offered include the Student Food Pantry, discount bus passes, child-care assistance vouchers, and Lion's Exchange Student Clothing Boutique.

The Enrollment Profiles of Estrella Mountain Community College show how the College responds to the diverse needs of the West Valley communities. Enrollment Profiles consist of but are not limited to race/ethnicity and gender. Enrollment Profiles of Fall 2020 include the ethnic breakdown of students as: Hispanic, 55%; White, 27.4%; Black, 6.6%; Asian, 3.4%; American Indian, 1.1%; Other, 6.3%. The gender breakdown was Female, 62.8%, Male, 35.8% (undeclared, 1.5%). As a designated Hispanic Serving Institution (HSI), EMCC acknowledges and respects the diversity of its students and offers experiences that speak to the various aspects of identity.

1.A.5.

Estrella Mountain Community College clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The EMCC mission is clearly articulated and supported through EMCC's vision, purposes, and values, all of which are accessible through the College website, Academic Catalog, the 2020 - 2023 Strategic Plan, and campus displays. The statement reinforces EMCC's commitment to being a learning-centered institution of higher education. EMCC's vision, mission, and core values are supported through long-term plans, such as the Strategic Enrollment Management Plan and the Learning Plan.

In 2019, EMCC Leadership Council hosted two Core Values Action Planning Sessions. The purpose of these sessions was to provide specific input for improving the demonstration of the College's core values. The Spring 2019 Core Values Survey responses prompted an all-employee conversation which helped identify challenging themes requiring attention. Results from these conversations produced College-wide activities for implementation within the Strategic Plan Super Goal--*Make EMCC a Great Place to Work*.

Sources

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- Crit 1A 04.03.20 Placement Chart in Response to COVID-19
- Crit 1A 04.03.20 Placement Modifications in Response to COVID-19
- Crit 1A 09.03.20 Dev Ed RIT Meeting Agenda Minutes
- Crit 1A 11.23.10 Governing Board Minutes
- Crit 1A 11.23.10 Presentation of Mission Vision Values to Governing Board
- Crit 1A 12.11.20 Mission Values
- Crit 1A Academic Success Center
- Crit 1A Admissions and Records
- Crit 1A Application Research
- Crit 1A ASK Usage Stats
- Crit 1A ASU MAPP My Path
- Crit 1A Athletics
- Crit 1A Career Transfer Center.pdf
- Crit 1A Clinical Nursing Experience Summary
- Crit 1A CLOs for ALT100
- Crit 1A Coding Bootcamp
- Crit 1A Community Ed Fall 2019
- Crit 1A Community Ed Spring 2019
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- Crit 1A Computer Commons
- Crit 1A Counseling Division
- Crit 1A Creative Work
- Crit 1A Culturally Relevant Toolbox
- Crit 1A Disability Resources Webpage
- Crit 1A Diversity Award Nominations
- Crit 1A DRS Fall 2019
- Crit 1A EMCC Core Values Action Planning and Challenge Themes
- Crit 1A EMCC Dev Ed Results 2012-2017

- Crit 1A EMCC Fast Facts 2021
- Crit 1A EMCC SEM Plan 2016-2020
- Crit 1A Enrollment Fall 2020
- Crit 1A Equity Athletics Report 2017-2018
- Crit 1A Executive Summary of SA SLOs
- Crit 1A FAFSA Session Appointment
- Crit 1A Fall 2020 Embedded Student Visits by Class
- Crit 1A Fall 2020 Embedded Tutoring Results
- Crit 1A Fields of Interest
- Crit 1A Financial Aid Disb
- Crit 1A FOI_021821
- Crit 1A Governing Board Dev Ed Metrics 2018
- Crit 1A Governing Board Dev Ed Metrics 2018 (page number 31)
- Crit 1A Guided Pathways website
- Crit 1A HC Trends - Fall45D
- Crit 1A HLC Criterion 1 Analysis Gap Report F20
- Crit 1A Institutes
- Crit 1A Instruction Networking Technologies
- Crit 1A Kids College
- Crit 1A Kids College 2021 Catalog
- Crit 1A KidsCollegeSum2019
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- Crit 1A Leadership Council Meeting - Core Values - Action Planning Sessions
- Crit 1A Leadership Council Shared Governance Representation 2020-2021
- Crit 1A Library Desk Interactions 2018-2020
- Crit 1A Library Homepage
- Crit 1A Library Instruction Stats 2018-2019
- Crit 1A Library Instruction Stats 2019-2020
- Crit 1A Mission Input Employees
- Crit 1A Mission Vision Values Site
- Crit 1A Physical Activity
- Crit 1A Promineo Tech
- Crit 1A Psi Beta
- Crit 1A Psi Beta (page number 24)
- Crit 1A Public Service
- Crit 1A Research Undergraduate
- Crit 1A Ruffalo Noel Levitz Survey Results
- Crit 1A Strategic Plan 2020 - 2023
- Crit 1A Strategic Plan Super Goals
- Crit 1A Student Assessment Plan 2017-2022
- Crit 1A Student Assessment Program Review 18-19
- Crit 1A Student Life and Leadership
- Crit 1A Testing Center Numbers
- Crit 1A Transfer Rates 021821
- Crit 1A Transition Talk Tuesday
- Crit 1A Veterans AY15 - AY19
- Crit 1A Veterans Services Compliance Survey Results
- Crit 1A Workforce Development Internship Spring 2019
- Crit 1C Suppressed Film Screening

- Crit 2A Learning Plan 2017-2020
- Crit 2B WV Economic Developer 6-23-2021
- Crit 2D Learning College
- Crit 5C 2020-2023 Strategic Plan with June 2021 Super Goals Update
- Crit 5C EMCC FY23 Strategic Plan - Super Goals
- Crit 5C EMCC_SEM_Plan 2018-2021_Final_9_24_21

1.B - Core Component 1.B

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

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

Argument

1.B.1.

Estrella Mountain Community College's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Estrella Mountain Community College's (EMCC) role in serving the diverse needs of the West Valley communities is anchored on the Learning College Philosophy and student-centered paradigm. EMCC places students first and strives to meet their needs holistically. Serving the public is demonstrated through several programs and public events. These initiatives include the general education program and instructional offerings, high school dual enrollment programs, visual art and performing arts events open to the public, partnerships with the Cities of Avondale and Goodyear in producing and hosting the annual Culture Pop community event, and partnering with the City of Avondale and the Maricopa Community College Foundation in the Veteran's Fun Run. EMCC hosts community food drives and partners with local organizations to serve the West Valley community as a VITA tax preparation site, United Way campaign location, early voting site, COVID testing site, Holiday Helping Hands, Performing Arts Center exhibits, and various other efforts.

1.B.2.

EMCC's educational responsibilities take priority over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

EMCC and the MCCCD share similar educational missions and goals. The Arizona Revised Statutes set the parameters for the expenditure of funds to ensure that all revenue goes directly to college operations in support of student learning. The MCCCD Administrative Regulations dealing with Fiscal Management clarify this further. The collective vision and primary responsibility of both are to provide affordable quality education to the diverse Maricopa County community. EMCC and MCCCD have a financial responsibility to students, and the community, to be good stewards of public funds. Over 65% percent of EMCC's budget directly supports instruction, with 10% supporting student support services.

1.B.3.

Estrella Mountain Community College engages with its external constituencies and responds to their needs as its mission and capacity allow.

EMCC's mission identifies the nature of the institution as a Learning College, one focused on responding to the diverse learning needs of West Valley communities through a variety of programs and services. The scope of EMCC's programs and services is broad enough to address both the educational and personal goals of students and the surrounding communities. EMCC provides higher education programs and services to intended constituents. Learners who indicate a workforce path are supported through EMCC's Workforce Development. Learners considering a transfer to a university are aided through EMCC's Transfer Education. EMCC facilitates lifelong learning by offering experiences to children through Kid's College and to older adults through offering sessions such as "Medicare, All You Need to Know" and other informative and skill-based Community Education classes.

A key to Estrella Mountain's success is the organizational commitment to understanding the needs of external and internal constituencies. Identified by the College as key stakeholders, external constituencies include civic organizations, community and business partners, other educational institutions, and local governments. EMCC gains insight from these constituencies using environmental scanning, community advisory councils, and student forums. Estrella Mountain co-hosts a West Valley Think Tank that engages K-12 and university partners twice each year to gain insight and counsel regarding trends, educational opportunities, strategic directions, and collaborative program opportunities.

EMCC established a President's Community Advisory Council to strengthen community relationships. Members of the Council have formed collaborations among key community, business, and education partners. The Community Advisory Council provides a forum for community members to become personally involved with and connected to the College (October 2018, March 2019, October 2019, November 2020). Through the publication of an Annual Accomplishments Report, EMCC communicates to its members the experiences of EMCC students, College directions and priorities, and the College's progress in serving its students and community.

The student voice is a significant component when gathering feedback. Communication with students is ongoing and dynamic. To obtain candid and relevant input from students, student forums are held throughout the academic year. These forums provide students an open platform to express concerns, opinions, and ideas about various issues affecting them. Student Ambassadors facilitate discussions, and topics have included financial aid, advisement/transfer, tuition increases, administrative updates, accreditation, and planning. The forums also allow for the free flow of communication between administrators, faculty, staff, and students. Students are invited to discuss their concerns and interests with the College President, Vice Presidents, Deans, and Division Chairs through a series of forums referred to as *Coffee Talks*, located in the Student Union throughout the academic year (April 2018, November 2020). In Fall 2020, the Diversity, Equity, and Inclusion Team hosted student and employee listening sessions to discuss concepts of inclusivity on campus and in society. Finally, there is a student representative on the College's Leadership Council.

Sources

- Crit 1B Admin Reg Fiscal Management
- Crit 1B AZRS 15-1408

- Crit 1B COVID Testing at EMCC
- Crit 1B Dental Assistant Fall 2020 Flyer
- Crit 1B EMCC FY20-21 Year End Report of Accomplishments
- Crit 1B Expenditure Graphic
- Crit 1B Holiday Helping Hands EMCC
- Crit 1B ILO Feedback Business Institute Advisory Board
- Crit 1B Kids College
- Crit 1B Leadership Council Membership
- Crit 1B Listening Session Fall 2020
- Crit 1B PAC Art Exhibition Series.pdf
- Crit 1B Patient Care Tech Fall 2020 Flyer
- Crit 1B Pharmacy Tech Comprehensive Fall Flyer
- Crit 1B Presidents Community Advisory Meeting March 2019
- Crit 1B Presidents Community Advisory Meeting Nov 17 2020
- Crit 1B Presidents Community Advisory Meeting Oct 2018
- Crit 1B Presidents Community Advisory Meeting Oct 2019
- Crit 1B Student Ambassadors
- Crit 1B Tale of Two Cities
- Crit 1B United Way Campaign Events Activities
- Crit 1B Veterans Day Ceremony Fitness Fun Run
- Crit 1B VITA Tax Preparation Info EMCC
- Crit 1B Voter Education Week EMCC
- Crit 1B Voting Site
- Crit 1B WVTT Minutes
- Crit 1C Coffee Talk April 2018
- Crit 1C Coffee Talk November 2020
- Crit 2D Learning College

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

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

Argument

1.C.1.

Estrella Mountain Community College (EMCC) offers numerous [curricular](#) and [co-curricular](#) activities that prepare students for informed citizenship and workplace success. Student Life provides students opportunities to join or participate in [clubs](#), organizations, and cocurricular events throughout the year on the EMCC campus and throughout the Maricopa District.

To promote greater civic engagement on campus, [EMCC hosted a showing](#) of *Suppressed: The Fight to Vote* on February 25, 2020. The film was followed by a panel discussion with Maricopa County Recorder Adrian Fontes, who provided answers to questions regarding voter registration and assurance that eligible voters are officially registered. Results of the [film viewing](#) and panel discussion prompted voter registration for more than two dozen students at the event.

[The EMCC Annual Diversity Award of Excellence](#) recognizes efforts to "integrate diversity, equity, inclusiveness, engagement, and social justice into the college's educational mission." The 2020 winner of the EMCC Diversity Award was the [Educational Empowerment Open House](#). Here are other ways in which the College practices diversity, equity, and inclusion:

- [Asian Pacific-Islander Club](#) - [Halloween Event](#)
- Black History - [Black History Month Kickoff 2020](#), Dr. Martin Luther King Luncheon [2019](#), [2020](#)
- Women's History - The [speaker series](#) for Women's History Month, [Women's History Month Luncheon](#), and [Women's Conference Keynote](#), feature discussions to challenge patriarchal ideas of gender while the [Women Rising](#) group supports the success of female students by increasing semester-to-semester persistence rates, actively connecting students with campus resources, providing students one-on-one interaction with employees to support students' academic goals, and providing students with career exposure and professional experiences.
- The Men Empowerment Network hosts a Campus [Tie Drive](#) and [Open Mic Night](#).

At EMCC, students are provided opportunities to complete [field experience hours](#) tied to their coursework, participate in [internships](#) connected to coursework and [career pathways](#), participate in shadowing opportunities with industry professionals, and participate in various in-class and out-of-class [service-learning activities](#). Students are then required to reflect upon the value of these

experiences through written reflections, in-class presentations, or a combination of both. These reflections require students to explain the connection between the course content and career pathway to the service-learning and civic engagement activities and examine and explain how each experience impacts themselves, the College, and the local community. With such valuable curricular activities, students leave each class with a great deal of knowledge and life and workplace skills that will better prepare them for their future careers.

Teacher Education students partner with One Step Beyond, Sounds of Autism, and the Southwest Imagination Library program (in collaboration with Rotary and the Avondale Elementary School district) to apply what they are learning in their EDU courses through service learning in the community. These students write lesson plans and learn about research-based literacy strategies in the classroom. Then they take this knowledge and complete volunteer hours to provide specialized instruction to K-12 students with special needs through the partnerships with One Step Beyond and Sounds of Autism. Through the Southwest Imagination Library program, EMCC students conduct literacy trainings twice a month for families with at-home support strategies and ideas that they can use to further support the child's literacy skills with practical, at-home activities.

1.C.2.

Estrella Mountain Community College's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

As a Hispanic Serving Institution (HSI) and minority-majority institution, diversity is a core value at EMCC. The late Vice President of Academic Affairs, Dr. Bryan Tippett, established the Diversity Committee in 2004. It was instituted to promote social justice on campus with a focus on equity and inclusion. The Diversity Committee's Charter statement addresses diversity, inclusion, equity, and engagement on campus. Whether actions occur through hiring and evaluation processes, student engagement/learning, events/initiatives, and/or campus interactions, the committee strives to help make the EMCC campus welcoming to all. With the events of the summer of 2020 spurred by the death of George Floyd, the Diversity Committee evolved into a strategic, operational team to provide campus-wide direction on issues involving DEI. In Fall 2020, the Diversity Equity and Inclusion Taskforce was formalized into the governance structure of the College and became the Diversity Equity and Inclusion Team (DEIT). The DEIT is led by a faculty member, student affairs professional, and a member of the President's leadership team.

The MCCCD Diversity Advisory Council (DAC) recognizes the efforts of Maricopa students, employees, and associated programs that integrate diversity, inclusiveness, equity, and justice into the College's educational mission. DAC has provided advocacy and promoted policy changes, training opportunities, and practices that support an inclusive and equitable environment for students, faculty, Veterans, and staff. In Fall 2020, EMCC Hosted the District-wide DAC Awards, where over 250 viewers celebrated recognitions.

The Title V Equity Achievement Gap Research Team is working on a study that explores equity and inclusion among students at EMCC. This team is particularly interested in the experience of students and the degree to which they feel a sense of belonging and inclusion while in class, on campus, and during interactions with College faculty and staff. The team is taking a multi-method research approach that includes quantitative measures such as student surveys and descriptive data as well as qualitative data such as student focus groups and semi-structured interviews. After the research, the team hopes to better understand the degree to which students feel a sense of equity and inclusion at EMCC and make recommendations to the College at large to ensure each student, regardless of

background, has an equitable and inclusive experience while at EMCC.

1.C.3.

Estrella Mountain Community College fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

EMCC encourages and promotes a respectful environment for all students, faculty, administrators, and staff. The College recognizes the diverse ideas, perspectives, and backgrounds of all members of its campus community. A routinely administered all-employee survey measures campus climate through adherence to stated core values. Responses assist the College in recognizing how campus actions align with collaboration, diversity, innovation, integrity, and sustainability as respected core values. Recent evaluation outcomes (2019) resulted in the formation of action teams to review flexible scheduling, professional mobility, and initiative streamlining.

EMCC hosted a national program intended to encourage and mentor minority students interested in medical careers. EMCC continued to strengthen the connection between student choices and college completion with a growing emphasis on activities and events to promote goal awareness and path selection. The Veterans Career Summit Networking event allowed EMCC Veteran students and alumni to learn how best to prepare and position themselves as they transition into the civilian workforce and fine-tune their college education plans.

EMCC hosted four Employee Listening Sessions on Race and Racism to create a space for authentic and challenging dialogue around race, racism, diversity, and inclusion. The Album Listening Party was hosted for students who love music, want to build community, and seek to meet new people to talk about how music builds, transforms, and heals during the pandemic.

EMCC fosters a climate of respect among students, faculty, staff, and administrators who demonstrate EMCC's core values and new ideas via the Estrella Shines Award. Estrella Mountain Community College sends three employees to the NISOD Excellence Awards. These employees have demonstrated the importance of teaching and leadership excellence in higher education. EMCC also values kindness and respect as integral to providing the best possible service to our students, colleagues, and community. To that effect, a group of employees came together to create KARE (Kindness And Respect @ EMCC). EMCC also extended kindness to the larger community (currently inactive due to COVID).

Sources

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- Crit 1B Voting Site
- Crit 1C Album Listening Party
- Crit 1C Asian International Student Club Halloween Event
- Crit 1C Asian Pacific-Islander Club
- Crit 1C Black History Month Kickoff 2020
- Crit 1C Career Pathways
- Crit 1C Cocurricular Activities
- Crit 1C Core Values 2019 Survey
- Crit 1C Curricular Honors Expo
- Crit 1C DAC Award

- Crit 1C DEIT Charter
- Crit 1C Diversity Advisory Council (DAC)
- Crit 1C Educational Empowerment Open House
- Crit 1C EMCC Annual Report 2014-15
- Crit 1C EMCC Annual Report 2014-15 (page number 7)
- Crit 1C EMCC Selected as AZ Stop for Tour 4 Diversity in Medicine
- Crit 1C Employee Listening Session on Race and Racism
- Crit 1C Estrella Shines Award
- Crit 1C Field Experience Hours
- Crit 1C Focus Group Flyer 2021
- Crit 1C Imagination Library
- Crit 1C Internships
- Crit 1C KARE Newsletter Jan 2020
- Crit 1C KARE Website
- Crit 1C Men Empowerment Network Open Mic 2020
- Crit 1C Men Tie Drive 2020
- Crit 1C MLK Luncheon 2019
- Crit 1C MLK Luncheon 2020
- Crit 1C NISOD Excellence Awards EMCC
- Crit 1C Record High Nominations for Diversity Award
- Crit 1C Service Learning List
- Crit 1C Student Clubs
- Crit 1C Summit Connects EMCC Veteran Students with Business Leaders
- Crit 1C Suppressed Film Invitation
- Crit 1C Suppressed Film Screening
- Crit 1C Women Conference Flyer 2017
- Crit 1C Women Rising Event
- Crit 1C Womens History Month Luncheon Flyer 2019
- Crit 1C Womens History Month Spring 2021
- Crit 2A Core Values Results S19
- EMCC Diversity Committee Charter

1.S - Criterion 1 - Summary

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

Summary

Estrella Mountain Community College's mission is clear and articulated publicly; it guides the college's operations.

Estrella Mountain Community College's mission statement was developed to drive the college's practices, culture, climate, and operations. The mission statement is clearly articulated and supported through EMCC's vision, purposes, and values, all of which are accessible through the college's website and reinforce Estrella Mountain's commitment to being a learning-centered institution that prepares all learners to achieve their educational dreams. EMCC's academic and non-academic offerings are consistent with the college's stated mission to provide exceptional and creative learning experiences responsive to the diverse needs of the West Valley communities. EMCC is an open-access, public, higher education institution committed to the public good. The mission reflects EMCC's learning college identity, providing opportunities for all learners in the surrounding communities to meet educational and personal goals to transform their lives.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

2.A.1.

Estrella Mountain Community College develops, and the Governing Board adopts the mission. As per 1.A.1, internal and external stakeholders were involved in developing the College's mission, and MCCCD Governing Board approval occurred in Fall 2010.

2.A.2.

EMCC operates with integrity in its financial, academic, human resources, and auxiliary functions. The College abides by the administrative regulations set forth by Maricopa Governance, a leadership model and accountability framework adopted by the MCCCD's Governing Board in 1996. Regulations are available online at the MCCCD website and include:

- Governance Policies address outcomes, Chancellor Limitations, Board-Staff Relations, and the Governance Process.
- Administrative Regulations are rules adopted by the Chancellor to manage the district and address Fiscal Management, Students, Instruction, Services, Board Resources, Equal Employment Opportunity, Affirmative Action, and additional guidelines and procedures.

MCCCD's Governing Board exercises accountability to the public, ensuring the organization operates legally, responsibly, and with fiscal honesty. Increased accountability measures include Acknowledgements and Disclosures (e.g., Travel Acknowledgement, Enrollment, FERPA, etc.). Once every three to four years, EMCC conducts an all-employee survey that assists the College in assessing how well its core values are demonstrated. Core values are intended to communicate what EMCC embraces within its operating principles. These values were established to guide the everyday actions of employees and overall College planning. We believe that the College will operate most effectively if employees exhibit the principles outlined in the five core values daily:

1) Integrity: Being accountable to fulfill goals, objectives and responsibilities - Being truthful, respectful, sincere, and responsible in your interactions with others.

2) Diversity: Considering the contributions and worldviews of others while promoting an inclusive campus culture that supports social awareness and committing to comprehensive inter-cultural learning and awareness.

3) Collaboration: Growing partnerships and building relationships that enhance the learning environment and practicing communication methods that engage all learners.

4) Innovation: Committing to the continued exploration and development of successful learning practices and encouraging creativity and professional exploration within our community of learners.

5) Sustainability: Understanding how our actions impact the local and global community, reducing adverse environmental effects through proactive and sustainable practices, and applying approaches that encourage environmental, economic, and social responsibility.

Results obtained through the Core Values Survey are shared with all employees. Issues identified are addressed through campus improvement processes.

All employees representing the various employee groups are able to rate themselves and others on how frequently core values are demonstrated using a five-point scale. The mean values of the ratings are converted to letter grades for the following groups of employees: self, division employees, supervisor, vice presidents, president, and all employees in general.

EMCC's budget development process is inclusive and collaborative and helps ensure transparency and compliance within the College's strategic goals and Fiscal Management Model. The College's Financial Resource Committee (FRC) analyzes and ranks budget proposals submitted by the Office of the President, Academic Affairs, Student Affairs, and Administrative Services. The FRC uses rubrics for capital and non-capital proposals to ensure inter-rater reliability and promote equity in evaluating requests. Proposals are ranked according to the demonstrated relationship strength between the proposal, the Learning College paradigm, and the College's priorities (e.g., category demonstrating "Impact on Learning/Stewardship of Resources").

Academic integrity is central to EMCC's learning environment. The Learning Plan is used to set priorities and the direction for quality programs and instruction. The Academic Solutions Team (AST), formerly Academic Issues Team (AIT), makes recommendations and decisions to introduce and sunset programs. The EMCC 2021-2024 Learning Plan (LP) is under construction and will be completed at the end of Spring 2022.

EMCC's College Research Review Committee (CRRC) operates under MCCCD's Institutional Review Board (IRB) purview. The Board reviews all proposed research involving human subjects conducted on campus. A primary purpose of IRB is to ensure ethical treatment of human subjects, including protecting personal rights and welfare. MCCCD's IRB is authorized to do the following: "approve or disapprove all human subjects research conducted by individuals within the organization; suspend or terminate research not conducted per the regulations, statutes, and principles, or IRB requirements, or that has been associated with unexpected, serious harm to subjects."

EMCC understands and abides by applicable local, state, and federal laws and regulations regarding financial, academic, personnel, and auxiliary functions, such as Title IX, Title VII, Americans with Disabilities Act, and FERPA (Family Educational Rights and Privacy Act).

MCCCD Governing Board Policies and Administrative Regulations are the frameworks within which EMCC employees perform their duties. Employees must complete online Acknowledgements and Disclosures, which educate and validate employees' understanding of policies and regulations. All employees are required to complete training modules, such as (1) Legal Issues: Public Sector Employment; (2) MCCCD Public Stewardship; (3) Preventing Sex Discrimination and Harassment; and (4) Information Security and Privacy.

All full-time employees are automatically enrolled in a mandatory MCCCD 101 "foundations course" for employment compliance. Course enrollment emphasizes the importance of lifelong learning in supporting professional and personal growth. New residential MCCCD faculty must take a one-semester orientation course consisting of a series of helpful workshops to acclimate new Probationary Faculty to the Estrella Mountain culture of student success. The course offers College and District practices, policies, regulations, and valuable teaching and learning resources.

MCCCD has a comprehensive set of regulations relating to auxiliary services, such as Weapons, Electronic Communication, Information Privacy, and Social Media. For more on Auxiliary Management, see Administrative Regulations, Section 4.

Sources

- Crit 1A 11.23.10 Governing Board Minutes
- Crit 1A 11.23.10 Presentation of Mission Vision Values to Governing Board
- Crit 1C Core Values 2019 Survey
- Crit 2A Admin Reg 2.3
- Crit 2A Admin Reg Review Board
- Crit 2A Administrative Regulations
- Crit 2A Annual Acknowledgements and Disclosures
- Crit 2A Budget Proposal Form and Instructions
- Crit 2A Capital Budget Proposal Rubric
- Crit 2A College Research Review Committee
- Crit 2A Core Values Results S19
- Crit 2A Financial Resource Planning
- Crit 2A Governance Policy 4.10
- Crit 2A Governing Board Polices
- Crit 2A IDP Workshop
- Crit 2A Learning Plan 2017-2020
- Crit 2A MCCCD 101
- Crit 2A MCCCD Mandatory Training and Disclosures
- Crit 2A Non-Capital Budget Proposal Rubric
- Crit 2A Policy Manuals
- Crit 2A Section 4 Auxiliary Services List
- Crit 2A Staff Policy Manual

2.B - Core Component 2.B

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

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

Argument

2.B.1.

Estrella Mountain Community College (EMCC) ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

EMCC ensures comprehensive accountability to students and the public through Maricopa County Community College District (MCCCD) Administrative Regulations and by adhering to federal and state law.

The marketing and communications department vets the College's Academic Catalog, webpage, social media presence, and collateral materials. Vetting ensures messaging and branding are in alignment with the campus identity guidelines and MCCCD's policies.

The campus online directory lists employee names, titles, and contact information, including references to the organizational chart and structure. Links to employee emails facilitate direct contact from the directory. Employees may include a brief professional biography and picture on their respective page.

The college website includes a Tuition and Fees page, which provides information for tuition and fees by academic year. The tuition rate per credit hour is posted by residency classifications with current information: County Resident ($85), Out-of-County Resident ($441), and Out-of-State Resident ($326). Course fees vary by course; however, a $15 Registration Fee per student/per semester/per College is standard. Course fees are found in the online Class Schedule, listed in the notes section of each course.

Students' admission requirements and costs are addressed in detail in MCCCD's Administrative Regulation 2.2 and the College's web page. The following disclaimers are standard:

- "All tuition and fees are subject to change by the MCCCD Governing Board. If tuition and fees are increased, students are responsible for any additional charges due to changes."
- "Book costs are based on an estimation and subject to change by the bookstore."

EMCC's website lists Disclosures, including information about athletic, general disclosure data, and certificate programs with potential eligibility for Title IV financial aid. The page lists College

information and details, including:

1. Accreditation
    - EMCC is accredited by and is a member of the Higher Learning Commission.
    - EMCC's Nursing Program accreditation is by the National League of Nursing Accrediting Commission (NLNAC) and the AZ Board of Nursing (AZBN)
2. Campus Security Report
3. Diversity of Enrollment
4. Diversity of Pell Recipients
5. Retention Rates
6. Graduation and Transfer Rates
7. Family Educational Rights and Privacy Act (FERPA)
8. Net Price Calculator
9. Equity in Athletics
10. Disability Resources and Services
11. Academic Programs
12. MCCCD Consumer Information
13. Misrepresentation

2.B.2.

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

EMCC presents itself clearly and completely to students and the public. Information regarding academic offerings is published on the College website along with program descriptions, requirements, career opportunities, and costs.

The online directory lists employee names, titles, and contact information. Employees can be easily contacted via the campus directory and through a live email link. Accreditation information is found under the About Us page on the website.

EMCC is primarily a teaching institution; therefore, research is limited to stakeholders completing dissertation research that could inform institutional practices. EMCC participates in the Maricopa Student Research Conference, which provides an opportunity for students to work with a mentor to engage in research and present their findings at a District-wide conference.

Numerous events are held throughout the year that allow the external community to engage with the College. Events such as the Noche de Mariachi, Heritage Month Celebrations, Nutcracker, Veteran Run, and community education events are open to the public. Students can also participate in various internship and service-learning opportunities.

EMCC engages the business community to enrich the student learning experience. The College partners in economic development/workforce summits and hosts business partners in round table discussions to better support the West Valley. On June 23, 2021, EMCC partnered with Glendale Community College and WestMarc (Western Maricopa Coalition is a public/private partnership of 15 communities, the business community, and the education sector in the West Valley) to hold a West Valley Economic Development Roundtable. Representatives from the sixteen municipalities in the West Valley were invited to share their insights on educational and workforce needs to support the

region's growth. EMCC also partnered with Microsoft to bring the Microsoft Clouds Skill Challenge to students in Summer 2021. The College worked with multiple businesses and education institutions from around Arizona in April 2021 on a Skilled Trades Expo. Also, in April, EMCC held the Pathways to Careers in Technology for Women virtual event. In June 2021, the Dean of Occupational Education presented at the WestMarc Economic Summit.

Sources

- Crit 1B Holiday Helping Hands EMCC
- Crit 1B Veterans Day Ceremony Fitness Fun Run
- Crit 2B Accreditation Information
- Crit 2B Admin Reg 2-2
- Crit 2B Course Fee Ex
- Crit 2B Disclosures
- Crit 2B EMCC Internship Data 2015
- Crit 2B EMCC Org Chart
- Crit 2B EMCC Service Lrng Hours
- Crit 2B Heritage Months
- Crit 2B Mariachi
- Crit 2B Maricopa Student Research Conference
- Crit 2B Marketing and Communications
- Crit 2B Microsoft Cloud Skills Challenge
- Crit 2B Pathways to Tech Women
- Crit 2B People Directory
- Crit 2B Skilled Trades Expo Agenda
- Crit 2B Tuition and Fees
- Crit 2B WestMARC Economic Summit 6-10-2020
- Crit 2B WV Economic Developer 6-23-2021

2.C - Core Component 2.C

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

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

Argument

It should be noted that Estrella Mountain Community College's (EMCC's) sister college, GateWay Community College, was assigned an Interim Monitoring Report for Criterion 2C requiring the "MCCCD Governing Board and the MCCCD Chancellor, with support from others as necessary" to "address the concerns outlined in the evidence stated in Criterion 2C to include the following" (excerpt from HLC Response): "integrity of the Maricopa Community Colleges Governing Board, faculty participation in shared governance, the District's ability to meet specified Criteria for Accreditation, and the learning environment focused on students receiving a high-quality education."

2.C.1.

The Maricopa County Community College District's (MCCCD's) Governing Board is trained and knowledgeable to make informed decisions concerning EMCC's (EMCC's) financial and academic policies and practices; the MCCCD's Governing Board meets its legal and fiduciary responsibilities.

The Governing Board Policies clearly outline the protocol for Board interactions with faculty, staff, students, and administrators at individual campuses and the District Office. The MCCCD Governing Board Policies include 3.0: Board-Staff Relations, 4.2: Manner of Governing, and 4.10: Board Members Code of Conduct. The protocol for interacting with college constituencies must address the conflicts that have emerged as a result of an individual Board member's interpretation of the 2/28/17 resolution that expressly "authorizes everyone employed by the District to speak freely...to Board members individually...". The procedure must address how the Board solicits input from MCCCD employees, how that input is shared, and how Board members learn of operational decisions at the District and each campus.

2.C.2.

The Maricopa Community Colleges District Governing Board's deliberations reflect priorities to preserve and enhance Estrella Mountain Community College.

The Governing Board's deliberations and decision-making reflect priorities to preserve and enhance EMCC) as well as the Maricopa County Community College District (MCCCD) colleges as a whole. Board policy 4.2, Manner of Governing, illustrates its civic trusteeship obligations to the residents of Maricopa County. The policy also ensures that the Governing Board complies with all laws and regulations, fulfilling its legal and fiduciary responsibilities, such as approval of budget, graduation requirements, and tuition rates.

The Board and Chancellor, in collaboration with the MCCCD colleges, have developed a plan that includes additional training for new and existing Board members related to shared governance, the establishment of a cross-departmental and cross-college task force to refine the definition of shared governance, and "protocol for board interactions with faculty, staff, students, and administrators at each campus and district office." EMCC will continue to work with the District and Board to address this recommendation.

2.C.3.

The Maricopa Community Colleges Governing Board reviews the reasonable and relevant interests of the Estrella Mountain Community College's internal and external constituencies during its decision-making deliberations.

The seven-member MCCCD Governing Board is trained to be knowledgeable to make informed decisions with regards to Estrella Mountain Community College's (EMCC's) financial and academic policies and practices and to meet its legal and fiduciary responsibilities to its constituents, which include the people of Maricopa County, students, private and public sector employers, university and other higher education partners, and primary and secondary schools.

Under Arizona Open Meeting Law, the Governing Board provides opportunities for constituents to address the Board during official Governing Board meetings. The protocol for a constituent to address the Board is published on the Governing Board webpage and explained at each meeting before the Citizen Interim. Additionally, a phone number to contact Governing Board members is provided on the MCCCD website.

The Board recently participated in shared governance and academic freedom training at the January 12, 2021 board meeting. In Academic Year 2019-2020, the MCCCD Governing Board initiated the Faculty Administration Collaboration Team (FACT), reinstating the Faculty Association as the official representative body for residential faculty and acknowledging the Adjunct Faculty Association's role in shared governance. The FACT is composed of two residential faculty members, two adjunct faculty members, and two administrators (the Provost and a College President) tasked with reviewing current residential and adjunct faculty agreements and practices with the perspective of improving student success.

The President of EMCC participates in both General Board Meetings and Executive Sessions when requested. General Board meetings take place on the third and fourth Tuesday of each month and are open to the public. The third Tuesday is for agenda review, and the fourth Tuesday is the actual meeting. The meetings provide College Presidents an opportunity to share their College's interests and needs**.** Governing Board decisions regarding College needs are completed during Executive Sessions and occur during General Meetings. As of March 2020, the Governing Board COVID-19 pandemic meetings are virtual and live-streamed with closed captioning capabilities to maintain access and transparency of the Board's practices. The general meetings are open to the public, recorded, and broadcast via the Maricopa Community Colleges' Governing Board YouTube channel.

Public notices of Governing Board meetings are emailed to all employees and posted outside the Governing Board Room at MCCCD's Support Services Center. This building is open to the public. Agendas for Governing Board meetings, past and present, are available on the MCCCD website. Additionally, the permanent Agenda item Citizens' Interim provides an avenue for members of the public to address the Governing Board, present concerns, and express ideas.

2.C.4.

The Maricopa Community Colleges Governing Board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

The Governing Board developed and implemented the Maricopa Integrated Risk Assessment (MIRA) and the Maricopa Values and Ethics Initiative. These efforts ensure effective and efficient business is conducted safely, with accountability and transparency in resources and people. Also adopted was the Code of Conduct, which requires Governing Board members' training concerning public stewardship and institutional ethics. The Governing Board must adhere to Administrative Regulation 1.18 regarding fiscal management, titled gifts, gratuities, and unrelated compensation. This regulation presents the restrictions for accepting gifts, gratuities, and unrelated compensation from any vendor, individual, group of individuals, institution, or corporation doing or seeking to do business with the MCCCD. The Governing Board's deliberations and decision-making reflect priorities to preserve and enhance EMCC and the MCCCD colleges as a whole. Governing Board policy 4.2, Manner of Governing, illustrates its civic trusteeship obligations to the residents of Maricopa County. The policy also ensures that the Governing Board complies with all laws and regulations, fulfilling its legal and fiduciary responsibilities, such as approval of budget, graduation requirements, and tuition rates.

Arizona Revised Statute 15-1444 consists of the general powers and duties of the MCCCD Governing Board. According to ARS 15-1444, the MCCCD Governing Board adopts policies in a public forum to offer programs that meet the population's educational needs served by Estrella Mountain Community College. The Governing Board's Broadest Outcome Statement declares that "As an educational institution devoted to learning, Maricopa Community Colleges exist so that the diverse communities served have effective, innovative, learner-centered, flexible, and affordable life-long educational opportunities, with outcomes optimizing the use of available resources." To that end, the Governing Board developed and adopted the following Outcomes:

- 1.1 University Transfer Education and General Education
- 1.2 Workforce and Economic Development
- 1.4 Community Development and Civic and Global Engagement

MCCCD developed metrics to measure each outcome. Estrella Mountain Community College's mission, vision, and purposes align with the Governing Board's objectives, providing access to higher education through an "excellent" experience for the West Valley community.

2.C.5.

The Maricopa County Community College District Governing Board delegates day-to-day management of Estrella Mountain Community College to the College's administration and expects EMCC faculty to oversee academic matters.

Governing Board Policy 3.1 Unity of Control delegates management and control of MCCCD to the

Chancellor as Chief Executive Officer. The Chancellor is the Governing Board's official connection to MCCCD's operations. The Governing Board directs the Chancellor through written policies that prescribe outcomes to be achieved. The Governing Board also describes organizational situations and actions to be avoided per Governing Board Policy 3.3 Delegation to the Chancellor. Estrella Mountain Community College's President works with the Chancellor, Executive Vice Chancellor and Provost, Vice-Chancellors, and other MCCCD Presidents to administer District directives. The President of EMCC is responsible for the day-to-day management of the College. Through subordinate instructional and operational administrators, the College President directs all EMCC activities. The Faculty Agreement, Article 3: Academic Freedom attributes the oversight of academic matters to residential faculty (e.g., grade determination and other student performance evaluations). According to the Roles and Responsibilities detailed in the Curriculum Procedures Handbook, the Agreement, Article 1 Definitions, Instructional Councils, comprised of discipline/service area Residential faculty members, are responsible for curriculum oversight.

Sources

- Crit 1C Educational Empowerment Open House
- Crit 1C Record High Nominations for Diversity Award
- Crit 2C 2018-10-29 Signed HLC Response
- Crit 2C 2020-21 HLC GB Shared Governance Project Plan
- Crit 2C 2021 GB Training Review
- Crit 2C 3.0 Chancellors Role
- Crit 2C 3.3 Delegation to the Chancellor
- Crit 2C 4.2 Manner of Governing
- Crit 2C Admin Reg 1.18 Gifts Gratuities and Unrelated Compensation
- Crit 2C AZ Open Meeting Law
- Crit 2C AZRS 15-1444
- Crit 2C Board Operations
- Crit 2C Board Policies 3 Board-Staff Relations
- Crit 2C Board Policies 3.1 Unity of Control
- Crit 2C Board Policies 4.10 Board Members Code of Conduct
- Crit 2C Board Policies 4.2 Manner of Governing
- Crit 2C Citizens Interim
- Crit 2C Curriculum Procedures Handbook
- Crit 2C EMCC Presidents Community Advisory Council
- Crit 2C EMCC Strategic Plan
- Crit 2C Faculty Admin Collaboration Team
- Crit 2C GB 1.1
- Crit 2C GB 1.2 Workforce
- Crit 2C GB 1.4 Community Development
- Crit 2C GB Broadest Outcome
- Crit 2C GB Meetings Page
- Crit 2C GB Phone Number
- Crit 2C GB YouTube Channel
- Crit 2C General Board Meetings
- Crit 2C Governing Board Minutes
- Crit 2C Governing Board Reports Metrics
- Crit 2C Governing Board Resolution 2-28-17

- Crit 2C Governing Board Resolution 2-28-17 (page number 43)
- Crit 2C Maricopa Integrated Risk Assessment
- Crit 2C MCCCD Office of General Counsel
- Crit 2C MCCCD Office of Public Stewardship
- Crit 2C MCCCD Transformation Plan
- Crit 2C Protocol for Addressing the Board
- Crit 2D FA Instructional Council Definition
- Crit 2D Faculty Agreement pg16

2.D - Core Component 2.D

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

Argument

2.D

Estrella Mountain Community College is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. As a Learning College, EMCC demonstrates commitment to teaching and learning in all aspects of the College. This commitment is exemplified in our Core Values, notably Diversity, Innovation, and Collaboration.

Maricopa County Community College District's (MCCCD's) Faculty Agreement, Article 3 outlines Instructional Rights and Academic Freedom extended to faculty members. Faculty are entitled to instructional freedom in discussing aspects of their discipline with students and are responsible for the relevance of that discussion to the discipline. Also, faculty have the right and responsibility to determine grades and other student performance measures. Outside of class, as citizens or public employees, faculty are free from College censorship or discipline. Faculty should not represent themselves as speaking for the College but rather conduct themselves as scholars and higher education representatives. A healthy shared governance system encourages and supports faculty to speak freely on all matters of College governance. Entitled to freedom in research and the publication of results, faculty instructional rights and freedoms are consistent with Article 4 Intellectual Property of the Faculty Agreement.

MCCCD supports the following programs for both adjunct and residential faculty professional growth: registration and travel fees, summer project opportunities, and education and leadership activities. Additionally, residential faculty members are provided salary advancement via academic course work or professional development activities, as well as sabbatical leaves/professional leaves.

EMCC adheres to Administrative Regulation 2.3.11 Academic Misconduct, which includes academic consequences for using abusive or profane language and disruptive behavior. Adherence to this regulation enables Estrella Mountain to create and maintain a learning space where all students may freely, yet respectfully, voice, explain, and support their various perspectives on issues related to the discipline being taught. The regulation includes plagiarism as an academic misconduct issue (i.e., students may not represent another person's or entity's work as their own without being subject to academic consequences). Plagiarism is subject to Article 4.2.A academic consequences which are posted after the definitions section of the regulation. Access to Administrative Regulation 2.3.11 Academic Misconduct is available on the MCCCD website and EMCC's Students Rights and Responsibilities webpage.

As a Learning College, EMCC sponsors a team of employees to attend the Annual League for Innovation in Community College Learning Summit. Team attendees are exposed to innovative practices and learning opportunities from leading research supporting student success. The College has established funds designated to help foster innovation through Innovation and Learning Grants. These resources are available for employee application in support of new initiatives.

Believing all students should have experience presenting their research, the College hosts the annual MCCCD Student Conference and Honors Expo, which showcase student research. Students are held to the same research standards as faculty. Research projects that involve human subjects are submitted to EMCC's College Research Review Committee (CRRC). The CRRC is an extension of the MCCCD Institutional Review Board and is limited to reviewing protocols conducted by students and staff on the EMCC campus. Studies that involve external researchers, or include multiple MCCCD colleges, are processed through the MCCCD's Institutional Review Board (IRB). These processes ensure that human subjects are treated ethically and the subject's rights and welfare are adequately protected. All studies that involve more than minimal risk require a review by the full MCCCD IRB.

College-wide aesthetic and imaginative learning opportunities are broadly supported through EMCC's Fine Arts Exhibition Program, written publications, and the Performing Arts Center, among others. The Fine Arts Exhibition Program showcases work by local and regional artists. Numerous exhibits include monthly exhibitions that coincide with and celebrate history/heritage months, annually hosted Juried Student Art Show, and the Tolleson Union High School District Student Show to support freedom of expression. Campus-wide Fine Art exhibition cases are located in the Performing Arts Center, Estrella Hall, and Komatke Hall.

The Performing Arts Center (PAC) opened its doors to EMCC students for fall 2015 classes. The main entrance gallery provides exhibit space for art shows. The PAC offers a main performance stage that seats nearly 300. Individualized learning areas also populate the PAC with a dedicated Black Box, a Dance Studio, a Media Technical Laboratory, a Costume Shop, and a Music Studio, where students can create and rehearse performances for the Main Stage.

EMCC hosts cultural events throughout the year, including Black History Month, Hispanic Heritage Month, Native American Heritage Month, and Women's History Month. The College also hosts events to recognize our Veteran students and community members.

Sources

- Crit 2D Academic Consequences
- Crit 2D Adjunct Faculty Professional Development
- Crit 2D Art Exhibition Series
- Crit 2D Black History Month
- Crit 2D College Research Review Committee
- Crit 2D FA Article 4 Intellectual Prop
- Crit 2D Faculty Agreement pg16
- Crit 2D Hispanic Heritage Month
- Crit 2D Honors Expo
- Crit 2D Innovation and Learning Grants
- Crit 2D IRB
- Crit 2D Juried Student Art Show
- Crit 2D League Summit
- Crit 2D Learning College
- Crit 2D Native American Heritage Month
- Crit 2D Performing Arts Center
- Crit 2D Professional Development

- Crit 2D Student Research Conference
- Crit 2D Veterans Event
- Crit 2D Vision Mission Values
- Crit 2D Womens History Month
- Crit 2E Academic Misconduct

2.E - Core Component 2.E

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

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

Argument

2.E.1.

Estrella Mountain Community College supports basic and applied research while maintaining professional standards and providing oversight to ensure regulatory compliance, ethical behavior, and fiscal accountability.

Estrella Mountain Community College (EMCC) is primarily a teaching institution and does not financially support major research projects; however, it supports co-curricular undergraduate research supervised by faculty members and external and internal researchers completing dissertations. Dissertation research is only allowed if the results could improve services and instruction at the College. EMCC has a College Research Review Committee that oversees the ethical treatment of human participants.

2.E.2.

Estrella Mountain Community College provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Estrella Mountain Community College (EMCC) provides effective oversight and support to the integrity of research and scholarly practice conducted by its faculty, staff, and students. Review boards and committees ensure ethical conduct in research. Originality comparison software, such as Turnitin, helps faculty recognize plagiarism and monitor students' scholarly practices. Workshops and departments (i.e., EMCC's Library and Writing Center) help students use materials ethically to create original work.

Study participants' ethical treatment is ensured through the Maricopa County Community College District's (MCCCD's) Institutional Review Board (IRB). MCCCD's IRB meets monthly to review proposals by faculty, staff, and students conducting research using human participant subjects for data collection purposes. The IRB is comprised of representatives from the 10 MCCCD Colleges and the District Office. In addition, EMCC has a College Research Review Committee (CRRC), an extension of the full MCCCD IRB. The CRRC consists of one faculty chair and a member from the Office of Planning and Institutional Effectiveness (OPIE) who serves as alternate chair. Two to three

additional faculty members are part of the committee and help review student and employee protocols. The chair and alternate chair are members of the District IRB and report, in this capacity, to the Vice President of Academic Affairs. While additional faculty members on the CRRC assist in reviewing protocols, the chair or alternate chair must review every campus protocol.

EMCC hosts the MCCCD annual Student Conference, which engages student participants in rigorous undergraduate research. Working closely with a mentor to ensure quality research, students prepare a final presentation in a visual representation, exhibition, or performance format. Much like a national conference, students submit their research presentations for selection. Proposals are reviewed by a committee composed of faculty and must be accepted to present at the conference. Students from all disciplines are encouraged to participate. The 2019 Maricopa Student Research Conference focused on humanities/social, behavioral sciences, occupational education, and STEM. The Conference schedule attests to the diversity of research conducted and has included topics such as resilience in working students and ethnic studies.

A mentor program is also established for new residential faculty members who participate through the Individual Development Plan (IDP) and Peer Assistance and Review (PAR) process. The IDP and PAR are part of the Faculty Agreement, Article 17. In 2019-2020, 27 residential faculty mentors and 32 probationary faculty members participated in the program. The PAR Committee, composed of nine residential faculty members and the Vice President of Academic Affairs, reviewed probationary faculty IDPs and made recommendations regarding renewal.

Faculty can utilize resources to ensure the integrity of academic work submitted by students. Located within the Learning Management System, Canvas, Turnitin's Originality Report provides a review of students' written work. Student work is matched to material on the Internet and Turnitin's database of student submissions, enabling faculty to identify instances of plagiarism. EMCC's Center for Teaching and Learning (CTL) offers workshops to train faculty on the software and provide suggestions on using resources in the classroom. The CTL also provides video tutorials on its website regarding how to use Turnitin.

2.E.3.

Estrella Mountain Community College provides students guidance in the ethics of research and the use of information.

Estrella Mountain Community College's (EMCC's) Social Media Policy website outlines the policies related to using information through social media. The website includes a link to MCCCD's Administrative Regulation 4.4 Technology Resource Standards, which limits personal usage of public technology resources.

Maricopa County Community College District's (MCCCD's) administrative regulation on Academic Misconduct defines cheating, plagiarism, and other forms of academic misconduct, clearly outlined with consequences for unethical behavior. Faculty are encouraged to include Administrative Regulation 2.3.11 Academic Misconduct in their syllabi. Students can access information regarding Academic Misconduct and Academic Consequences on EMCC's Students' Rights and Responsibilities webpage, the MCCCD website Administrative Regulations page, and the EMCC Academic Catalog.

Three definitions are contained within Administrative Regulation 2.3.11:

1. Academic Misconduct: Conduct associated with the learning process that is inconsistent with published course competencies/objectives and/or academic standards. Examples are cheating and plagiarism, excessive absences, use of abusive or profane language, and disruptive behavior.
2. Cheating: Any form of dishonesty in an academic exercise. Examples are using unauthorized assistance, acquiring or using academic material without permission, and fabricating data, facts, or information.
3. Plagiarism: A form of cheating in which a student falsely represents another person's work as their own. Examples are using a paraphrase or direct quote from someone else's work (published or unpublished) without complete and explicit acknowledgment, using materials prepared by someone else and claiming them as their own, or using information from the Internet without identifying it appropriately.

A student found to have committed Academic Misconduct within Academic Consequences guidelines may be sanctioned by a faculty member in several ways. Sanctions may include a warning, grade adjustment, discretionary assignments, and course failure. Academic Misconduct and the Academic Consequences offer students guidance as to the ethical use of information.

Information Literacy is a crucial Program Learning Outcome identified and defined by EMCC faculty as essential for all students. Information Literacy is defined as a student's ability to "find, retrieve, analyze, and use information." The most recent College-wide student assessment of Information Literacy occurred in 2019.

Continued improvement and learning related to students' research abilities, evaluation, and information resource citations remain a faculty focus.

EMCC's Library staff members play an active and significant role in educating students about the importance of integrity in research and scholarly practice. In 2018/2019, EMCC library faculty conducted workshops on effective research for 158 classes, reaching 3,704 students. Similarly, the Library assists through the 24/7 Ask a Librarian online chat service and in-person and over-the-phone reference desk requests.

The EMCC Academic Success Center provides tutoring support for students and workshops for classes requiring additional information services.

2.E.4.

Estrella Mountain Community College enforces policies on academic honesty and integrity.

Academic honesty and integrity apply to students and employees. MCCCD requires employees to complete annual online Acknowledgements and Disclosures related to such policies. Students may access academic honesty and integrity information through the EMCC Academic Catalog, including related Academic Misconduct and Academic Consequences for that misconduct. Faculty members are strongly encouraged to reference the Administrative Regulation on Academic Misconduct within their syllabi. Additionally, Article 5 of the Faculty Agreement contains a Professional Code of Ethics that all residential faculty members are expected to follow. The code offers guidance in terms of academic honesty and integrity for faculty. Guidance related to the faculty's role as instructors and colleagues as well as being part of the academic institution and community members is provided in the document.

Sources

- Crit 2A Annual Acknowledgements and Disclosures
- Crit 2D College Research Review Committee
- Crit 2D IRB
- Crit 2D Student Research Conference
- Crit 2E 4.4 Tech Resource Standards
- Crit 2E Academic Misconduct
- Crit 2E Ask a Librarian
- Crit 2E EMCC PAR Rubric
- Crit 2E FA Article 17 Faculty Development
- Crit 2E FA Article 5 Code of Ethics
- Crit 2E Individual Development Plan
- Crit 2E Information Literacy Assessment 1
- Crit 2E Information Literacy Assessment 2
- Crit 2E Information Literacy Site
- Crit 2E Library How To Guides
- Crit 2E Library Instruction Request
- Crit 2E Maricopa Student Research Conference 2019
- Crit 2E Social Media Policy
- Crit 2E Students Rights and Responsibilities
- Crit 2E TurnItIn Videos
- Crit 2E Using Turnitin PPT
- Crit 2E Writing Center Resources

2.S - Criterion 2 - Summary

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

Summary

Estrella Mountain Community College acts with integrity; its conduct is ethical and responsible.

EMCC operates ethically and with integrity in its financial, academic, human resources, and auxiliary functions. The College has established processes and procedures that the governing board has adopted to ensure operational responsibilities are carried out responsibly. As part of the Maricopa County Community College District, EMCC follows the operational guidelines outlined by the District's autonomous governing board. College employees must participate in professional development at the college and district level to ensure understanding of standards and operations. Employees are also required to acknowledge understanding of ethical guidelines and procedures on an annual basis.

EMCC presents itself clearly and completely to students and the public. The college is committed to academic freedom and freedom of expression in the pursuit of teaching and learning and employs shared governance in the decision-making process. Employees across all units and employee groups are represented on various committees resulting in an inclusive decision-making model.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

3.A.1.

Estrella Mountain Community College's courses and programs are current and require levels of student performance appropriate to the credential awarded.

The Maricopa County Community College District (MCCCD) Official Course Competencies are reviewed and updated by Instructional Councils (ICs). Consisting of faculty representatives from across the District by discipline, the ICs ensure the quality of MCCCD's academic, career, and technical programs as well as the transferability of courses. Additionally, ICs manage MCCCD's common course bank and shared instructional programs.

The responsibilities of IC faculty representatives are detailed in the Definition and Purpose of Instructional Council document. Recently, competencies for ENG101 First-Year Composition were updated by the English IC with transfer articulation agreed upon on May 26, 2020. Competency changes were available for students during the Fall 2020 semester.

The Nursing IC Curriculum provides a detailed description of the nursing curriculum. MCCCD Arizona Transfer System partners include Arizona State University, Northern Arizona University, and the University of Arizona. Numerous private and out-of-state transfer partners accept transfer credits from Estrella Mountain Community College (EMCC)/MCCCD, including, but not limited to, Grand Canyon University in Phoenix, Arizona, and Excelsior College in New York. Details can be found in the Transfer Pathways and Partners document.

During the 2018-2019 academic year, all instructional programs at EMCC participated in program review. This review provided EMCC with the necessary information to ensure that required classes within programs and certificates were supported and successful, enabling timely student completion. Program Review details can be found at Program Reviews at EMCC. EMCC has a comprehensive

Program Review Process. Academic Programs, such as the Arts and Composition and Life Science Divisions, are reviewed on a three-year cycle. An extensive review in the first year and updates in the second and third years are part of the review cycle. The goal of the Program Review is to ensure the quality of higher educational offerings. A complete list of Program Reviews is provided.

EMCC courses articulate for university transfer. Recent data indicate new students transferring to Arizona State University, Northern Arizona University, and the University of Arizona are transferring a significant number of credit hours. Three quarters (75%) of new EMCC transfer students had successfully transferred 35 or more credits during the 2018-2019 academic year. A complete breakdown is shown within the New Transfer Data document. EMCC students also perform well after they transfer. The First Year Performance of New Transfers indicates overall EMCC students' first-year cumulative GPA as 2.94 on a 4.0 scale. The Office of Planning and Institutional Effectiveness shares this report with faculty leaders conducting Program Reviews.

Program Review examples provide evaluation evidence concerning program quality and identified improvement challenges to address. For example, The Division of Life Sciences and the Division of Physical Sciences Program Review results, completed during the academic year 2013-2014, highlighted the need for faculty teaching BIO 156/181 and CHM130 to collaborate with the Division of Nursing so that students were best prepared for the rigorous Nursing program. This cross-department collaboration supported Nursing Program students required to complete the prerequisite classes in Chemistry and Biology. Over the last few years, Faculty collaboration efforts determined CHM 130 preceding BIO156/181 best-enhanced nursing student success and contributed to student success best practices. This information was shared with Advisors in Student Services to help facilitate more successful academic planning.

Many of EMCC's workforce programs award students with certificates that originate through the Institutes within Occupational Education. The five Institutes are Business, Culinary, Energy, Administration of Justice Studies, and Teacher Education, all of which align program curriculum to industry certifications when possible. A list of Occupational Program Reviews conducted in 2018-2019 is available for review. For example, students who complete the Linux sequence within the Networking Technology Institute, which resides in the Division of Instructional Computing and a Multimedia Technologies Institute, can also earn an Associate in Applied Science in Linux Networking Administration. Red Hat Linux is the most extensive Linux Network Operating System in the United States. The Institute model offers coursework that helps EMCC students prepare to take professional certification exams. The vendor offers these exams, the Red Hat Certified System Administrator and Red Hat Certified Engineer, and are the vendor's exclusive responsibility.

EMCC partners with community businesses to develop, assess, and improve occupational education programs to meet industry standards and needs. Estrella Mountain has vital relationships with technology hardware and software vendors, including Dell, IBM, Intel, HP, Microsoft, and Oracle. EMCC leverages the positive relationships with members of the institution's Advisory Boards, including the Teacher Education Advisory Board and the Speech-Language Pathology Advisory Board, for continuous consultation regarding curriculum and career opportunities.

3.A.2.

Estrella Mountain Community College articulates and differentiates learning goals for Associate degrees and Certificate of Completion programs. Detailed information about the learning outcomes can be found in 4B1.

Estrella Mountain Community College (EMCC) offers undergraduate programs at the Associate Degree and Certificate of Completion levels. Awards can be earned in the following degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), Associate in Arts, Fine Arts (AAFA), Associate in Arts, Elementary Education (AAEE), and Associate in Business (AB). Additionally, EMCC offers many Certificate programs, including an option for students to complete an Arizona General Education Curriculum (AGEC) certificate. The AGEC is a block of 33-35 credits that satisfies general education requirements and is guaranteed to transfer to any of the three Arizona universities.

In Academic Year 2018-2019, Estrella Mountain conferred the following degrees, and details can be found in Award Trends:

- Associate in Arts (667)
- Associate in Business (103)
- Associate in General Science (101)
- Associate in Science (109)
- Associate in Applied Science (223)

During Academic Year 2018-2019, EMCC also conferred 882 AGEC Transfer Certificates and 246 Certificates of Completion.

Instructional disciplines have Instructional Council Chairs (IC) that work to "coordinate the origination, development, and revision of the district's educational offerings, thereby helping to ensure faculty leadership in the curriculum process and ownership of a quality product." In addition, the ICs "play an essential role in the transferability of MCCCD courses and the acquisition and retention of AGEC General Studies designations." The ICs coordinate with the AZTransfer Steering Committee to facilitate transfer agreements. Representatives from state universities and community colleges meet annually to discuss changes to learning goals or required prerequisite courses.

EMCC does not offer graduate, post-baccalaureate, or post-graduate programs.

Concurrent Nursing programs are available with Arizona State University, Northern Arizona State University, Grand Canyon University, Ottawa University, and Upper Iowa University. The Concurrent Enrollment Program (CEP) allows students to pursue an AAS degree in nursing through the Maricopa Nursing Program while providing an affordable, concurrent, or simultaneous course of study that enables students to complete their BSN degree. Depending on the student-selected university partner, a student may graduate with the AAS and BSN degrees concurrently. Students may also complete the BSN degree coursework within one or two semesters following the AAS degree completion.

3.A.3.

Estrella Mountain Community College's program quality and learning goals are consistent across all modes of delivery and all locations: the main campus and at additional locations by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality.

Online and hybrid courses are held to the same educational standards as face-to-face courses, with additional online learning requirements for faculty:

- Teaching an online or hybrid course at EMCC requires an instructor to complete an online

course, Teaching Online with Canvas, that provides online learning best practices training. This course was recently updated, offering additional training for all adjunct faculty during the week of accountability. Grants were also made available for faculty course design, training, and mentoring.

- Instructors developing an online or hybrid course must follow the EMCC online learning course development process. The process includes:
  - Completing the Teaching Online with Canvas course.
  - Applying to develop a course in either an online or hybrid modality.
  - Designing the course through a mentored experience facilitated by the instructional designer/technologist, the Center for Teaching and Learning (CTL) Faculty Director, and the Faculty Resource Action Committee for Teaching and Learning (FRACTL) Chair.
  - Piloting the course for the first semester the course is offered.

FRACTL was founded in Spring 2017 to synthesize the former E-Learning Committee and the CTL Advisory Committee. The mission of FRACTL is to serve as the deliberative and decision-making body promoting innovations and best practices in course design at EMCC. FRACTL also continuously encourages student learning, access, and success. FRACTL views all course modalities (face-to-face, hybrid, and online) and promotes course enhancements through innovative techniques (e.g., Open Educational Resources (OERs), Makerspace/STEAM engine, Learning Communities, etc.). The Committee also serves as the advisory body to the CTL and meets monthly during the academic year. FRACTL oversees two major grant opportunities for faculty and staff, including the New and Redesigned Course Masters Grants and the Innovation and Learning Grant.

Dual Enrollment courses provide an opportunity for qualified high school students to take college courses at their respective high schools. These classes enable high school students to earn both high school and college credit and are held to the same standards as any EMCC course. High schools offering Dual Enrollment classes must abide by intergovernmental agreements (IGAs) that have been completed between MCCCD/EMCC and the following high school districts: Agua Fria Union, Buckeye Union, Glendale Union, Peoria Unified, Tolleson Union, and Wickenburg Unified. The IGAs outline the obligations of both EMCC and the high school district. Dual Enrollment instructors must meet the same Instructor Qualifications as any faculty member teaching at EMCC. Faculty credentials for Dual Enrollment instructors are reviewed and approved by the appropriate Division Chair at EMCC. Additionally, Dual Enrollment instructors are evaluated by EMCC Division Chairs or designated faculty in the corresponding discipline. EMCC Division Chairs also need to approve the course text or Open Educational Resources to ensure they are college level.

The Higher Learning Commission released a revision to Assumed Practices addressing the minimum qualifications of all faculty in 2016. These qualifications are set by MCCCD Instructional Councils (ICs) and are as follows: HLC Minimum Qualifications for Hiring of Academic and Occupational Areas

The EMCC Faculty Advisory Committee for Dual Enrollment meets at least once a semester to review processes, address questions and concerns regarding course offerings/levels, and review the educational experience of Dual Enrollment students.

Sources

- Crit 3A AGEC AZ Transfer Site
- Crit 3A Arts Comp Program Review 18-19
- Crit 3A Award Trend
- Crit 3A AZTransfer Steering Committee
- Crit 3A Concurrent Enrollment Program
- Crit 3A Course Master Grant
- Crit 3A DE Faculty Advisory Minutes
- Crit 3A DE Instructor Qualifications
- Crit 3A Definition and Purpose of ICs
- Crit 3A FRACTL
- Crit 3A Guided Pathways Benefits
- Crit 3A HLC Min Quals for Hiring MCCCD
- Crit 3A IC Chairs 2020-2021
- Crit 3A IC Chairs 2020-2021 (MCCCD List)
- Crit 3A Innovations and Learning Grant
- Crit 3A Life Sciences Program Review
- Crit 3A MCCCD Program Description
- Crit 3A NCII Guided Pathways
- Crit 3A Network and Systems Administration
- Crit 3A New-transfers-emcc-june-2019
- Crit 3A Nursing IC Document Location
- Crit 3A Nursing Student Resources
- Crit 3A Program Review - Default
- Crit 3A Program Review - Full List
- Crit 3A Red Hat Administrator
- Crit 3A Red Hat Engineer
- Crit 3A SLPA Advisory Committee Agenda 5-2-19
- Crit 3A Teaching Online with Canvas
- Crit 3A TEI Advisory Board Agenda OCT 2019
- Crit 3A Transfer Pathways and Partners
- Crit 3A Yr 1-performance-new-transfers-nccbp-17-18
- Crit 3B CCTA
- Crit 4B History of ILO Participation

3.B - Core Component 3.B

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

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

Argument

3.B.1

The general education program is appropriate to the mission, educational offerings, and degree levels of Estrella Mountain Community College. The College articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.

Estrella Mountain Community College's (EMCC) learning college journey began in the spring of 2007. The Learning College concept, based on the tenants of Terry O'Banion (1997), demonstrates how the acquisition, application, and integration of broad learning and skills, combined with intellectual inquiry, are integral to the institution's educational programs.

The College's General Education Statement defines the general education program at EMCC:

> At EMCC, students experience a collaborative and stimulating environment that emphasizes a solid foundation of general education. Each facet of the Estrella Mountain experience is designed to provide students with the necessary information, knowledge, abilities, intellectual concepts, and perspectives needed to achieve their academic and personal goals. EMCC's curricular patterns enhance critical thinking and communication skills. They reflect an emphasis on the study of composition, literacy and critical inquiry, numeracy, humanities, fine and performing arts, the social and behavioral sciences and the natural sciences, and cultural diversity, global engagement, civic responsibility, and historical awareness. Recognizing the importance of breadth and depth of knowledge, the ability to apply that knowledge, and a view of learning as a lifetime activity, faculty and staff are committed to providing all students with an engaging learning environment where everyone experiences growth.

The three Institutional Learning Outcomes that EMCC assesses are Oral Communication, Written

Communication, and Critical Thinking. College-wide assessments of each are given according to an annual assessment cycle. Results are analyzed by the Student Assessment Committee and then shared and discussed with College faculty and staff in an open meeting. Faculty and staff then work with their respective Divisions and Departments to implement strategies to address the challenges identified in the assessment cycle.

EMCC's General Education Statement, located within the 2020-2021 EMCC Academic Catalog, aligns with the MCCCD's General Education Statement, which, in part, is as follows:

> The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, their relationship with others, and the richly diverse world in which they live. The general education experience allows students to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students' personal development by opening them to new directions, perspectives, and processes.

The general education program at Estrella Mountain is appropriate to EMCC's Mission, which is as follows:

> Estrella Mountain is an innovative higher learning organization responding to the diverse needs of West Valley communities. Learners have an opportunity to accomplish their educational and personal goals through the following college purposes:

- Developmental Education
- General Education
- Transfer Education
- Learner Support Services
- Workforce Development
- Community Education
- Civic Responsibility
- Global Engagement

EMCC offers a wide range of courses, from Anthropology to Math, Humanities to Science, and History to Nursing. EMCC, in conjunction with the MCCCD, has the following general education designations that may fulfill program or degree requirements:

- Literacy and Critical Inquiry
- Mathematics
- Computer/Statistics/Quantitative Applications
- Humanities, Fine Arts and Design
- Social and Behavioral Sciences
- Natural Sciences General
- Natural Sciences Quantitative
- Cultural Diversity in the United States
- Global Awareness
- Historical Awareness

EMCC degrees are supported through the offering of numerous and diverse general education course offerings. The Degrees are as follows:

- Eight (8) University Transfer Pathway Degrees (e.g., Associate in Arts in Elementary Education)
- One (1) General Studies Degree (Associate in General Studies)
- Nineteen (19) Associate in Applied Science Degrees (e.g., Associate in Applied Science, Nursing)

Before 2019, EMCC assessed seven general education abilities (Communication, Composition/Writing, Numeracy, Scientific Inquiry, Information Literacy, Technological Literacy, and Social, Civic, and Global Responsibility). As the College worked to assess these seven abilities, it discovered that there were too many and that the abilities were too specific to encourage a significant number of faculty to participate in evaluating each ability. In 2019 the Student Assessment Committee shifted to a new paradigm from general education abilities to institutional learning outcomes. As this shift was being discussed in campus-wide conversations, it was decided to reduce the number of outcomes assessed College-wide to the three most critical outcomes that could be assessed in most courses and programs (Oral Communication, Written Communication, and Critical Thinking). These three institutional learning outcomes were officially adopted at the end of the Spring 2021 semester.

EMCC articulates the purposes, content, and intended learning outcomes of undergraduate general education requirements. The purpose of general education EMCC, which can be found in the 2020-21 Academic Catalog (p.12), is as follows:

> At Estrella Mountain, students experience a collaborative and stimulating environment that stresses a solid foundation of general education. Each facet of the Estrella Mountain experience is designed to provide students with the necessary information, knowledge, abilities, intellectual concepts, and perspective they need to achieve their academic and personal goals.

The catalog goes on to detail the various general education degree and certificate pathways available at the College, including the Arizona General Education Curriculum (AGEC), academic degrees (e.g., Associate of Arts, Business, and Science), academic certificates, as well as the required curriculum that needs to be satisfied to attain those certificates and degrees.

3.B.2.

General education at EMCC is grounded in a learning college philosophy and practice. This practice imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that EMCC believes every college-educated person should possess. Experiencing these general education awareness areas enables students to develop academically and as citizens in a diverse world. The education students receive at EMCC enables them to think critically, communicate effectively (written and oral), and consider various perspectives to inform their world views as discerning citizens on their unique paths toward social, civic, and global responsibility.

EMCCs official source of curriculum information is an online College Catalog. The College's Advisement webpage offers information and tips for transfer pathway degrees. The College's Degrees and Certificates page features all of the degree pathways available at the College. Information includes description, degree details, program learning outcomes, career opportunities, recommended course sequence by term (depending on if the student is full-time or part-time), and pathway options. The Arizona General Education Curriculum (AGEC) can be used as part of an Associate's Degree program or as a transferable block on its own. AGEC-A is designed for students within the liberal arts; AGEC-B is for students interested in studying business; AGEC-S is for

students studying math and science. AGEC-A, B, and S courses transfer as a block to Arizona State University, Northern Arizona University, and the University of Arizona. The courses fulfill one or more of the following general education areas:

- First-Year Composition [FYC]
- Literacy & Critical Inquiry [L]
- Mathematical Application [MA]
- Computer/Statistics/Quantitative Applications [CS]
- Humanities, Arts & Design [HU]
- Social-Behavioral Sciences [SB]
- Natural Sciences [SQ/SG]
- Cultural Diversity in the United States [C]
- Global Awareness [G]
- Historical Awareness [H]

Within MCCCD, general education transfer courses are vetted through the Arizona Transfer Steering Committee via Articulation Task Forces. Courses for programs or certifications must meet criteria set by industry standards, which are communicated through program advisory boards.

District-wide competencies are provided by the Center for Curriculum and Transfer Articulation (CCTA) on the MCCCD website. The online 2020-2021 EMCC Course Catalog directs students to the CCTA (p.35). The CCTA website allows students to search for programs and courses, find course descriptions, and identify the competencies for every course. For example, typing "English" into the Program (Degree) Search yields multiple relevant programs, including the Associate in Arts, Emphasis in English (Creative Writing), whereas searching for "English" in the title of the Search Course Bank yields all classes offered within MCCCD that include the word "English" in the title.

3.B.3.

The education offered by Estrella Mountain Community College recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. EMCC developed assessment guides for faculty to incorporate into classes to measure student knowledge of both. Assessments were submitted through EMCC's Comprehensive Assessment Tracking System (CATS).

One of the five (5) core values of EMCC is diversity. This core value, as defined and described within the Academic Catalog and on the EMCC website, consists of:

- Considering the contributions and worldviews of others
- Promoting an inclusive campus culture that supports social awareness
- Committing to comprehensive inter-cultural learning and awareness

EMCC's Diversity, Equity, and Inclusion Team (DEIT) is dedicated to social justice on a campus that supports equity and inclusion. DEIT values diversity as the expression and recognition of the human experience, encouraging a culture of respect and inclusion. Acknowledging, understanding, and celebrating the unique backgrounds, identities, and perspectives of each individual creates a shared experience. This experience engages individuals in helping to build and maintain an enriching learning community with respect to the College's Core Values. The Diversity Committee merged with DEIT in 2020 and has been formally included in the College's governance structure.

Two recent initiatives that stemmed from DEIT include inclusiveness in the hiring process and Facilities Appreciation Day. Inclusiveness in the Hiring Process partners with EMCC's Human Resources office to offer any employee the opportunity to serve on a hiring committee for professional development purposes. Facilities Appreciation Day acknowledges the help that facilities staff members provide to students in terms of finding classes and providing assistance on campus. Facility workers are also celebrated for the work they do in maintaining overall campus grounds and creating an inviting learning environment for students, staff, and faculty. In Spring 2020, DEIT updated its charter, outlining its mission of dedication to social justice and the continued support of equity, inclusion, and diversity as a Core Value.

EMCC was awarded the Higher Education Excellence in Diversity (HEED) award in November 2015. The award recognizes post-secondary education institutions that demonstrate outstanding commitment to diversity and inclusion.

EMCC conducted a Core Values survey during Spring 2019. Survey results showed that employees positively viewed the Diversity Core Value, the second most demonstrated (25%) of the five Core Values. Survey responses also indicated that sharing goals among diverse populations positively influences students' academic success. Comments suggest a campus environment considerate and tolerant of diversity regarding ethnicity, learning styles, culture, age, and ability. Events celebrating diversity were mentioned as a common occurrence. Survey participants indicated a concern regarding unfair hiring with the appearance of favoritism in the hiring process. Although diversity in hiring trends has improved, employees mentioned that diverse talent often appears overlooked by others. This is something that EMCC is working to address by reconsidering recruitment practices, methods of position advertisement, and implicit bias training.

Estrella Mountain offers opportunities for students to learn about diversity and social awareness issues through classes such as Race and Ethnic Relations and Women in Other Cultures. Diversity as a College Core Value is also embedded in traditional general education courses. EMCC faculty often embed campus diversity activities into their courses, requiring or encouraging students to attend events and complete related assignments for credit. Although not an exhaustive list, examples of diversity events and activities include:

- Domestic Violence Awareness Month events
- Love Your Body Week
- Phoenix AIDS Walk
- First Generation of Many Conference
- Hispanic Heritage Month events
- Black History Month events
- Women's History Month events
- Native American Month
- Asian Month

Faculty and staff apply for EMCC International and Intercultural Education funding and, if awarded, assess the learning outcomes established for the event through a post-event survey. For example, a residential Sociology faculty member submitted an assessment of the One Billion Rising event based upon the learning outcomes established before the event and the post-event survey. An evaluation was submitted to EMCC's Comprehensive Assessment Tracking System to share the results with faculty and staff. Over 80% of participants found their awareness of global issues and understanding of diversity increase as a result of the event experience.

EMCC's commitment to diversity is also evidenced in students' educational experiences with diverse perspectives and awareness of various identities.

Estrella Mountain has a vibrant Heritage/History Month Exhibition Program. Contracting with an experienced curator, artists are compensated to exhibit and discuss their work at the College. These opportunities create educational experiences for students, employees, and community members. For example, artist Rhonda Shakur led an art walk during the 2015 Black History Month celebration, informally discussing her work with art classes and interested students, employees, and community members. She also provided a formal presentation followed by a question and answer period.

3.B.4.

Faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to Estrella Mountain Community College's offerings and mission.

Estrella Mountain Community College's (EMCC's) robust professional growth opportunities significantly contribute to the classroom and the campus. Faculty use knowledge and skills gained through conference attendance, workshops, and sabbatical projects to enrich their courses and the campus through workshops and events.

Similarly, EMCC's student clubs offer students a chance to broaden their knowledge in areas of interest. Clubs often sponsor events to share activities with the campus community. Club faculty advisors encourage student and faculty collaboration in developing knowledge and creative works.

Beyond these general examples, EMCC has specific events and programs that enable contribution from both students and faculty, including:

- Maricopa Student Research Conference
- The Honors Expo
- Phi Theta Kappa Honors Society
- Mariposa Literary Review
- On-Campus Art Exhibitions of Student and Faculty Work
- Gallery 37

The Maricopa Student Research Conference is a district-wide event initiated and hosted by EMCC. Students work with faculty mentors to conduct research in their areas of interest. Research outcomes are presented within an academic conference format. This approach ensures that students obtain the benefit of conducting research while learning how to share results. The campus community is enriched by the students' posters and oral presentations of their projects. In April 2019, over $13,000 in scholarships were available for winners of poster and oral presentations in three categories: STEM, Occupational Education, and Humanities and Behavioral Sciences.

EMCC's Honors Program offers students a variety of courses and experiences to enrich their educational journey. The Honors Expo is one event where students showcase their knowledge to the campus community. The Honors Expo takes place annually and offers an opportunity for students to present on a variety of topics. Faculty and students attend the event to learn from the Honors students. The 2019 event *Possibilities and Beyond* had over 200 students attend, featured twelve student oral presentations and multiple poster presentations. Faculty participated as judges and/or brought students from their classrooms to experience the Expo. Students' participation prompted dialogue with presenters, which supported the College's Learning College philosophy that

students learn anytime, anyplace, anyway and are active agents in their learning.

The Phi Theta Kappa Honors Society offers high-achieving students the opportunity to be a part of a campus community that supports academic excellence. The annual Honors in Action Project invites student participation in projects that incorporate academic research and analysis, leadership roles and leadership development, action service or advocacy, collaboration, and reflection. A recent project focused on exploring Veterans' experience on campus and included many components, including a joint project developing EMCC's Community Garden.

The Mariposa Literary Review is a yearly publication that showcases students' literary and artistic work. Each year, students are invited to submit Poetry, One-Act Plays, Fiction, Creative Nonfiction, Original Artwork, and Photography. The faculty and staff on the Literary Review Committee then work with students and faculty in an InDesign class to create the review. Entries are judged, and prizes are awarded in amounts of $750, $500, and $250 to top students in each category. Judges select pieces to be included in a publication created by graphic-design students and instructors. A print version of the *Mariposa Literary Review* is distributed throughout the campus.

Each year, EMCC holds various art shows and exhibitions, including events featuring the work of students and faculty. During summer terms, an exhibit called Gallery 37 brings local high school students to campus. These students collaborate with art faculty to design and produce a piece of public art to be installed in the local community. Events like these, and informal use of art cases throughout the campus, help showcase and enrich EMCC's community through the creative work of faculty and students.

Sources

- Crit 1C Core Values 2019 Survey
- Crit 2D Learning College
- Crit 3B Advisement
- Crit 3B AGEC A
- Crit 3B AGEC B
- Crit 3B AGEC Info
- Crit 3B AGEC S
- Crit 3B Art Exhibition Series
- Crit 3B Articulation Task Force
- Crit 3B Assessment Cycle
- Crit 3B AZ Transfer
- Crit 3B AZ Transfer Steering Committee
- Crit 3B Black History Month
- Crit 3B CATS
- Crit 3B CCTA
- Crit 3B Communication Oral
- Crit 3B Communication Writing
- Crit 3B Critical Inquiry
- Crit 3B Degrees and Certificates
- Crit 3B DEIT Approved Charter
- Crit 3B Domestic Violence
- Crit 3B Faculty Professional Growth

- Crit 3B First Generation of Many
- Crit 3B Gallery 37
- Crit 3B GE Abilities Matrix
- Crit 3B General Education Statement
- Crit 3B Heed Award
- Crit 3B Honors Expo
- Crit 3B Honors in Action Project
- Crit 3B Honors Program
- Crit 3B ILO Overview
- Crit 3B Learning College
- Crit 3B Learning College Rich History
- Crit 3B List of Clubs and Orgs
- Crit 3B Maricopa Student Research Conference
- Crit 3B Mariposa Lit Review
- Crit 3B One Billion Rising CATS
- Crit 3B Social Civic Global
- Crit 3B Transfer Tips
- Crit 3B Wide Range of Courses
- Crit 3B Womens History Month
- EMCC Governance Structure

3.C - Core Component 3.C

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

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

Argument

3.C.1.

Estrella Mountain Community College strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

3.C.2.

Estrella Mountain Community College has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance and the assessment of student learning.

EMCC recognizes the importance of Residential and Adjunct faculty in creating and delivering effective educational opportunities for its students. The College serves the needs of more than 600,000 residents in the Southwest Valley of the Phoenix, Arizona metropolitan area, with 113 full-time and 324 part-time faculty/instructors teaching credit students. At present, adjunct faculty teach approximately 68% of EMCC courses. MCCCD has committed to working with EMCC to increase the full-time to adjunct faculty ratio to 60% full-time faculty and 40% part-time faculty. EMCC believes that increasing the number of new full-time faculty will strengthen the College's ability to support faculty's instructional and non-classroom roles. Data from the Community College Survey of Student Engagement (CCSSE) confirms the correlation between faculty and student success. Accordingly, student retention and completion improvements occur as faculty and student engagement increases inside and outside the classroom.

3.C.3.

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

Estrella Mountain adheres to MCCCD's established minimum qualification requirements for faculty hiring. Faculty hiring qualifications are outlined on the MCCCD website. Residential faculty positions are advertised locally and nationally through print and electronic resources to attract a diverse pool of applicants. EMCC works with the HLC accreditation body's guidelines to maintain updated faculty credential documentation for occupational and academic faculty. Hiring advertisements include information about classroom responsibilities as well as non-classroom duties. EMCC includes statements about the Learning College commitments in faculty and staff job postings.

The numbers of Spring 2020 EMCC Residential Faculty by Division are as follows:

Service Faculty:	10 total
Information Resources	5
Counseling	5
Instructional Faculty:	**103 total**
Life Sciences	13
Physical Sciences	10
Mathematics	14
Arts and Composition	13
Behavioral Sciences	9
Communication and Cultural Studies	7
Modern Languages	6
Nursing	9
Occupational Education	12
Instructional Computing	10

Data from the National Community College Benchmark Project (NCCBP) show's EMCC's student-to-faculty ratio as 18.63 compared to a median of 15.5 for other NCCBP colleges in the 2019 Report Year. These data suggest that EMCC effectively maintains a sufficient student-to-faculty ratio.

To help ensure effective student-to-faculty ratio maintenance, instructional divisions annually submit faculty staffing proposals to the Faculty Staffing Committee, which evaluates areas where faculty are most needed. The Committee forwards staffing recommendations to the senior administration and College President for final approval. Hiring recommendations become effective for the following fiscal year.

Many efforts support the continuity of faculty. Residential faculty have access to both professional development opportunities and funding. EMCC supports adjunct faculty by providing a central support office staffed by an administrative secretary who helps Adjunct faculty with professional growth funding requests and networking opportunities. Three additional on-campus designated offices are available for Adjunct faculty use. Adjunct faculty members regularly utilize these spaces for classroom preparation, office hours, meeting with students, and accessing online resources.

EMCC is also known for its Adjunct Faculty Professional Development Program, which consists of division-specific orientations, a mentoring program, Saturday workshops, and an online orientation. Participating faculty receive compensation for most workshops/sessions through the Continuing Adjunct Faculty Education (CAFE) Credits compensation program. Participation in professional development workshops is offered free of charge through EMCC's Center for Teaching and Learning (CTL) and the Maricopa Center for Learning and Innovation (MCLI). Adjunct faculty can apply for professional growth funds established for professional development activities and can use MCCCD's tuition waiver for credit classes. Adjunct faculty are evaluated during their first three semesters by Residential faculty Division Chairs or Evening Supervisors, and Adjunct faculty are provided constructive feedback to help improve their teaching.

Residential faculty oversee curriculum, select textbooks, and course materials, create syllabi for disciplines offered through online, hybrid, and face-to-face modalities, and ensure alignment with MCCCD standards. EMCC has Residential faculty member representatives on MCCCD's Instructional Councils.

EMCC Residential faculty have developed a culture of student learning assessment through the Student Assessment Committee (SAC). SAC leads coordinate efforts among faculty to sustain a robust assessment framework at the course, program, and College levels. Faculty gather student performance evidence over variable time periods. Measured learning is both assessed and analyzed. Data analytics are used to create better teaching and learning practices, recognizing the positive impact on student learning.

EMCC adheres to MCCCD's established minimum qualifications for hiring Adjunct and Residential faculty. Some teaching areas have additional discipline-specific qualifications determined by Instructional Councils. These minimum qualifications also apply to Dual Enrollment instructors. Moreover, EMCC emphasizes the organizational commitment to learning by incorporating the following learning college statement in all job postings: "Estrella Mountain Community College (EMCC) is hiring a _____ to work under the learning college philosophy (http://www.estrellamountain.edu/learning-college) where learning happens anyway, anyplace and anytime"

Hiring committee chairs and members of Residential faculty hiring committees must complete hiring

and ethics training through online modules provided by MCCCD via the Employee Learn Center. The training ensures all parties are fully aware of their responsibilities. The MCCCD hiring process includes the following "Knowledge Checks" addressing:

- Roles and responsibilities of selection committee chairperson and members for conducting inclusive, equitable, and defensible processes
- Hiring cycle procedures, techniques, and forms
- Appropriate conduct throughout the hiring cycle phases: preparing the search, screening the candidate pool, interviewing the selected candidates, and reference checking the candidates selected for the final interview

A Hiring Manager Guide outlines the appropriate procedures the person in charge of the Residential faculty hiring committee must follow. Before serving in this role, all hiring managers must earn an 80% successful degree of mastery score on a CANVAS course.

3.C.4.

Instructors are evaluated regularly per established Estrella Mountain Community College policies and procedures.

Estrella Mountain Community College (EMCC) follows Maricopa County Community College District's (MCCCD's) faculty evaluation process to ensure new residential faculty receive support and training during their probationary years and facilitate learning needed to succeed educators. The process includes adherence to the Peer Assistance and Review (PAR) and the Peer Assistance and Review Committee (PARC) policies. The PAR process is described in Article 17 of the Faculty Agreement. New Residential faculty document their instructional expertise, service to College and community, and professional development using an Individual Development Plan (IDP). The rigorous and required IDP process for a Probationary faculty's first five years provides significant professional growth and development in a supportive and encouraging environment. The IDP process also provides new Residential faculty with a formal mentorship process that emphasizes peer assistance, support, and facilitation rather than merely supervision. The IDP is evaluated by PARC and is the basis for recommendations related to Probationary faculty contract renewal and appointive status.

In addition to the IDP and mentoring, Probationary faculty in their first two years are observed by their mentor during fall and spring semesters. Formal evaluation includes both the Division Chair and Vice President of Academic Affairs. During years three through five, Probationary faculty are observed and evaluated once per year by their mentor, the Division Chair, and the VPAA designees, the Deans of Instruction.

Students complete evaluations of faculty every semester using Class Climate.

Estrella Mountain augments the PAR process with a mandatory New Faculty Orientation (NFO) class. This orientation experience provides new Residential faculty with opportunities to interact with personnel from all areas of the campus.

Once Probationary faculty become appointed Residential faculty, EMCC follows the Residential faculty evaluation process outlined in the Faculty Agreement Article 18. Each Residential faculty member completes a Faculty Evaluation Plan (FEP). The FEP is a method by which Residential faculty reflect upon their teaching performance and document continuous process improvement

efforts. Residential faculty members complete the FEP every third year and engage in a peer-reviewed self-examination of the following three required areas:

- Teaching, learning, and/or service
- Course assessment and/or program development/revision
- Governance and/or committee participation at the College or District level

In addition, each Residential faculty member must engage in a reflective examination of at least two of the following elective areas:

- Professional development
- Acquisition of new skills
- Enhancement of diversity
- College-level assessment of learning outcomes
- Service to the community

Adjunct faculty teaching face-to-face and online classes are evaluated during their first three semesters, excluding the summer term and on an ad hoc basis. A class evaluation form for face-to-face or in-person instruction is disseminated to students. In addition, the class evaluation form is distributed to classes in which Adjunct faculty are teaching online courses. Division Chairs review student evaluations of Adjunct faculty members in their respective Divisions. Division Chairs then meet with Adjunct faculty members whose evaluation scores need to be addressed. Division Chairs provide suggestions for improvement, mentoring, and schedule an additional classroom observation.

The Division Chair or designee evaluates Dual Enrollment instructors every semester. Division Chairs then work on an improvement plan with Dual Enrollment instructors whose evaluations are of concern.

3.C.5.

Estrella Mountain Community College has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; EMCC supports their professional development.

The primary goal of the Center for Teaching and Learning (CTL) is to create an all-inclusive supportive environment that purposefully engages in the creation, integration, elaboration, and celebration of teaching and learning. EMCC's CTL has a teaching and learning hub to further support employee professional growth with purposefully designed training that builds and supports a learning environment.

The CTL supports the following services:

- Canvas Support
- Funding Innovations - Faculty Resource Action Committee for Teaching and Learning (FRACTL)
- Instructional Course Design and Quality Matters (QM)
- Multimedia Instructional Development and Closed Captioning Trainings
- Professional Development Trainings/Workshops
  - Continuing Adjunct Faculty Education (CAFE credits)
  - CTL Lunch n' Learns

- Estrella Leadership Development Program (ELDP)
- Evening of Learning
- Saturday Morning Workshops
- Skills Credentialing Pathways Program
  - Advanced Canvas
  - Basic Video Production
  - Assessment Practitioner

During Fall 2020, the CTL offered 48 workshops/trainings, and in Spring 2021, there were 53. New opportunities are continually added and listed by date in the catalog of future workshops and trainings.

Residential faculty are encouraged to participate in professional growth opportunities. They can choose to advance on the salary schedule or receive reimbursement for various activities directly related to professional development. The Faculty Professional Growth (FPG) Committee at the MCCCD Office has developed policies and procedures related to advancement and reimbursement. FPG and Adjunct Faculty Professional Growth funds are available to support conference and seminar attendance, travel expenses to conferences and workshops, and late-start credit course tuition reimbursement.

Professional development opportunities for Residential faculty include paid sabbaticals, funding for conference/workshop registration and travel, summer projects, and completion of continuing education credits required to maintain industry certifications. EMCC faculty take advantage of these professional growth opportunities and actively participate in professional organizations relevant to the discipline in which they teach. Workshops and conferences associated with these organizations are supported with FPG funding.

The Adjunct faculty Professional Learning Community (PLC) is composed of adjunct faculty and facilitated by a Dean of Academic Affairs. PLC designed an Adjunct Faculty Professional Development Program consisting of the following components: applied integration in the classroom (mentoring), teaching (objective), and personal development (subjective). This professional development program offers Saturday workshops specifically designed for adjunct faculty. Administrators and residential and adjunct faculty contribute to the topics geared toward helping adjunct faculty be successful in and out of the classroom. Each Adjunct Faculty Workshop is assessed, and results are tabulated by the Office of Planning and Institutional Effectiveness (OPIE). EMCC encourages Adjunct faculty to participate in workshops, training, and learning grants offered through the CTL. Adjunct and residential faculty professional development are at the heart of everything EMCC does in the online enhanced teaching and learning environment. Following the Learning College philosophy, enhanced online courses are developed upon sound pedagogy, dynamic instructional design, and active learning to optimize student success. Workshops to create online or hybrid courses in Canvas are offered every semester.

EMCC offers new residential faculty a semester-long New Faculty Orientation through the CTL. The experience introduces first-year probationary faculty to College leaders. Faculty are also provided information and resources to enhance both teaching and scholarship. Faculty participants also receive a one-course reassignment to facilitate participation, consisting of weekly meetings over the fall semester. First-year probationary faculty receive a one-year waiver of their service requirement while they adjust to their new surroundings. Issues of pedagogy, classroom management, and College practices and procedures are just a few of the topics covered in the New Faculty Orientation.

3.C.6.

Instructors are accessible for student inquiry.

EMCC's Learning College philosophy emphasizes to faculty the importance of being available to students to support student learning. All faculty list their contact and accessibility information in the course syllabus and the learning system (Canvas) section of every class they teach. Residential faculty may also post this information on their office doors. The Faculty Agreement 5.2. lists Residential Faculty Accountability/Professional Responsibilities including student accessibility: "holding a minimum of five (5) scheduled student support hours reflective of the Residential Faculty member's teaching schedule, posting the time and location of scheduled student support hours so that they are publicly accessible to students."

Service residential faculty also provide full accessibility, meeting their professional responsibilities either in the library or serving as student counselors. Residential faculty Evening Supervisors hold two academic support hours per week to serve students and support adjunct faculty during evening hours.

Many residential faculty such as math professors, also hold scheduled formal or informal academic support hours in EMCC's Academic Success Center (ASC tutoring) to promote students' awareness and use of available tutoring services and collaborate with tutors. Residential science faculty hold support hours in the ASC to increase engagement and enhance student success.

Many adjunct faculty from various disciplines work as tutors in the ASC to support student success. Adjunct faculty are not required to hold academic support hours but are available to their students through voicemail, email, or messaging through the Learning Management System (Canvas). Additionally, adjunct faculty have the opportunity to meet with students in the Arroyo Hall Adjunct Faculty Office.

3.C.7.

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

MCCCD recognizes the value of hiring and retaining quality professionals to provide support services. New employees undergo a competitive hiring process that reviews candidates for the specified criteria established for each position. Ongoing training opportunities are plentiful and offered within various formats and time frames to suit the needs of departments.

Student support staff have numerous professional development opportunities available through EMCC and MCCCD, including the Estrella Leadership Development Program (ELDP), Women's Leadership Group, Day of Learning events, and professional growth funds allocated for classified staff. Classified staff employees had $4,000 from the District in FY 2020-2021 to support approved professional growth activities, tuition, lab fees, books, and certification exams.

College processes and programs are enhanced regularly. Student Affairs (SA) staff engage in ongoing training. New advisors participate in a New Employee Orientation, complete online training modules defined by MCCCD HR policy, and participate in one-on-one or small group training for advisement and other SA areas. Job shadowing is also required with time spent shadowing and

eventually assisting in various positions, including the Welcome Desk, Required Orientation Advisement and Registration (ROAR) for students, Nursing Information sessions, and working with individual advisors. Existing staff mentor new staff and all individuals work on teams to update areas involved with specific program information, new technology, and revised processes. Weekly Student Affairs meetings provide consistent training. Biweekly meetings are held for all SA staff, and alternate biweekly meetings are for department-specific staff. Partial or all-day retreats are scheduled once a semester for more in-depth training and team-building. Staff can participate in professional growth opportunities offered by MCCCD and EMCC, including web seminars, in-person training at the MCCCD Office, and campus training sessions.

Staff members who provide tutoring must meet a set of minimum qualifications to work within the Academic Success Center (ASC). For example, math tutors must meet the following minimum qualifications:

- Successful completion (grade of "A") in the course they tutor (e.g., MAT220)
- Knowledge of course content and materials in the subject area they tutor (e.g., mathematics)
- Good communication skills and the ability to help students understand complex material
- Patience and respect for the varying levels of student content knowledge

Additionally, the following are desired qualifications:

- Successful completion (grade of "A") in other subject area courses (e.g., other math courses)
- Knowledge of instructional methods used at EMCC
- Experience providing quality service in a fast-paced environment

Qualified applicants participate in an interview process that may include a knowledge assessment depending on the tutorial subject. Faculty recommendations are considered when hiring student tutors.

The Academic Success Center holds a mandatory, in-person, two-day training during the week of accountability for tutors. Day one presents information for new hires to learn about the operational aspect of tutoring. All tutors are offered training during day two. While the content of the second day varies by semester, the focus is always to assist tutors in reflecting on the importance of their work. The importance of the tutor's values, communication, and ability to work with diverse groups is emphasized for inclusion within all tutoring settings. Topics are delivered through activities, presentations, and guest speakers.

Tutors must acquire the College Reading & Learning Association (CRLA) Level I Certification during their employment. The Academic Success Center has been CRLA certified since 2013. Tutors participate in the CRLA training through a self-paced course in Canvas. They receive a CRLA Level I Certificate upon completion of the training, along with the specified number of tutoring hours.

The Academic Success Center has an Employee Handbook that outlines tutor procedures, responsibilities, and expectations. Tutors acknowledge that they have read and understood the Handbook by turning in the Handbook's Employee Commitment Signature page.

All staff members providing student services are qualified employees. For example, a Financial Aid Technician II must be able to counsel students and parents regarding financial aid processes. Student Services Specialists are qualified to advise students and parents regarding the various student services functions (admissions, placement testing, financial aid programs, academic advisement,

community education, and registration). A Learning Associate is academically capable of providing tutoring for specific disciplines.

Sources

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- Crit 3 AY 2020-21 Faculty Staffing Ranking List
- Crit 3 AY 2021-22 Faculty Staffing Rankings
- Crit 3B Faculty Professional Growth
- Crit 3C Academic Success Center Training
- Crit 3C Adjunct Faculty PLC
- Crit 3C Adjunct Faculty Support
- Crit 3C Adjunct Professional Growth
- Crit 3C Adjunct Workshop Flyers
- Crit 3C Advising Professional Development Course Outline- Full Version
- Crit 3C Advising Summit OFF and Agenda
- Crit 3C CAFE Credits
- Crit 3C CCSSE Promising Practices
- Crit 3C Class Climate at EMCC
- Crit 3C Course Evaluation Temp Blank
- Crit 3C CTL Canvas Support
- Crit 3C CTL ELDP
- Crit 3C CTL Homepage
- Crit 3C CTL Multimedia Technology Training
- Crit 3C CTL Skills Credentialing
- Crit 3C CTL Training
- Crit 3C CTL Workshops Catalog
- Crit 3C EMCC IDP Rubric AY 2021-22 FINAL
- Crit 3C Employee v Stu Demographic Data
- Crit 3C Engaging Students Online
- Crit 3C Faculty Hiring Qualifications
- Crit 3C Faculty Professional Growth
- Crit 3C FRACTL
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- Crit 3C IDP Template 2019
- Crit 3C MCLI Horizon Grant
- Crit 3C NCCBP2019
- Crit 3C SAC Assessment Website
- Crit 3C WLG
- Crit 3C Workshops and Training
- Crit 3D Tutoring Center
- Crit 5B Fall 2019- Spring 2020 Student Evaluation of Instructors Summary
- Crit 5C Environmental Scan
- Crit 5C Environmental Scan (page number 15)
- Faculty Agreement
- Faculty Agreement (page number 20)
- Faculty Agreement (page number 90)

3.D - Core Component 3.D

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

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

Argument

3.D.1.

Estrella Mountain Community College provides student support services suited to the needs of its student populations.

EMCC provides student support through a variety of services suited to the needs of its student populations. In March 2020, all of the College's services pivoted to online/remote services using phone and online technologies such as Jabber, Cranium Cafe, Google, and Zoom. Form submissions were enhanced using dynamic form technology to keep students and staff safe during the COVID-19 pandemic. When the College resumed limited services in-person, they continued to support student success by telephone and other internet-based communications (email, chat, virtual meetings). Student support options are communicated through email, social media, website, text messages, and robocalls.

Services provided to students include financial aid and scholarships, disability resources and services, counseling, the Veterans Center, career services, academic advising, student life, and outreach programs. All program services are located within one campus area and duplicated remotely through online delivery. Most of these services are accessed through a single point of entry, the Welcome Center in Komatke Hall. Services are available year-round and via remote technology, which allows for chats, emails, phone calls, and virtual meetings. The Welcome Center serves as a "triage point," assisting students in identifying needed services and providing direction in locating appropriate resources.

EMCC is an open door institution with a large percentage of first-generation and underrepresented students. The College is committed to supporting all new students with interventions that provide the necessary and appropriate tools to navigate their college experience. Student support services are evaluated through the Program Review process. Assessment results are used to implement recommended changes and to inform the budget allocation process. In addition, EMCC evaluates its services through participation in the Noel-Levitz Student Satisfaction Inventory (SSI), which evaluates the College's academic and student support services from the student's perspective. Results from the Spring 2019 administration indicate comparable levels of satisfaction when compared to

national community colleges. The division of Student Affairs launched an assessment training program in 2019 to incorporate assessment into their division plans. This Canvas-based training module, facilitated by Student Affairs professionals, has also been adopted as a training tool for new faculty. The two-year training program has resulted in student support departments establishing both operational and student learning outcomes. Operational outcomes are tied to the tools from *The Four Disciplines of Execution* (4DX) strategic planning goals. Student learning outcomes are linked to the College learning outcome related to critical thinking. Assessment results are tracked on a 4DX college dashboard and reviewed annually.

EMCC also provides a variety of specialized clubs and organizations to complement students' out-of-class experiences. Clubs and organizations offer a clothing closet, food pantry, childcare vouchers/scholarships, and other student and community services.

Students receive orientations and support services through specific academic and occupational programs as well as Student Affairs departments. For instance, the Career and Technical Education Institutes conduct discipline-specific orientations for students enrolled in their programs. The Honors Program conducts its own orientation and supports EMCC's cross-disciplinary honors students. The Veteran Services Office conducts an orientation and provides continuous support to EMCC's military and veteran students. The Disability Resources and Services Office holds an orientation tailored to students with accommodations and services. Their efforts ensure students experiencing disabilities have equal access to EMCC programs, services, and activities.

Learning support is a critical element of EMCC's student experience and is reflected through academic support services (tutoring). In 2019-2020, the Academic Success Center provided over 38,915 hours of tutoring to 4,197 students. The ASC's Information Desk is highly visible for students to sign in for tutoring or obtain directions to appropriate areas. Tutorial services support areas with a concentration on writing, math, science, reading, languages, and occupational success, as well as independent and group study. Tutoring services also provide remote access via chat, virtual meetings, and email reviews.

Student, faculty, and tutor surveys are gathered yearly to help measure and evaluate student satisfaction levels with provided services. In specific occupational programs, such as nursing, post-graduation surveys are sent annually to evaluate learning support services specific to that program. Student tutoring within the ASC is documented through the software program TutorTrac. Students utilize TutorTrac for appointment-based tutoring sessions for math, writing, and other courses where tutoring is offered. During AY 2020-2021, the ASC started testing a STEM-focused tutorial offering via Cranium Cafe, with drop-in tutoring for science and the second 8-week Math courses. Students are provided a link to meet with a tutor in the ASC lobby; once logged in, they are directed to the lobby area, where tutors escort them into the session.

The Computer Commons is located near the ASC. It is a place where students can work on computer projects for any course and receive Computer Lab Technician or Learning Facilitator assistance. From Fall 2020 to Summer 2021, the Commons recorded 368 technology tutoring visits. There are 180 desktop computers available for student use and both table and soft seating where students can plug in their own devices. The facility contains 170 Windows-based PCs and ten iMacs. Students studying computer programming learn in discipline-specific state-of-the-art spaces, like the Multimedia Lab. This area houses 21 PCs and a Cisco lab with more than 83 pieces of Cisco equipment plus 42 PCs and also supports the Redhat lab with 21 PCs dedicated solely to student learning. The Netlab remote lab environment includes 47 pieces of Cisco equipment. This computer-assisted learning environment supports 64 concurrently connected sessions, each offering

multiple virtual servers and associated Cisco devices. Additionally, the ASC has 52 PCs available for student use. Tutoring is available in the Computer Commons for Computer Information Systems or Business-Personal Computers. Further, students can reserve private study rooms located in surrounding areas within the Computer Commons.

The EMCC Library is located at the center of the College between the ASC and the Computer Commons. The Library is open 76.5 hours per week. Library faculty and staff offer research assistance in-person and over-the-phone from the service desk during all College operating hours. In addition, the Library provides 24-hour assistance through the MCCCD's Ask a Librarian chat service. The Library maintains an instructional video channel on Vimeo with current tutorials on using the Library's resources and databases. Faculty can also request digital research guides and/or online interactive research tutorials for their online and face-to-face courses to help teach information literacy skills.

Library faculty collaborate with discipline faculty to provide the resources students need to complete projects and papers, including scheduled classroom visits targeting information literacy instruction. All Librarians provide face-to-face, in-class instruction. During FY 2019-2020, Librarians supported 109 classes and 2,647 students. Each faculty Librarian oversees an essential piece of the instructional support offered by the Library. Facilitating student access to the digital library is supported by the Systems Librarian. The Collection Development Librarian ensures that the Library's collection (books, DVDs, databases) aligns with the information needs of course assignments. The Instructional Librarian maintains the instructional service and scheduling requests for classroom visits. Online instructional objects (videos, digital guides, online tutorials) and chat services are supported by the Online Outreach Librarian. The Librarian serving as Chair of Information Resources oversees the Library's daily operations and scheduling of services.

3.D.2.

Estrella Mountain Community College (EMCC) provides for learning support and preparatory instruction to address the academic needs of its students. EMCC has a process for directing entering students to courses and programs for which the students are adequately prepared.

EMCC has developed successful processes to direct entering students to courses and programs for which they are adequately prepared. Students considered underprepared have available resources that provide the necessary preparatory instruction and learning support to successfully complete college-level coursework. One such resource is EdReady, an adaptive program that can help them master concepts needed to place into higher-level coursework.

The process begins with assessing students' needs and performance based on multiple measures, including standardized mathematics placement tests, writing skills, and reading. Cost-free placement testing is provided through the College's Testing Center. Placement scores better enable appropriate course placement as decided by the respective discipline's instructional council.

All new students are directed to complete the College's Enrollment Steps, which include course placement and attendance in a group advising/orientation session: Required Orientation, Advising, and Registration (ROAR, in-person or online). ROAR contributes to College student engagement by serving as a welcome point through which students are introduced to the EMCC community and culture. Students participate in a College tour where they are guided to the locations and purposes of several student support spots, including academic, financial, career, and social services. Tour groups are formed based on student fields of interest. The tour allows students to interact with other students

with whom they already have something in common and fosters a sense of community. After ROAR, students are presented with a customized class schedule as they complete their first-semester registration. Institutional data shows that students who complete ROAR are more likely to persist than those who do not. Approximately 63% of ROAR participants are shown as persisting, compared to 41% of students who did not complete ROAR.

EMCC's academic programs have been innovative and effective in providing instruction to under-prepared students. English, reading, and mathematics courses are offered in various formats to accommodate students' desired pace and approach best. Innovations in delivery and instructional methodologies include acceleration, linked courses, learning communities, and the use of contextualization. The College also provides a variety of services to support students during the COVID-19 pandemic.

EMCC provides specific academic program support for learners through the Writing Center and tutorial assistance within the Academic Success Center.

3.D.3

Estrella Mountain Community College provides academic advising suited to its programs and the needs of its students.

Estrella Mountain Community College (EMCC} currently employs (November 2020) 6 full-time analyst advisors (exempt) and four student specialist advisors (non-exempt). Academic advisors assist students in several ways, primarily creating an educational plan that meets degree or certificate requirements aligned to students' academic goals. Advisors continually encourage students to maintain satisfactory academic progress (SAP), provide general College policy information and resources related to credit transferability to universities, and refer students to relevant on and off-campus resources.

Initial new student advisement sessions are conducted in a group format via the ROAR orientation sessions. ROAR orientations provide students with the basic information needed to choose a field of study, first semester classes, and assistance with self-enrollment. Many students create an educational plan through an additional group advisement session as part of a College success class taken during their first semester of enrollment. Continuing students connect in individual sessions with their field of study advisor. Advisement for subsequent semesters focuses on the specific degree requirements. Specialized advisement sessions are offered for particular areas such as Nursing, Veterans, ACE, Excel, and classes at the West MEC satellite location.

Advisement is a mandatory enrollment step for all new students and requires significant resources to meet the demands of the student population. In 2020, the cohort field of interest (FOI) model was implemented to improve service to students by connecting each advisor with an identified major, discipline, and group of related fields of study. This model enables advisors to connect and collaborate with faculty. Advisors working with faculty to learn more about the disciplines assigned to them participate in discipline-specific events and outreach efforts resulting in the ability to provide more specific information to students in their FOI. Training is accomplished through weekly team meetings, group sessions like workshops, class meetings, and occupational institute events. Additionally, advisors participate in numerous professional development opportunities, including the annual NCADA conference. Advisors stay current on best practices that better serve students, faculty, and staff through professional development. Advisors are actively involved in campus task forces, committees, and FOI-specific activities to receive updates and gain knowledge beneficial to

student success, retention, and completion. EMCC's Director of Career and Educational Planning Services is a member of the MCCCD Academic Advising Council (DAAC). Faculty members are encouraged, but not required, to offer advising support, and many faculty members in each division offer advising in their respective disciplines.

3.D.4

Estrella Mountain Community College provides 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 EMCC's offerings).

Estrella Mountain Community College (EMCC) provides the infrastructure and resources necessary for optimal instruction and student support. The institution has Facilities Planning documents indicating build-out/remodel projects guided by the focus on building and creating innovative teaching and learning spaces. Build-out remodel projects integrate environmental elements and public art to reflect the culture and history of the surrounding West Valley community. In addition, the EMCC administration receives feedback as needs arise from instructional divisions and specialized areas. While these needs may not be in the Master Plan, they are vetted through leadership and are incorporated into future planning if the needs are well justified. Examples are the Honors Program and Phi Theta Kappa. EMCC has the third-largest Honors Program in the District and needed a more appropriate space to support Honors and Phi Theta Kappa students. In 2018, the College remodeled space to accommodate these students and provide proper working areas in Estrella Hall, making the services more accessible to all students. New library shelving in Estrella Hall was also added in the summer of 2020 to house a more extensive collection to support new programs.

Responding to the growing number of students and their accompanying instructional needs, EMCC secured the build-out of Arroyo Hall. EMCC invested in instructional spaces and faculty and staff offices within the new building to optimally support a growing student population. A long-standing EMCC goal has been to provide all new instructional spaces with the best and most appropriate technology possible. The addition of Arroyo Hall includes installing state-of-the-art instructor stations and classroom computers to help serve the needs of the growing student population.

Funding for Arroyo Hall enabled the remodeling of classroom spaces in Montezuma Hall and creating state-of-the-art science Labs and research areas for students.

Additional remodeling and new construction will support the following areas:

- Student Life Basic Needs Services - Student Life (2021)
- Veterans Services Expansion - Veterans (2021)
- Komatke A & B remodel - All Enrollment Services and Counseling (2022)

Currently, EMCC has 107 classrooms, nine computer labs, 14 science laboratories, 69 standard Learning Studios, 3 Art Studios, 4 Nursing Studios, and eight special use classrooms for Music, Culinary, Community Education, Maker Space, and the Performing Arts. The College strives to maintain the most updated information and educational technology to support teaching and learning. The results of the Noel Levitz survey reported (July 2019) a high level of student satisfaction with learning facilities. Individual items with high importance ratings (mean of 6.0 or higher importance) and small performance gaps (gap = 0.50 or less) indicate EMCC is doing a good job meeting student

expectations. Items with an "~" also exceed the national satisfaction mean. Individual items that met this criteria by scale categories included:

- Library resources and services are adequate
- Sufficient number of study areas on campus
- Helpful and approachable library staff
- Adequate and accessible computer labs
- Readily available tutoring services

All EMCC classrooms have dry-erase boards and are equipped with networked computers and pad cameras connected to overhead projectors. Laptop carts and other educational technology are available for faculty to utilize in classes without computers, and EMCC provides multiple computer labs and study centers across campus. The College also offers free Wi-Fi for all EMCC students on campus, and the Computer Commons assists students with computer and software usage.

Details about the Academic Success Center, Computer Commons, and Library resources and services are presented in 3.D.1.

The scientific disciplines offer classrooms and labs designed to provide distinctive student learning experiences. Many laboratories are designed as indoor/outdoor learning environments meant to improve student learning in authentic spaces. The Life Sciences Division has state-of-the-art biology and microbiology laboratories and live animals indigenous to the surrounding desert. In 2019, Montezuma Hall completed an $800K renovation project to provide a new biology laboratory as well as relocate the Honors program into Estrella Hall so that Montezuma Hall could feature new research space and increased workroom and storage for the biology labs.

EMCC has several spaces for holding performances, celebrations, and concerts. The largest public space is the Performing Arts Center (PAC). The PAC was completed in 2015. The 26,000 square foot performance hall houses the College's art, music, and dance programs. The performance hall contains a 285 seat theatre, a 70 seat black box theater, dance studio, scene shop, costume shops, dressing room, make-up room, green room, and multipurpose classrooms and outdoor gathering spaces. This landmark offers surrounding communities an opportunity to experience the remarkable talents of EMCC students and so helps cultivate a love for the arts.

EMCC's Culinary Institute offers student and instructor teaching and learning within a 15,000 square-foot facility. The Institute houses a fully equipped teaching kitchen with multiple stations where students can practice and apply skills and knowledge in the areas of hot foods, garde- manger, pastry, and baking. The program also has a designated dining room within Regions restaurant. The restaurant serves a monthly lunch offered to both campus and community where students gain front-of-the-house and back-of-the-house dining presentation experiences.

The Western Maricopa Education Center (West-MEC) is a public school district that provides innovative career and technical education programs that prepare students to enter the workforce and pursue continuing education. EMCC's West-MEC location is only 8 miles from Estrella Mountain's main campus and opened in 2018, facilitating partnerships between West-MEC, Arizona Public Service (Electric Company), and Palo Verde Nuclear Generating Plant. The Power Plant Technology program has a new, state-of-the-art lab facility at the West MEC location. Supporting concepts are taught in a lab environment that provides students, faculty, and staff opportunities to design, fabricate, and test innovative projects in a supportive environment. Electrical and mechanical concepts are supported in the lecture/ lab space, which houses fully operational power plant

technology.

The College's Maker Space facility provides learning opportunities for students and employees through the design, fabrication, and testing phases. Access to equipment such as 3D printers, scanners, laser cutters, etching, vinyl cutters, molding, industrial sewing, precision milling, and a complete inventory of industrial-grade hand and power tools are available. Students have the freedom to design, fabricate, and test practically anything they can imagine for course applications.

EMCC's natural spaces serve as important resources for teaching and learning through programs such as the burrowing owls research project, community garden, and animal ambassador program. Created by the EMCC biology faculty, the burrowing owls, community garden, and animal ambassador program provide a wealth of hands-on, STEM-related learning opportunities for EMCC students interested in conservation biology, wildlife biology, and ecological research and education. These projects serve as a living laboratory to learn, engage, and connect students and the community, focusing on Sonoran Desert biodiversity, education, and conservation.

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- Crit 3D Community Garden
- Crit 3D Computer Commons
- Crit 3D COVID Student Resources
- Crit 3D cranium-cafe-student-access
- Crit 3D Culinary Institute
- Crit 3D Disability Resources
- Crit 3D Division Assessment Plans
- Crit 3D EdReady
- Crit 3D EM Strategic Plan Metrics Dashboard
- Crit 3D Enrollment Steps
- Crit 3D Facilities Planning
- Crit 3D Food Pantry
- Crit 3D Info Lit CATS
- Crit 3D Institutes
- Crit 3D Instructional Councils
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- Crit 3D Library Vimeo Example
- Crit 3D MakerSpace
- Crit 3D MCCCD Placement Chart
- Crit 3D NACADA Annual Conference
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- Crit 3D Noel Levitz and Student Satisfaction with Resources
- Crit 3D Number of Computers
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- Crit 3D Open Door
- Crit 3D Performing Arts Center
- Crit 3D Phi Theta Kappa
- Crit 3D Placement Chart
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- Crit 3D Tech Tutoring Visits
- Crit 3D Testing Services
- Crit 3D Tutoring Center
- Crit 3D Variety of Formats
- Crit 3D Veterans Services Center
- Crit 3D Welcome Center
- Crit 3D West-MEC
- Crit 3D Writing Center
- Crit 3D-veterans-advising-enrollment-guide

3.S - Criterion 3 - Summary

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

Summary

Estrella Mountain Community College provides quality education, wherever and however its offerings are delivered.

EMCC provides students with high-quality, enriching educational experiences in and out of the classroom. Extracurricular activities and programming enhance in-class learning offerings. The college offers a large selection of credit, non-credit, occupational, and certificate programs designed to help students develop skills adaptable to changing environments while meeting their needs and those of the surrounding community. Programs are delivered in various formats, their rigor is appropriate to higher education, and high-quality consistency is maintained through the evaluation of student learning. EMCC has sufficient resources, faculty, and staff qualified to provide high-quality programs and services. Programs and services are continuously assessed, and data is used to make improvements and determine appropriate resources to support student learning.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

The institution ensures the quality of its educational offerings.

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

Argument

4.A.1.

Estrella Mountain Community College maintains a practice of regular program reviews and acts upon the findings.

Estrella Mountain Community College (EMCC) has leveraged Program Reviews as part of its strategic planning for over a decade. College program review templates incorporate a learning-centered philosophy, with assessment defined as how a program fits within the divisional plan.

Starting in the 2020-2021 academic year, EMCC implemented the Four Disciplines of Execution (4DX) model for strategic planning, which helps define how each divisional plan fits within the College's strategic plan. The four disciplines are: (1) Focus on the Wildly Important; (2) Act on the Lead Measures; (3) Keep a Compelling Scoreboard; and (4) Create a Cadence of Accountability.

The College is applying 4DX to the first "super goal," which is to increase the number of graduates/completers with equity to 1,090 by August 2022 and 1,274 by August 2023. The College

identified three sub wildly important goals (WIGs) to achieve its super goal:

- Increase annualized enrollment growth rate by 3% (from 5,623 by August 2021 to 6,073 FTSE by August 2022)
- Increase fall-to-spring retention from 79% to 82% with equity by February 2022
- Increase student satisfaction as measured by Noel Levitz from 8 out of 12 service categories to 10 out of 12 service categories by July 2022

Divisions and programs identified their most important goal (team-WIG) and aligned it to one of the three College sub-WIGs. Divisions and programs also identified one or more leading measures to track goal progress with a target date to achieve that goal. This detail became a critical element of the Program Review process.

Program Review is a 3-year cycle at EMCC. In Year 1, writers are charged with providing a full Program Review. The most recent Program Review cycle provides the program an opportunity to depict: (1) program/division student persistence and completion; (2) assessments of student learning outcomes; (3) any external changes which may affect success; (4) how the program aligns with the College's strategic plan; (5) how the program aligns with the division's plan (if applicable); (6) goals for the 3-year cycle and the resources needed to achieve them; and, (7) the initial identification of budget requests for the program. Identifying budget requests within the Program Review is a requirement for any of these requests to be granted through the annual Financial Resource Committee's (FRC) budget process (formerly known as the Budget Development Steering Team process). Years 2 and 3 of the Program Review cycle focus on evaluating the progress of the goals identified in year 1, along with any additional budget requests needed in the next academic year. EMCC is in year two of the Program Review cycle. Program update progress occurred during fall 2020 with the goals outlined in year 1 of the cycle.

Program Review is a College-wide annual process involving academic, occupational, and co-curricular programs and departments serving under the Academic Affairs, Student Affairs, Administrative Services, and Office of the President divisions. Senior administration (i.e., Vice Presidents and the President) determines which programs will write or update Program Reviews over a particular year. The writing process begins in mid-fall with the development of pre-defined templates and data supplied by the Office of Planning and Institutional Effectiveness. Templates are customized to fit the program's role within EMCC, and relevant data is made available to answer outcomes questions. Authors collaborate with their respective Division Chair, Departmental Manager, Dean, Associate Vice Presidents, or Vice Presidents for feedback. The initial draft document is then submitted to Deans/Associate Vice Presidents/Vice Presidents/President (as is appropriate) for review over two weeks in mid-spring. The leadership team works with the writer to ensure the final document aligns with the division and College goals. In early fall, the program goals are evaluated and included as a critical component of the divisional plans, including any resource demands.

The College postponed the 2019-2020 Program Review and the implementation of 4DX in 2020 due to COVID-19. Faculty and staff faced the urgent transition of in-person classes to online classes and the associated resource, logistical, and student success demands which required full-time focus.

The 2020-2021 Program Review iteration only required programs/divisions/services to document their approach to 4DX, identifying their team WIG and leading measure(s). All other updates became optional.

4.A.2.

Estrella Mountain Community College 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.

The Maricopa Community Colleges District (MCCCD) and Estrella Mountain Community College (EMCC) maintain active partnerships with many regionally accredited public, out-of-state, online, and private colleges and universities.

- MAPP MyPath2ASU™ helps students plan and complete prescribed coursework designed so that MCCCD students can transition smoothly to Arizona State University (ASU) to earn their bachelor's degrees. Students who sign up for the MAPP MyPath2ASU can receive guaranteed admission to their desired ASU major once requirements are met, save time and money by taking the courses needed to transfer to an ASU degree, track academic and course progress with a personalized online tool called Pathway Tracker, meet with ASU academic advisors for guidance to stay on track, and access individualized university information.
- Northern Arizona University (NAU) has "2NAU" partnerships with Maricopa Community Colleges, providing affordable and convenient options for transferring to a four-year NAU bachelor's degree program. Through 2NAU, students begin coursework at EMCC, then transfer to NAU in Flagstaff, online, or at one of their many statewide satellite locations. Once completing the program, the student will graduate with an associate's degree from EMCC and an NAU bachelor's degree.
- The Arizona Bridge program is a partnership between the Maricopa Community Colleges and the University of Arizona (UA) that provides a clear path to a bachelor's degree from the UA. The Arizona Bridge program provides dedicated University of Arizona transfer staff for pre-transfer admissions counseling, $2,000 renewable scholarships for eligible students, and invitations to transfer events and activities at the Maricopa Community Colleges.

The District's Center for Curriculum and Transfer Articulation serves as the coordination point for developing and implementing all of EMCC's articulation agreements. EMCC staff serve on the advisory council, which oversees the pertinence of articulation criterion. Furthermore, EMCC Student Affairs staff evaluate each applicant's transcript as part of the admission process.

As mentioned in section 1.A.2, the Arizona General Education Curriculum (MCCCD AGEC) is a general education certificate that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university. MCCCD's AGEC is discussed in EMCC's 2020-2021 Catalog, particularly pages 36-43.

Generally, the MCCCD AGEC transfers as a block without loss of credit. In most cases, all courses used to satisfy the MCCCD AGEC will apply toward graduation requirements of the university major for which the AGEC was designed. AGECs were designed to articulate with different academic majors, and their particular requirements vary accordingly. The AGEC designations of courses completed within MCCCD are applied as listed on AZTransfer's Course Equivalency Guide to the semester(s) in which the course(s) were completed.

MCCCD official course descriptions for credited experiential learning opportunities, located within the EMCC 2020-2021 Catalog, page 323 (internships, externships, practicums, and clinicals), state the number of hours required for a student to receive college credit. The descriptions also indicate whether a maximum amount of credit is allowable for any given experiential learning opportunity.

Each of these courses is assigned an instructor of record who is responsible for ensuring the student completes the required hours and assignments to receive credit. The student crediting process includes specific course details and learning outcomes, how hours will be tracked, and what is required for grading and course completion.

4.A.3.

Estrella Mountain Community College has policies that ensure the quality of the credit it accepts in transfer.

Coursework must appear on official transcripts from the source institution to be eligible for evaluation. Official transcripts must be mailed directly from the source institution to the Admissions and Records Office. That Office completes course-by-course evaluations for all submitted transcripts. Conditions of Transfer Credit, located in the EMCC 2021-22 Catalog, include but are not limited to:

- Military credit: The Department of Military Affairs requires that all persons using any veteran's education assistance have all prior education and training evaluated. These students are required to request transcripts from all previous institutions, including military training. Transcripts will be evaluated and credit granted, as appropriate.
- Credit by evaluation: The American Council on Education (ACE) evaluates military training and experiences as well as non-collegiate-sponsored training programs. ACE recommends credit awards based on this evaluation, but the College is not required to grant a student the number of credits recommended. The credits awarded by the College are included on a student's transcript. Credit by evaluation may consist of:
    - Educational Experiences in the Armed Services
    - College Credit by Evaluation
    - Departmental Credit by Evaluation
- Credit by Exam (CLEP/AP/IB/CIE/DSST/ACT-PEP): MCCCD uses the ACE credit recommendations as guidelines to award credit for equivalent coursework as well as elective credit. Scores must be sent directly to the Office of Admissions and Records from the specific testing companies before credit is awarded.

4.A.4.

Estrella Mountain Community College 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. The College ensures that its dual enrollment credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Estrella Mountain Community College (EMCC) faculty members drive all curriculum development, including prerequisites, course rigor, and student learning outcome expectations.

Residential faculty members initiate curriculum proposals for new courses and programs, with support from the Curriculum Development Facilitator (CDF), and share the proposals with Division Chairs, Deans, Associate Vice Presidents, and Vice Presidents. Proposals address university requirements, workforce trends, student demand, and the need to offer a relevant, comprehensive, and coherent curriculum.

The Maricopa County Community College District (MCCCD) has instituted a Curriculum Redesign

Initiative that may alter how credit-based course curriculum, programs, and policies are developed and approved. At the time of the writing of this document, proposals are reviewed by the following:

- Curriculum and Product Development Committee: This highly collaborative committee includes representatives from across the College who support the development and implementation of the curriculum.
- Instructional Councils: Proposals must be reviewed by the respective discipline-specific committees for each content area with faculty representatives, one from each college in the District.
- Early Alert: For occupational courses and programs, an early alert is sent out by the initiating college so that other colleges will have an advance notice that a proposal may impact their course or program offerings.
- District Curriculum Committee (DCC): After review by the appropriate Instructional Council, the membership, which includes a faculty representative Curriculum Development Facilitator (CDF), and an administrative representative (Dean or Vice President) from each college in the District, DCC votes to approve or reject a particular proposal.
- Governing Board: Following a vote by the DCC, proposals are forwarded to the Governing Board for final approval. Additional curriculum approvals for certificates and programs are also required by the Higher Learning Commission and Department of Education for certain offerings before marketing, and subsequent enrollment may occur.

EMCC maintains authority about faculty qualifications as outlined in Criterion 3.C.3.

Dual Enrollment is an important higher education option that EMCC offers to qualified students at local high schools. It is a collaborative program with Academic Affairs, Occupational Education, Student Services, and local high schools in EMCC's service area. EMCC is working to improve the process of evaluating student learning outcomes to compare dual and non-dual section performance of a given course. The progress was limited in the 2019-2020 and 2020-2021 academic years due to COVID-19 challenges.

4.A.5.

Estrella Mountain Community College maintains specialized accreditation for its programs as appropriate to the College's educational purposes.

Most programs do not have a specialized accreditation process, except for Nursing. The Maricopa Nursing Program is approved by the Arizona State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN).

4.A.6.

Estrella Mountain Community College evaluates the success of its graduates. EMCC ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the College looks to indicators it deems appropriate to its mission.

Estrella Mountain Community College (EMCC) has provided excellent preparation for advanced study by its graduates. The first-year performance of the EMCC AY 2017-18 cohort who transferred to an Arizona public university consisted of 708 students. These students, on average, earned a 2.94 cumulative GPA, completing an average of 20.0 credit hours. The AY2016-2017 cohort reports 83.75% of students enrolled the following academic year. There were 517 EMCC students who

earned a baccalaureate degree at a public Arizona university who transferred 12 or more EMCC credits and entered as a new transfer in the fall or spring semester of AY 2018-2019. Information specific to the degree earned or the number of credit hours transferred and which Arizona university was attended are included in the comprehensive AZ Transfer Assist Report.

EMCC continues to seek improved data to assess whether and to what degree students are prepared for employment in their field of study. Some of EMCC's occupational degree and certificate programs prepare students for taking industry certification tests but are not inclusive of the testing itself. As a result, the testing organizations generally do not share student success reporting with the College. As outlined in section 4.A.5 of this report, the exception to this rule is nursing. Students in the nursing program have earned high passing NCLEX scores in the last four years.

The College attempts to gain better insights regarding student employment after graduation via surveys at the commencement celebration and six months post-graduation. The further away from graduation, however, the lower the likelihood a student will respond. The Alumni Office is working to improve the accuracy of its contact information.

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4.B - Core Component 4.B

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

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

Argument

4.B.1.

Estrella Mountain Community College has effective processes for assessing student learning and achievement of learning goals in academic and cocurricular offerings.

Estrella Mountain Community College's (EMCC's) commitment to the Learning College Philosophy lends itself to fostering a culture of assessment. This commitment to assessment is supported by providing critical resources for the implementation of assessment initiatives. The College provides reassigned time for two faculty members to serve as co-coordinators for the Student Assessment Committee (SAC), which includes Student Affairs in the learning outcome process and provides several opportunities for collaboration and communication: Luncheons, Assessment Strategy Map, and SAC newsletters. The purpose of SAC is to coordinate faculty and College resources to sustain a robust College-wide student learning outcomes assessment framework that operates at the institutional, program, course, and co-curricular levels. SAC works collaboratively across the College and has representation from critical College areas, including Academic Affairs, Student Affairs, and the Office of Planning and Institutional Effectiveness. This committee is responsible for two major assessment outputs: (1) Student Learning Outcomes infrastructure; and (2) documentation through the Comprehensive Assessment Tracking System (CATS).

EMCC has clearly articulated student learning goals and accompanying processes for assessing student learning outcomes occurring both within and outside the classroom. Learning goals are approached on multiple levels considering the course (CLOs), program (PLOs), institutional (ILOs), and co-curricular areas. In 2018, the faculty developed classroom Student Learning Outcomes (CLOs) from the top 40 enrolled classes at EMCC and aligned them to the Institutional Learning Outcomes. By 2019, over 160 courses had CLOs along with learning outcomes for thirteen areas within Student Affairs. Starting Spring 2020, the College's Center for Teaching and Learning required all new course development to include CLOs and ILOs into their learning management system (Canvas) shell. SAC continues to work on improving the collection and documentation process for CLOs. The committee is reviewing a more streamlined approach to better align CLOs to PLOs and PLOs to ILOs, as evidenced in its HLC Assessment Academy participation.

EMCC has a three-year Program Review process which is updated annually (exceptions are considered in response to external challenges such as COVID-19). Budget decisions are made using

information learned from the Program Review. Any budget requests require a declaration in the annual Program Review update. In 2017, MCCCD began the work of transitioning to Guided Pathways. This new advising approach includes mapping student pathways and creating PLOs, allowing the College to focus on CLOs and ILOs. EMCC is working to incorporate PLOs into the assessment structure. PLOs have been written into the Program Review template as a first way to bring these into the assessment cycle. Program Reviews are also part of the HLC Assessment Academy project.

In 2017-2018, SAC held a series of sessions called Courageous Conversations to collect feedback on assessment at EMCC and the future of ILOs. SAC recognized the following as factors influencing lower faculty participation: the difficulty of collecting data, having a three-year cycle not producing meaningful data, and too many ILOs. While the College officially has seven Institutional Learning Outcomes, also known as General Education Abilities, these conversations led SAC to pilot assessing three of the seven every semester: ILOs history, Program Review, and Courageous Conversations. Faculty and staff agreed that oral and written communication, along with critical thinking, were easier to assess across disciplines and co-curricular areas to help build a framework for data collection. This pilot also led the SAC coordinators to work closely with the Center for Teaching and Learning (CTL) and the Office of Planning and Institutional Effectiveness (OPIE) to learn how to use Canvas for data collection along with importing the results into a dashboard. In Fall 2020-Spring 2021, a series of listening sessions were held to determine the future of ILOs. In May 2021, faculty voted on the new ILOs and determined that communication and critical thinking are the overarching ILOs in which all other learning outcomes can be assessed.

Student proficiency in these learning outcomes is measured using Bloom's Taxonomy, a gauge for measuring critical thinking. These best practices have been employed while EMCC has developed one common rubric to evaluate each ILO. Every semester faculty are recruited, and rubrics are built into Canvas shells for participation in assessing ILOs.

Student Affairs launched an assessment training program in 2019. This Canvas-based training module, facilitated by Student Affairs professionals, has also been adopted as a training tool for new faculty. The two-year training program has resulted in establishing departmental support that evaluates both operational and student learning outcomes. Operational outcomes are tied to the 4DX strategic planning goals as described in section 4.A.1. Student learning outcomes are also tied to the College learning outcomes of communication and critical thinking. Assessment results are tracked on a College dashboard and reviewed annually.

Annual assessment reports: Program Review template and ILO report are created through EMCC's OPIE, College findings, and disaggregated division data provided using Tableau. Results are reviewed by SAC, College administration, academic departments, and academic divisions (meeting minutes). Through collaboration with the CTL, the SAC website provides training to guide faculty in the assessment process.

OPIE also administers the Community College Survey of Student Engagement (CCSSE) every three years, a Class Climate survey every semester, the national Noel-Levitz survey every three years, and the Survey of Entering Student Engagement (SENSE) every three years.

EMCC assesses the achievement of learning outcomes for both curricular and co-curricular programs in a variety of ways.

- Annual Program Reviews (co-curricular and curricular)

- ILOs through rubrics attached to assignments in Canvas
- CLOs through, but not limited to, common assignments, projects, journals, and pre/post tests

As an open-door institution with a large percentage of first-generation and under-prepared students, EMCC supports all new students with interventions that provide them with tools to navigate the college experience successfully. For example, an event offered every semester called College Success Week aims to match students with members of the College community to build connections vital to their success. Committee members overseeing this event assess the program each semester to inform improvement decisions. Additionally, assessment results for tutoring services and workshops assist faculty, learning technicians, and facilitators in formulating improvements. Other program assessments (Honors, PTK, and Service Learning) offer evidence that informs improvement planning through Program Review documentation and CATS.

4.B.2.

Estrella Mountain Community College uses the information gained from assessment to improve student learning.

Creating a culture of assessment and using the information learned to enhance student success begins with ensuring that the infrastructure is in place. Before 2018, Estrella Mountain Community College (EMCC) assessed ILOs on a 3-year cycle with action plans being created; however, the College remained challenged in not utilizing comparable data. CLOs had also not been defined and assessed (course competencies had been the previous focus). The lack of identifying learning outcome achievement to improve student learning resulted in developing a new process (Program Review and SAP). Discovering whether there have been changes in student learning outcomes calls for longitudinal data in evidence of process improvement. Beginning fall 2020, EMCC gained HLC Assessment Academy admittance. Participation helps enhance and streamline a new data usage process and allows the College to lead the Maricopa County Community College District in assessment (Letter of Agreement).

EMCC is dedicated to building a strong STEM program, including outreach and bridge program opportunities, and, most recently, providing support to create a STEM Center of Excellence (COE). STEM Faculty have worked collaboratively across disciplines to align best practices such as student journals in physics, calculus, chemistry, and biology (student samples) and offering a calculus/physics learning community. Programs within the STEM COE are beginning to review PLOs: Life Sciences, Calculus Capstone (Sample 1, Sample 2), and STEM COE. The Math Success Center has provided STEM journaling workshops and, through student feedback, improved workshop offerings. Student engagement is a significant indicator of student success and learning. Therefore, during the COVID-19 pandemic, the math instructors have looked for ways to engage students to ensure learning occurs (CATS and WIGS). Co-curricular activities and undergraduate research have been conducted through a WASEO grant: Animal Ambassadors, Burrowing Owls, Biology, and Math.

Student interventions were addressed in the first offered Now What? Luncheons at the end of Fall 2019, which provided an opportunity for faculty and staff to reflect upon semester activities and create improvement action plans for the subsequent semester. Currently, the use of CLOs to make improvements is in the beginning phases of being documented through CATS in courses such as biology, business, calculus, and communications. Reflection forms were being used, but this process has proven to be difficult. Thus, an assessment plan will be developed and linked to the Program Review through the Assessment Academy project.

Closing the Loop luncheons are offered every semester where data is reviewed, and action plans are created for ILOs. Counseling Faculty have been actively engaged with ILOs for many years and use the information to improve their curriculum. As evidenced in 4.B.2, many cocurricular programs also assess outcomes, and similar evidence demonstrates how groups are making improvements.

Efforts to capture additional evidence regarding student learning occurring outside of faculty and staff control are ongoing. A learning inquiry group was formed to determine top areas affecting student learning, which prompted creating a food pantry within Student Life.

4.B.3.

Estrella Mountain Community College's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members.

Program Reviews are required from all areas of the College and must be submitted before budget requests. Faculty and staff attend assessment workshops led by SAC coordinators. Best practices are showcased annually through the Center for Teaching and Learning's (CTL's) 5-Minutes of Fame and recognized in the CAT Assessment of the Year. Faculty and staff are also recognized monthly in the CATS of the Month award.

As stated in 4.B.1, the three-year cycle for ILOs was not producing measurable results and lacked substantial faculty and instructional staff participation. The new process of piloting two ILOs in Canvas has shown an increase in participation since 2018. After a three-year pilot and spending Fall 2020 and Spring 2021 gathering feedback and listening to faculty, the new ILOs were adopted in May 2021: ILO Pro/Con Survey, ILO Survey, and SAC Minutes.

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4.C - Core Component 4.C

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

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

Argument

4.C.1.

Estrella Mountain Community College has defined goals for student retention, persistence, and completion that are ambitious, attainable, and appropriate to its mission, student populations, and educational offerings.

Strategic Planning at Estrella Mountain Community College (EMCC) ties its strategic directions and Governing Board outcomes to its vision, mission, and values. The EMCC Strategic Plan informs the College budget and resource allocation processes.

As a learning-centered college, two questions are at the core of every decision.

1. How does this course, program, service, or decision positively impact student learning?
2. How do we know?

EMCC aligns its goals to those the Chancellor sets for all colleges within the Maricopa County Community College District (MCCCD) system. The most recent Chancellor's goals and strategic priorities are to:

1. Ensure high levels of success, equity, and an excellent experience for students.
2. Cultivate a sustainable competitive advantage by meeting the needs of business and industry through effective enrollment management.
3. Make MCCCD a great place to work and achieve organizational and operational effectiveness.

Goals for student retention, success, and completion are reviewed through the College's Leadership Council. The most recent 2020-2023 College strategic plan consists of three super goals aligned to system goals with three to four lead and lagging measures that include College targets for increasing

student completion, enrollment, and employee satisfaction.

- Super Goal 1: Increase the number of graduates/completers by 25% with equity by the 2023 academic year. This goal encompasses sub-goals related to both leading and lagging measures. Goals are set for each indicator.
- Super Goal 2: Achieve an annualized enrollment growth rate of 3% with equity by 2023.
- Super Goal 3: Make EMCC a great place to work,

4.C.2.

Estrella Mountain Community College collects and analyzes information on student retention, persistence, and completion of its programs

Estrella Mountain Community College (EMCC) tracks success, retention, and completion metrics. The EMCC Office of Planning and Institutional Effectiveness (OPIE) provides the data and information for all EMCC academic and support units by providing and publishing information to its internal website GetData. OPIE is responsible for the following:

- Collect, analyze, and disseminate information regarding status, trends, and accomplishments
- Coordinate regional accreditation initiatives
- Coordinate the strategic planning process
- Develop and implement performance indicators related to the institution's mission and
- priorities
- Provide data for informed decision making
- Support assessment of student learning

The EMCC Governing Board outcomes guide the College by identifying and establishing key performance indicators on student success, retention, and completion. The following key performance metrics have been identified through a collaborative process with EMCC and the District Office of Strategy and Planning. The metrics currently utilized by EMCC are:

- College-level credit momentum - students earning 6 hours or 15 within the first term or year
- Successful completion of college-level English or Math within the first year
- First-year success rates
- Fall to spring retention
- Three and Six-year graduation rates
- New transfer

The above metrics track new students at EMCC and are defined as full-time learners (12 or more attempted credit hours) or part-time learners (less than 12 credit hours). The metrics are also disaggregated by student populations for equity.

The EMCC key performance metrics are published to the College's outcomes dashboard that includes targets and is accessible to all employees within EMCC as well as employees across MCCCD.

EMCC participated in the 2016 cohort of the HLC Persistence and Completion Academy. The College defined a primary outcome goal and four supporting goals over its four-year association with the Academy. The College's Academy Primary Outcome Goal: Increase first-time, full-time students' degree and certificate completion rate from 17% to 25% within five years. Completion may refer to earning either a degree or certificate. Degree completion typically takes a minimum of two years,

while certificate programs can be completed in less than two years.

Primary Goal Outcomes: Although increasing degree and certificate completion rates for first-time, full-time students to 25% within five years was not reached, considerable progress was made with traditionally recognized underrepresented minorities. The greatest rate of degree completion was achieved for this student population. The goal to increase completion rates for college-level, English, math, and reading (ENG101, MAT 140+, and RDG [CRE 101]) within the first year was achieved (76%) in only one of the seven courses selected for the study. Changes to MCCCD placement methodologies may have influenced successful completion in MAT151, as the percentage decreased considerably, from 75% in 2018 to 64% in 2020.

Efforts to continue improving completion rates for all students have become a core component of the College's Strategic Plan and Program Review.

4.C.3.

Estrella Mountain Community College uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

The primary emphasis of the Estrella Mountain Community College (EMCC) Persistence and Completion Academy Project (PCP) was improving graduation (completion) and semester-to-semester retention rates through accelerating developmental education and adding embedded student support to gateway courses (project measures).

In February 2020, the EMCC Persistence and Completion Team reviewed 18 interventions in the EMCC Persistence and Completion Plan. Four primary action strategies were outlined:

- Strategies with low investment (effort/cost) and high impact will most likely be sustained (e.g., co-requisite remediation).
- Strategies with high cost and mixed or low impact were placed in the category of requiring improvement to be considered for institutionalization (e.g., EMCC embedded tutoring efforts).
- Strategies with high impact and high cost are to be sustained if time and resources are available.
- Low impact, low investment interventions can be sustained, but methods to increase impact should be considered.

Three interventions in the EMCC plan will likely be institutionalized, being part of the MCCCD response to fast-track developmental education: (1) The use of multiple measures placement for English, math, and reading along with co-requisite remediation within a 16-week format; (2) The use of simultaneous co-requisite developmental and college-level courses, or back-to-back 8-week hard-linked developmental and college-level courses; and, (3) Intentionally embedded tutoring services in biology and math course areas.

As a result of the COVID-19 pandemic, during the Spring 2020 and Fall 2020 semesters, the program pivoted to a fully online environment, which produced mixed results. The embedded tutoring program was designed in part to be delivered in an all in-person modality. As a result, a significant evaluation will need to be considered as the College continues to navigate the pandemic to determine whether intended interventions will be maintained.

A summary presentation identifies the lessons learned from this 4-Year project. Team membership

consisted of faculty, staff, administrators, and students. A core element of the Academy was the collaboration network. This network helped provide an opportunity to interact with HLC mentors and other institutions through the Collaboration Network to provide Project Updates on the progress of their colleges' Academy Projects. Primary mentors and scholars responded to the Project Updates with valuable insights.

4.C.4.

Estrella Mountain Community College'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.

EMCC's focus on student persistence, retention, and program completion is core to the College's culture. Persistence and retention are often used interchangeably, although they can have different meanings. Retention is defined as course retention throughout the term. Persistence provides a measure of students who continue enrollment in a subsequent semester. Completion refers to student graduation rates, those who earn either a degree or certificate.

EMCC retention programs are designed to increase course success/retention, semester-to-semester persistence, and/or certificate and degree completion. The following are examples of the College's retention programs:

- ACE Program & Hoop of Learning
- Academic Success Center – Tutoring
- EMCC Institute Model
- Early Alert
- EXCEL Program (infographic)
- Honors Program
- Prep Camps (Math Boot Camps)
- Peer Mentors Program
- Phi Theta Kappa
- Embedded/Intentional Advising Dev. Ed.
- Service Learning (Hours/Program Review)
- Internships
- WAESO Summer Program

EMCC retention events, occurring over one day to a maximum of one week, are designed to increase course success/retention, semester-to-semester persistence, and/or degree completion rates with short-term student engagement interventions, not including repeated post-event student follow-up. College retention events include:

- College Success Week
- Student Success Fair
- Transfer Fair
- Veterans Day Events and Veterans Fun Run

EMCC retention efforts represent changes or enhancements to College procedures, curriculum, and standard services to support improved retention outcomes. EMCC retention efforts are associated

with the following:

- Multiple-Measures Placement-Math
- MCCCD Modular Math (Dev Math)
- MCCCD Student Success Initiative – Mandatory Enrollment Steps + CPD Course

The College's commitment to maximizing student retention, persistence, and completion rates is demonstrated through the implementation of strategic plans. EMCC's Strategic Enrollment Management (SEM) plan includes five key areas that integrate student-success-based retention activities:

- Outreach and recruitment
- Community and workforce need
- Sustainable growth
- Retention and engagement.
- Maximizing facilities, resources, and technology

The Strategic Enrollment Management Plan (SEM) outlines numerous College functions working together to maximize student retention and engagement:

- Strategic plan systemic updates, occurring every three years, are employed within the SEM plan to inform strategies. The EMCC Leadership Council reviews this plan as part of the pre-retreat planning activities each academic year.
- The College's Academic Solution Team (AST) reviews the plan once each semester to ensure alignment with ongoing course scheduling, academic planning, and College challenges. This team works to ensure student, employee, and community safety in a COVID19 world. A sufficient number of course sections are provided. Available class times are offered through appropriate instructional modes to meet individual student schedule needs and learning styles.
  - Course schedule (SEM Strategy A2) metrics include class fill rates, number of disciplines with less than 5% capacity, seat utilization rates, and space utilization rates.
  - Course cancellation analysis (SEM Strategy A3) metrics include the percent of classes canceled for the fall, spring, and summer semesters for all classes and AGEC courses.
- An SEM team reviews the plan annually to address changes in the environment and monitor progress toward the long-term goals.
- The Financial Aid team actively tracks and provides consistent communication (SEM Strategy B2) to students to raise awareness of potential available financial aid.
- Recruitment and Outreach uses various marketing, outreach, and retention strategies. Efforts target former MCCCD students with at least 30 earned hours who have not completed a degree and/or certificate.
- Marketing actively reaches out to these students (SEM Strategy C1). The metric is the conversion rate for students contacted (Measure C1).
- Advisors work with these targeted students (SEM Strategy C2). The metric is the number of advisement appointments conducted with the target group (Measure C2).

The Academic Success Center (ASC) is a critical component of the College strategy.

- The ASC (tutoring) hosts a wide variety of programs to promote student persistence and completion. Some campus-based programs available to all students include drop-in tutoring, appointment-based tutoring, group tutoring, online paper critique through the College's Online Writing Center, 24/7 online tutoring through a product called BrainFuse, study success

strategies, tutorials, seminars, and workshops. Tutors are peer student learning facilitators dedicated to working with students in a supportive and collaborative learning environment.

- Remote tutoring allows students to engage with a tutor face-to-face via the use of virtual conferencing. EMCC tutors utilize WebEx to communicate using a webcam and microphone. Screen sharing capabilities also support online homework assignments through MOER, MyMathLab, and Canvas.
- Criterion 3D notes that Student Affairs had launched a staff-focused assessment training program in 2019. All student support departments are engaged in establishing both operational and student learning outcomes. These efforts include operational outcome measures impacting student persistence, retention, and completion.

Sources

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4.S - Criterion 4 - Summary

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

Summary

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

EMCC takes pride in being a learning-centered institution and takes responsibility for the quality of the educational programs, learning environments, and support services it provides. EMCC has a long and rich history of engaging in assessment to evaluate and improve student learning. The institution began the Learning College journey in 2007 and has engaged faculty and staff in the assessment process. Under the Learning College paradigm, learning happens anytime, anywhere, anyway, and assessing that learning goes hand in hand. Over the past several years, the student affairs areas have actively contributed to student and program learning outcome assessment. Most recently, beginning in Spring 2021, Student Affairs aligned assessment with the implementation of the Four Disciplines of Execution (4DX) to help the college achieve its most important goals. The 4DX process is being applied to one of the College's super goals, which will require every department/division to implement efforts to improve retention, persistence, and completion. Some areas have begun implementing their 4DX plans, but college-wide implementation will take place in Fall 2021. Student learning assessment information and results are available online via the college's website.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

5.A.1.

Shared governance at Estrella Mountain Community College engages its internal constituencies—including its Governing Board, administration, faculty, staff, and students—through planning, policies, and procedures.

The Maricopa County Community College District (MCCCD) Governing Board governs the District system under the policies and administrative regulations comprising Maricopa Governance. The Board is knowledgeable and supportive of Estrella Mountain Community College (EMCC), providing oversight for the College's financial and academic policies and practices and ensuring that the College meets its legal and fiduciary responsibilities. The Board makes itself knowledgeable about EMCC. In 2018, the MCCCD Governing Board, understanding the growing constraints of the EMCC budget and facilities, approved a $33M Campus Expansion to support the College's future growth.

During the past three years, many employees, both faculty and staff District-wide, perceived a lack of commitment to shared governance at the District level. The MCCCD Board has engaged in collaborative policy development practice with faculty and classified staff over many decades. During Academic Year (AY) 2017-2018, the MCCCD Governing Board attempted to alter these practices by passing two resolutions that essentially suspended collaborative policy development practices with both faculty and classified staff employee groups.

With the passing of two resolutions dated (9/18/17 and 2/27/18), the Board dissolved key components of traditional shared governance models. HLC received complaints, resulting from Governing Board

actions, from several internal MCCCD constituents. Noted in the MCCCD's October 29, 2018 response to the complaints, the Governing Board cited that actions complied with state regulations per their legal status and related State of Arizona statutes.

The Governing Board meeting of January 22, 2019, resulted in the passing of a new resolution rescinding the two resolutions that had dramatically altered faculty policy development and "meet and confer" processes. The new resolution called for the establishment of the Faculty Administration Collaboration Team (FACT). The current recognized body for Faculty Agreement development, FACT is composed of two members appointed by the District-wide Faculty Executive Council (FEC), two members appointed by the District-wide Adjunct Faculty Association, and two administrators appointed by the Chancellor. As part of the resolution, Residential Faculty Policies were renamed the Faculty Agreement. FACT has been meeting weekly since Spring 2019 to discuss proposed amendments to the Faculty Agreement. The Governing Board voted to adopt the Faculty Agreement in Spring 2021. FACT Agendas and meeting minutes are posted publicly on the MCCCD website.

The MCCCD Governing Board passed an additional resolution in January 2019 calling for Classified Staff to identify and form a structure that allows for "representation and voice based on communities of interest." In response, the Employee Groups Organizing Council (EGOC) was created in June 2019. The Council, representing all ten colleges and the District Office, was charged with making recommendations on a new shared governance model of employee representation for the District.

The EGOC fulfilled their charge and received approval from Interim Chancellor Dr. Steven Gonzalez on January 29, 2020. An MCCCD Employee Senate was implemented based on the newly approved shared governance structure for classified staff. EMCC has four employee representatives serving on the new District Employee Senate for AY 2020-2021.

EMCC has a robust shared governance structure at the College level that supports processes and decision-making. The College's Leadership Council serves as the primary governing body. EMCC's committee structure exists to promote participative governance and collaborative engagement in College initiatives and processes. Leadership Council reporting committees include Strategic Enrollment Management, Academic Solutions Team, Financial Resource Committee, and the Diversity, Equity, and Inclusion Team. Each committee is structured with a cross-representation of faculty, staff, students, and administrators to support and promote a variety of perspectives. The Leadership Council Membership and Policy Procedures outline the membership, committee structure, and member responsibilities.

College committees report out every month to the Leadership Council. Agendas and meeting minutes are posted on the College's intranet. College leadership at all levels continually participates in a shared governance model through active engagement with employee group representatives (Faculty and Employee Senate representation). EMCC's Faculty Senate serves as the exclusive representative of the College's faculty in academic, professional matters, and policy development. The Faculty Senate advises the College President on matters of importance to the College and faculty while the Employee Senate advises the President on matters of importance to the College and classified staff. Representatives of both groups are members of the President's Cabinet, where the College President meets and discusses operational issues with his leadership team. Both groups are committed to improving communication, collaboration, and College shared governance. All groups maintain and promote the standards and ideals of their respective professions, serve as the voice of their constituency groups, and select representatives to serve on councils and committees of the College and District. The College Plan outlines faculty and administration's specific roles and responsibilities consistent with strong shared governance principles.

Examples of shared governance and decision-making are evident in many ways, including the Faculty Staffing Committee, the Financial Resource Committee, and Student Life Coffee Talks.

- The Faculty Staffing Committee is faculty-driven and includes both the Vice President of Academics and the Associate Vice President of the Office of Planning and Institutional Effectiveness (OPIE). Every faculty division on campus has a Faculty Staffing Committee member charged with carefully evaluating faculty proposals based on campus needs. This committee is charged with forwarding a prioritized list of requested faculty positions to senior administration for consideration each spring semester. All faculty proposals for new positions must follow a mandated timeline and are evaluated using a comprehensive faculty staffing rubric.
- The Financial Resource Committee (FRC) includes voting representatives from faculty, employee groups, and administration. As a formal recommending body for College funding, FRC sends recommendations forward to senior leadership for possible funding. Information on funding decisions is then shared with Leadership Council.
- EMCC's Student Life and Leadership facilitates the series "Coffee Talks," a monthly gathering where students express their concerns, share feedback, and offer suggestions to Deans, Vice Presidents, and the President. Although Coffee Talks is not a formal shared governance structure, input and ideas from student voices during these sessions are considered in future decision-making.

5.A.2.

Estrella Mountain Community College's administration uses data to reach informed decisions in the best interests of the College and its constituents.

In addition to traditional planning efforts, several examples demonstrate how the administration uses data to inform decisions that best serve Estrella Mountain Community College (EMCC) and its internal and external constituents.

Faced with a growing student population and limited space and resources, the EMCC administration pursued additional resources during Spring 2018 to finance several new building projects in support of future College growth.

The secured resources address critical needs for instructional and support service spaces. New construction and the repurposing/remodeling of existing spaces addresses space deficits on the main campus, compounded by several years of consistent enrollment growth (pre-COVID-19). At the time of the proposal, the College had depleted all available space for faculty and program offices. Space limitations had an immediate impact on enrollment growth, evidenced by substantial classroom waitlists due to a shortage of instructional space. This proposal also addressed other needs created by the ongoing partnership with Gateway Community College (GWCC) and the Southwest Skill Center (SWSC) located on EMCC's campus. GWCC took over operation of the SWSC during Spring 2018.

In November 2018, the (MCCCD) Governing Board approved $33M for an EMCC campus expansion project. The campus expansion project included adding a new building, remodeling Montezuma Hall for a new Biology Lab, new parking lot, site utility extensions, and minor central plant work to provide additional cooling capacity for the new building. The new 37,000 square foot (sf) building, named Arroyo Hall, contains ten academic multi-use classrooms, four flex-labs, student support space, faculty and administrative offices, and other support space. The new building also provides 6,000 sf of vocational/occupational lab space allocated to grow existing or new programs for

GW/SWSC. The College is able to expand Enrollment Services to better serve students, a direct result of the opening of Arroyo Hall.

In Academic Year (AY) 2019-2020, EMCC was provided a unique opportunity to grow current community partnerships, leverage existing resources, and expand current programs and services to students in the Buckeye community. Buckeye Union High School (BUHS) and Western-Maricopa Education Center (West-MEC), a public school district offering career training programs, approached EMCC administration requesting to greatly expand dual, concurrent, and program pathways starting AY 2020-2021 at the West-MEC SouthWest Campus, where EMCC currently offers primarily career and technical education programs. This expanded partnership intends to increase dual and concurrent enrollment access for BUHS students. The partnership also presented an opportunity for EMCC to increase offerings and seats for traditional-age students.

EMCC's administration evaluated the proposed partnership, the budget, the enrollment, and the operational capacity of both facilities. The College concluded that in order to effectively scale up and sustain a long-term operation at the West-MEC SouthWest Campus, it was in the best interest of the College, the students, and the Buckeye Community to consolidate the EMCC Buckeye Educational Center (BEC) with the West-MEC SouthWest Campus. Effective May 14, 2020, EMCC no longer offered courses at BEC. The site has been officially closed. Beginning Fall 2020, the Buckeye Educational Center and all programs and services were relocated to the West-MEC SouthWest Campus (Buckeye, Arizona). The data and logic used to close BEC can be found in the March 2020 letter to MCCCD Chancellor and Governing Board President.

The EMCC Instructional Technology (IT) Department continues to support the online Student Laptop Checkout program. While most students have access to a desktop or laptop at home, these are often shared with other family members, particularly when multiple children in the household are being taught remotely due to COVID-19. Based on a Spring 20200 COVID-19 Online Readiness Survey, EMCC discovered that about 7% of students had no access to desktop or laptop computers at home. Some students were using a cell phone exclusively to participate in their online classes. To date, the IT Department has checked out more than 500 laptops each semester to EMCC students starting in Spring 2020. The Student Laptop Checkout program, launched in response to the COVID-19 pandemic, has been institutionalized and made available to any student enrolled in EMCC classes. The Student Laptop Checkout project, combined with the knowledge that many students own their own laptops, directly supported recent efforts to increase efficient investments in classroom technology. In Fall 2020, EMCC piloted a classroom laptop reduction project, based on usage data, in Estrella Hall, which will expand to additional buildings, including the new classroom building, Arroyo Hall. The project aims to strategically reduce classroom technology costs while providing charging outlets and space for student-owned devices.

EMCC IT staff are currently reducing the number of laptops in classrooms by approximately 25%. Laptops removed from the classroom are refurbished, and quality laptops are placed into circulation for the Student Laptop Checkout Program. The program provides a no-cost option for students to borrow campus technology for home or classroom use for the semester. If the refurbished equipment is lost or broken, the student's cost is just $50, compared to the full cost of having to replace a new device.

Another example is from the EMCC Persistence and Completion Project Team (PCP). In AY 2016-2017 the PCP Team, with support from the Office of Institutional Planning and Effectiveness, conducted a college-wide persistence and retention program inventory. Using the inventory, three of the more costly programs were selected to undergo a complete program evaluation. The program

evaluations were conducted for EXCEL, Peer Mentors, and the E2 Employee/Student Mentoring program. All three programs presented issues with funding at full-scale, overlap in the treatment populations, inconsistent implementation, and had limited or inconclusive evidence that the programs were directly impacting course success, retention to the next semester, or completion.

The Peer Mentor Program faced significant financial issues due to changes in the MCCCD course fees policy that requires fees to be used in the specific section of the course for which the fees were generated. The program was initially funded through Career and Personal Development Class Course Fees, which set aside some funds to support Peer Mentors in select classes and out-of-class office hours. Funding for Peer Mentors would require additional course fees ($45 to $55 per class) to be charged to students who are already struggling to pay tuition. If course fees were not used, EMCC would need to make a substantial investment to move the program to full scale (Peer Mentors in all developmental reading, math, and English courses) when the College was significantly underfunded.

The evaluation of the AY 2017-2018 E2 Employee Mentor Program was not completed because the program coordinator left the College for another opportunity during the in-depth review period. However, the initial findings demonstrated significant challenges, such as self-selected participation in the program, limited participants (ranging from 60-90 each year), and a lack of data to support that the program improved semester-to-semester retention due to the lack of a quasi-experimental control group. The program was initially designed to serve first-year students with no credits earned in District and continuing students who only completed 50% of their prior course work. The program's voluntary nature resulted in a sizable number of honor students and some second-year students with high academic success. A previous evaluation report conducted in 2013 documents that many of the participants started with a high level of self-efficacy, which is logical given the self-selection nature of the program. A flexible application process also resulted in a mixed cohort with a wide college experience and readiness range. The lack of a comparison group made it difficult to determine the impact of the program. While the 2013 evaluation of the program identified self-identified benefits, there was limited evidence the program directly improved semester-to-semester retention or academic performance. This limited number of participants versus the investment in resources was the primary reason the program was closed.

The EXCEL program also had a unique challenge as it targeted full-time students (primarily Hispanic) who did not require developmental education remediation. The program's goal was to accelerate the completion of college-ready students so they could complete a degree in 2 or 3 years and transfer to university. It was challenging to meet the target numbers for this program because most incoming students did not place in college-level math and/or English. In the first two program cohorts, exceptions were made for students who could complete developmental classes in the summer session were permitted to join the program. The mixed cohort combined with allowing students to stop out and rejoin in a later semester made it challenging to assess the program's true impact.

Senior administration reviewed the data for all three programs and decided to discontinue the Peer Mentor and E2 Employee/student mentoring programs because of the issues previously mentioned and the lack of direct data to support the academic benefit to students given the significant investments required. The EXCEL program was also identified for potential hiatus but could not be closed because it is supported by a Helios Foundation grant, funded through April 2022. Senior administration required that the program's continuation follow a more stringent implementation process with improved student success data. The EXCEL program has made these changes, and enhanced recruitment strategies were implemented in the high school to identify qualified participants before they enroll. EMCC will be looking to the Spring 2022 evaluation of the program to decide on the future scope and design.

5.A.3.

Estrella Mountain Community College's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures**.**

Several Maricopa County Community College District (MCCCD) and Estrella Mountain Community College (EMCC) structures and processes ensure faculty, and, when appropriate, staff and students are actively involved in setting academic requirements, policies, and procedures through effective and collaborative structures. Through various historical committee structures such as the Curriculum and Product Development Committee (CPD), Student Assessment Committee (SAC), and the Academic Solutions Team (AST), residential faculty provide leadership and oversight in establishing curriculum, student performance expectations, and student learning assessment.

- The Learning Plan (LP): Academic priorities and the direction for quality programs and instruction at EMCC are outlined in the EMCC LP. The plan is written by Academic Leadership (Vice President of Academic Affairs and Academic Deans) in partnership with Residential Faculty. Academic leadership transitions during Academic Year (AY) 2019-2020 and again in AY2020-2021 created the need for the LP to be aligned under the vision of new academic leadership. Hiring a permanent VPAA should occur during the fall 2021 semester. Completing a large environmental scan offers the new Academic Vice President the ability to collaborate with residential faculty. This collaboration enables the update of the LP and alignment with the Environment Scan, Facilities Comprehensive Plan, and the Strategic Plan (including 4DX).

- Academic Solutions Team (AST): Formerly called the Academic Issues Team (AIT), the AST is led by the Vice President of Academic Affairs and a peer-elected co-chair who is a residential faculty member currently serving as a Division Chair. The committee meets monthly to address academic issues that impact the College, faculty, and students. Issues have included course scheduling, classroom assignments, and course applicability (AST minutes).

- Oversight of curriculum at the College and District levels is supported by the Faculty Agreement and approved and adopted by the Chancellor. The Agreement applies to all Residential faculty members per the Preamble to the Faculty Agreement (FA).
    - FA, Article 3.1: Academic Freedom, attributes the oversight of academic matters to residential faculty (e.g., grade determination and other student performance evaluations).
    - FA, Article 1: Definitions, Governance, Faculty- Residential faculty have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and aspects of integrated student support related to the educational process.

- The Curriculum and Product Development Committee (CPD) at EMCC meets monthly to review and approve new, modified, or proposed deletions of College courses and programs. Led by a faculty Curriculum Development Facilitator (CDF), the committee consists of Division Chairs, Deans, and the Vice President of Academic Affairs, with Residential faculty members serving as voting members. All proposals consider university requirements, workforce trends, student demand, and the need to offer a relevant, comprehensive, and coherent curriculum. Curriculum Product Development Committee minutes are combined with the Academic Solutions Team and posted on an internal network.
- Instructional Councils: EMCC faculty also serve on District instructional councils. District instructional councils are charged with ensuring consistency in the application of curriculum,

Fields of Interest, and program pathways across the District. For example, a new curriculum or degree proposal submitted by an individual college must be reviewed by the respective discipline-specific committees for each content area with faculty representatives, one from each College in the District.

- District Curriculum Committee (DCC): A required and appropriate review by the Instructional Council [membership includes a faculty representative (the CDF) and an administrative representative (Dean or Vice President) from each College in the District], must receive adequate votes to approve or reject a particular proposal.

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- Faculty Agreement (page number 6)
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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1.

Estrella Mountain Community College has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Estrella Mountain Community College (EMCC) has the necessary qualified and trained operational staff and infrastructure. EMCC employs approximately 888 part and full-time employees, including 288 full-time staff and faculty, 407 adjunct faculty, and 192 temporary/student workers. A detailed breakdown of staff is provided in the EMCC employee redacted list.To ensure staff are qualified, EMCC and Maricopa County Community College District (MCCCD) Human Resources ensure diverse hiring committees and require strong minimum and desired qualifications. Recent EMCC job posting examples demonstrate the rigor of the hiring process through the minimum and desired qualifications.

The quality and training of EMCC staff and faculty are also documented via student feedback. Examples of student feedback include the EMCC Student Evaluation of Faculty (course survey), the Community College Survey of Student Engagement (CCSSE), and the Ruffalo Noel Levitz Student Satisfaction Survey. The Student Evaluation of Faculty survey documents the effectiveness of faculty-student engagement and quality of instruction. Most EMCC faculty score very high. EMCC also documents that faculty are creating engaging environments as evidenced by the College meeting and exceeding all five CCSSE Benchmarks. The Ruffalo Noel Levitz survey documents low gaps between importance and satisfaction for most College operations, indicating that EMCC meets student needs. It should be noted that some College service categories are slightly below the national mean; however, Ruffalo Noel Levitz uses all colleges regardless of size to create the national mean. Smaller colleges tend to have higher satisfaction scores as compare to larger colleges. EMCC is considered a large college.

Over the last 10 years, EMCC increased the number of residential faculty by 23 through periodic District allocations of permanent Residential faculty lines to EMCC (with a College match in some years). The influx of new Residential faculty, coupled with the recent decline in enrollment, has prompted the College to shift the proportion of courses taught by Adjunct faculty. During Fall 2019, approximately 63% of all credit-based sections were taught by Adjunct faculty members, compared to

Fall 2020 where 58% were taught by Adjunct faculty. The addition of 23 Residential faculty has also created a slight shift in the number and percent of Adjunct to full-time faculty ratios. According to the Maricopa Dashboard for Instructor Ratios, EMCC in 2019 had 36% Residential Faculty and 64% Adjunct Faculty. In 2020, the College is reporting a shift to 39% Residential faculty and 61% Adjunct Faculty. These faculty gains are increasing; however, data reported to the National Community College Benchmark (NCCBP) indicated a reported average of nearly half (49%) of all courses are taught by Adjunct faculty.

EMCC has made substantial investments in the employee hiring and onboarding processes. All advertised openings include detailed minimum and desired qualifications, which are used to determine a candidate's eligibility for academic and administrative positions based upon the candidate's education and experience. All hiring committee members are required to complete a Hiring Ethics Acknowledgement course before serving on a hiring committee. The acknowledgment course ensures members of hiring committees understand hiring procedures and mitigate potential biases. Detailed rubrics to screen applications and rate interviews are also prescribed to increase scoring reliability.

Once hired, all new employees attend the New Employee Orientation and complete mandatory annual MCCCD training sessions. The College's large reliance on part-time employees, student workers, and Adjunct faculty has prompted enhanced efforts to include all levels of employees at the orientation. New adjunct faculty are required to complete a comprehensive online training course related to MCCCD policies and college procedures. Faculty are also required to successfully complete EDU 250, Teaching and Learning in the Community College, within the first two years of teaching. New full-time faculty and staff are also invited to a one-on-one orientation meeting with the HR Director and receive job-specific training through their assigned division.

Employees' ongoing training and professional development are robust. The Center for Teaching and Learning (CTL) offers numerous workshops and training sessions for all employee groups throughout the year. The CTL has always focused on teaching and learning in online platforms; however, with the College's transition to online and live online learning environments in Spring 2020, due to COVID-19, the CTL provided additional training and support to faculty. The CTL provided guidelines for enhancing online and live online learning environments continued through the summer and fall of 2020.

Details on the types of professional development offered by the CTL are available and posted on the CTL website. Programs offer skills credentialing, workshops, innovation grants, and various training courses designed to support teaching and learning. The College encourages adjunct Faculty members to attend targeted learning opportunities with hourly rate compensation provided for some workshops to promote quality in teaching and learning.

MCCCD provides professional development funds for faculty and staff to participate in certifications, degree programs, workshops, and conferences. MCCCD encourages faculty and staff to proactively identify and apply for opportunities that benefit the institution and their careers. Below are the totals of professional development dollars used by faculty, classified staff, and Adjunct faculty members for the last four fiscal years.

- FY18 - $176,353.43
- FY19 - $188,213.94
- FY20 - $153,477.30
- FY21 - $ 23,352.94 (COVID-19 limited professional development activities)

5.B.2.

The goals incorporated into Estrella Mountain Community College's mission and any related statements are realistic in light of the College's organization, resources, and opportunities.

Each year, Estrella Mountain Community College's (EMCC's) planning and budget process is initiated by the Vice President of Administrative Services, who provides guidance on the College goals, planning, and budget process. Departments and divisions are asked to provide an update of their Program Reviews to ensure alignment to any changes to College lead measures and goals as outlined in the College's strategic plan. Planning at EMCC ties to the Maricopa County Community College (MCCCD) Mission, Values, and Governing Board Outcomes.

The EMCC Strategic Plan is linked to division and department plans which include academic and support unit operational plans (department/divisional plans are embedded in the program review template). As referenced in Criterion 4C the strategic plan is reviewed with Leadership Council and is refined and enhanced based on a review of external and internal factors that potentially could impact the College's ability to meet student, community, and stakeholder needs/expectations. The annual planning and budget process at EMCC provides alignment and scope for the College's planning and future goals and priorities.

5.B.3.

Estrella Mountain Community College has a well-developed process in place for budgeting and for monitoring its finances.

Estrella Mountain Community College (EMCC) has processes in place for budgeting and monitoring College finances. Effectiveness is evidenced by EMCC's positive fund balance over the last decade. Despite pending financial difficulties due to significant enrollment losses attributed to the COVID-19 pandemic in FY20/21(15-17% annual FTSE loss), the College will be able to navigate any future pending financial losses due to strong financial planning.

EMCC's capital and financial resources have remained stable over the last decade; however, overall, the Maricopa County Community College District (MCCCD) has experienced a decline in revenue, with estimated losses in Fiscal Year (FY) 2020-2021 at $22M. Challenged by the MCCCD Governing Board to present a balanced budget, the MCCCD Budget Office outlined a goal of balancing the MCCCD budget by implementing a 3% reduction ($22M) to the General Operating Fund. The 2019 election of new MCCCD Governing Board members, along with the awarding of COVID-19 related Stimulus Funding, and the addition of other new revenue sources such as Proposition 207, mitigated the reduction to 0.6% or $250,056 which impacted Fund 1 (permanent dollars) in FY2021-2022.

The overall financial functionality and the ability of the College to weather a historic downturn in enrollment is due to years of institutional planning, steady enrollment growth, and the pursuit of external grant funding to support College initiatives. The enrollment decline of FY2020-2021, due to the COVID-19 Pandemic, is considered an anomaly for the College. Located in one of the fastest-growing areas of Metropolitan Phoenix, outlined in the Strategic Enrollment Management Plan, the College should recover the lost enrollment and experience additional growth over the next three to five years.

The strategies for financial stability are evidenced on the College Financial Resource Planning

website, where the annual adopted budget for the College and MCCCD is posted. Prior to FY2020-2021, EMCC had been experiencing an annualized growth rate of 1.3% per year. Internal funds within the District grew at a rate of approximately $2,130 per Full-Time Student Equivalent (FTSE). The internal allocation provided resources to offset unprecedented state appropriation cuts. These reductions reduced state support from $68 million to no permanent funding during the last seven years and limited increases in property taxes. State expenditure limitations on community colleges over the past decade have encouraged EMCC to continually seek, and successfully obtain, grant funding for innovative projects. College projects have been supported through various National Science Foundation grants, three Title V Grants, two Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants, and internal MCCCD Grants.

Responsible financial planning is also demonstrated by EMCC's strategy to carry forward 3-5% in institutional and capital funds to support college growth, maintenance of facilities, as well as campus technology needs. College-wide plans such as the [Technology Plan](#) and the [Comprehensive Facilities Plan](#) enable the college to strategically plan for the future.

Historically, the EMCC budget allocation process had been exceedingly transparent through the College's Budget Development Steering Team (BDST). BDST operated as a Leadership Council subcommittee. The team was made up of a cross-section of employees that work collaboratively to evaluate and make recommendations on annual budget proposals submitted by College divisions and departments. The entire budget and proposed new expenditures were shared annually with BDST and Leadership Council. The [Leadership Council](#) includes additional employees, faculty representatives, and a student government representative.

As part of the process, faculty and staff co-developed detailed rubrics ([capital](#) and [non-capital](#)) to prioritize College budget needs. The formal budget request process began each fall with the opportunity for divisions to submit a budget request form for operational and capital requests. All [proposals](#) were required to focus on supporting the strategic plan, student outcomes, and/or fiscal efficiencies. BDST members conducted a review of the proposals and provided a ranking to Leadership Council. Rankings were based on how proposals would benefit students and how allocations were balanced. Once proposals were ranked, BDST conducted in-depth discussions among BDST members to ensure that one area of the College did not receive all available funds. The process ensured that the capabilities of multiple areas of the College were addressed.

The College restructured the existing BDST process during the academic year 2018-2019 to support a shared governance structure. The [Financial Resource Committee (FRC)](#) was formed in order to increase campus-wide participation in providing financial oversight, planning, and public stewardship of EMCC resources. BDST was a budget allocation committee that allocated resources pre-determined by the Senior Administration. The committee did not review all College resource allocations, discuss and review College financials, or engage in institutional budget discussions. As an official reporting sub-committee of Leadership Council, FRC engages in monthly strategic conversations, priority-setting, and decision-making through a shared governance process in an effort to establish a transparent and data-informed [budget planning process](#). The committee developed rubrics for both [capital](#) and [non-capital](#) requests. Monthly meetings include regular updates on the College's financials and a review of emerging issues and needs. As part of the FRC, the College refined the College-wide budget process to align with District planning. The [process](#) now includes a mechanism for divisions and departments to make emergency one-time requests throughout the year. All information, forms, and processes are posted on the College website to help promote transparency regarding the College budget process. During academic year 2019-2020, FRC outlined **guidelines** for

the College community to guide budget cut discussions, review and recommended One-Year-Only (OYO) renewals for academic year 2020-2021, and develop and recommend a membership structure to Leadership Council.

5.B.4.

Estrella Mountain Community College's fiscal allocations ensure that its educational purposes are achieved.

Estrella Mountain Community College's (EMCC's) General Fund adopted budget for Fiscal Year 2020-2021 is $41.2 million, including the Western Maricopa Education Center (West-MEC) site. Instructional expenses continue to make up the largest share of the budget.

- **Instruction, $17.6M (42%)** is the largest share of the budget and is dedicated to supporting instruction and academic expenses such as faculty salaries and related benefits.

- **Academic Support, $9.3M (23%)** is intended to provide funding in support of the instructional priorities and initiatives, such as the Academic Success Center, Computer Commons, Instructional Services, and faculty professional growth funding.

- **Student Services, $4.2M, (10%)** is targeted to fund academic activities and instructional services in support of students. Examples include Counseling, Academic Advisement, Disability Resources, Admissions and Records, and Financial Aid.

- **Institutional Support $5.7M, (14%)** supports the cost of salaries and benefits for administration and staff. It also supports EMCC's services that are vital to the overall operation of the College. Examples include Marketing and Public Relations, institutional planning, campus security, and expenses related to liability insurance.

- **Operations/Maintenance, $4.1M, (10%)** funds expenses related to operation and maintenance of the campus such as the cost of electricity, grounds, water, and gas.

- **Student Financial Assistance, $534K, (1.%)** supports students who excel in academics, have a financial need, and are from targeted and diverse backgrounds. Examples include first-generation college students, President/Chancellor Scholars, Athletes, and Native Americans.

In March 2020, the Coronavirus Aid, Relief, and Economic Security Act, or CARES Act, was passed by Congress creating the Higher Education Emergency Relief Fund or HEERF. EMCC received a total of $4,856,584 to assist in supporting the College during the COVID-19 pandemic. The College was able to distribute $2.4M in funding to 2,098 students. College funds supported efforts such as, but not limited to, technology to improve remote services to students, technology and training to support the teaching and learning environment, more intensive cleaning protocols, purchasing of campus personal protective equipment (PPE), and adaptations to physical environments to promote social distancing. The College will further benefit from the passing of the Higher Education Emergency Relief Fund II (HEERF II), which authorized the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA). EMCC's awarding from CRRSAA/HEERF II Funding is expected to include $11.2M in additional stimulus funding.

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- Crit 2A Financial Resource Planning
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- Crit 3C Workshops and Training
- Crit 3D Facilities Planning
- Crit 4B Program Review Template
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- Crit 4C FY23 EMCC Strategic Plan - Super Goals
- Crit 5 Technology and Learning Plan 2015-18
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- Crit 5A BDST Nov 2015 PowerPoint
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- Crit 5B Example Job Postings
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- Crit 5B Financial Response Plan
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- Crit 5B Instructor Ratios
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- Crit 5B NEO PowerPoint
- Crit 5B One Time Funding Request
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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1.

Estrella Mountain Community College allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes, and affiliated centers.

Estrella Mountain Community College's (EMCC's) planning process is composed of an integrated set of plans designed to support the Estrella Mountain Vision, Mission, and Core Values. The integrated and systematic planning process includes a 3-Year Strategic Plan linked to Long-term College Plans (Information Technology, Student Academic Achievement Plan, Strategic Enrollment Management Plan, and a Comprehensive Facilities Plan), program review, and divisional/operational plans. All planning incorporates environmental scanning and continuous improvement cycles.

The EMCC 2020-2023 Planning Model illustrates the relationship between College planning efforts and the external and internal scanning information addressed in the planning process. The model's primary purpose and driving force are the elements included within the College Vision, Mission, and Core Values. Utilized for over a decade, EMCC's planning model offers flexibility, enabling updated changes derived from the College's Strategic Plan. The model also accommodates change adaptations with developing components (e.g., changes in divisions).

The Mission of the College is directly focused on student success and community access. The EMCC Mission outlines College's intent to provide access to the West Valley community and help learners accomplish their educational and personal goals. The mission priorities focus on developmental education, general education, transfer education, workforce development, community education, civic responsibility, and global education. Since EMCC started to align the College to the Learning College philosophy in 2007, all historical versions of the EMCC Strategic Plan have focused on several aspects of student success and support for developmental learners. In 2017, all strategic plans included equity gap reduction targets related to gender, age, and ethnicity**.**

The EMCC Strategic Plan is systemically updated every three years and is designed to address core areas of the mission. Accelerated change in environment factors (e.g., COVID-19) and national education trends (e.g., Guided Pathways) has started to require more substantial midcycle updates to the Strategic Plan. The plan is intended to provide direction into how the College invests current and new resources to best support the needs of the students and the community. Resource requests are made through the annual divisional budget process. All divisions seeking additional budget or continuing one-time funding requests must participate in the planning process.

By aligning all planning efforts to support the Mission, EMCC ensures existing and new resources are directed to key mission priorities. The following planning examples demonstrate these connections:

- Strategic Plans and several College-wide, long-term plans (e.g., Academic Assessment Plan) align with student success outcomes via completion, retention, and student learning. These plans include specific goals and Key Performance Indicators that address access, student success, learning with a strong focus on developmental learners, and equity in the most recent plans.

- EMCC began preplanning the 2020-2023 Strategic Plan during the August 2019 Strategic Planning Retreat. The Strategic Plan includes an increased focus on the three EMCC Super Goals. These goals are related to degree/certificate completion, maintaining enrollment growth, and making EMCC a great place to work. The College's Leadership Council has adopted Covey's Four Disciplines of Execution (4DX) process. The process helps focus on the Super Goal of increasing unduplicated certificate and degree completers by 25% with equity (an increase from 1,019 completers in AY 2020 to 1,274 in AY 2023). The Covey 4DX method involves all programs and divisions in advancing at least one component of the EMCC Strategic Plan strongly connected to the College's mission. The first iteration of the process was launched in Spring 2021. All divisions were charged with identifying linkages to the academic completion super goal. Support for graduation completion comes from divisional retention goals, enrollment growth in a program area, or overall student satisfaction. The division Wildly Important Goals (WIGs) and lead measures can be found in a Master WIG list.

- The EMCC Program Review template includes questions on student learning outcomes, retention, and completion. All academic and student affairs division Program Reviews include these questions. Additionally, all programs and divisions have a WIG and lead measure(s) incorporated in the planning portion of their Program Review. WIGs and Leading Measures are provided for academic affairs, student affairs, and administrative services divisions.

5.C.2.

Estrella Mountain Community College links its student learning assessment, operations evaluation, planning, and budgeting processes.

Estrella Mountain Community College (EMCC) integrates budget processes in multiple ways:

- All requestors must complete a Program Review and Division Plan aligned to the EMCC Strategic Plan to be included in the annual budget process. The Program Review assesses the operation and the Division/Program Plan and identifies resources needed to support the Division Plan. Annual training is provided to all division leaders and faculty chairs as a prerequisite for participating in the budget request process.

- The budget request narrative form includes a scored area on student learning and outcomes as well as operation assessment. Two-thirds (66%) of the points are related to these components. The questions include:
    - Describe how the proposal will: A) improve and expand learning, or B) increase the efficiency and effectiveness of division/College;
    - Describe the impact to EMCC, including the following: A) number of users, B) types of users, and C) short and/or long term impact on learning/stewardship of resources.
    - Describe the budget proposal's measurable objectives, outcomes, or goals.

- The budget request form also includes student success outcomes from the Strategic Plan and critical operational needs. Examples include increased graduation rates for degree and certificate completers, achievement of enrollment growth, closing the equity gap, and critical college operational needs.

- Budget proposals are rated using a rubric to assess all categories in their narratives. The rubric ensures that the rating committee accurately considers each budget proposal (formerly the Budget Development Steering Team).

- EMCC continues to invest 18 hours of faculty reassigned time (split between the Student Assessment Committee Co-Chairs) to ensure the planning of learning assessment, implementation of assessment, and improvement processes are implemented efficiently and effectively.

5.C.3.

The planning process encompasses Estrella Mountain Community College and considers the perspectives of internal and external constituent groups.

Estrella Mountain Community College (EMCC) practices collaborative strategic planning in multiple ways and seeks input from external partners. Examples of internal collaboration and input are as follows:

- The College Leadership Council serves as the Strategic Planning Committee and reviews and recommends changes to the Strategic Plan based on District requirements, College priorities, and external trends. Leadership Council includes representatives from all employee groups at various levels in the College. Included are examples of the charge and the members' recent discussion of changes to the Strategic Plan.

- All divisions and programs are required to participate in Program Review and division planning. The recent implementation of 4DX ensures all divisions participate, which engages all employees in working toward the EMCC Strategic Plan Super Goals. Additionally, WIGs are included in Program Reviews. Program Review incorporates all functions of the College, including academics, co-curricular, occupational, student services, and administrative divisions.

Examples of External Engagement in Planning are as follows:

- The President's Community Advisory Council membership includes local business owners, city managers, elected officials, education leaders, and community leaders. College updates and outcome data are regularly shared and discussed during scheduled meetings. When

appropriate, the College President asks the community group for feedback on College plans, issues, and challenges.

- The West Valley Think Tank membership (WVTT) includes K-12 superintendents and Presidents/Provosts from EMCC, Glendale Community College, Phoenix College, and Arizona State University. This long-standing group has worked on many collaborative planning projects throughout the years. Most recently, in Fall 2019, the West Valley Think Tank identified a common goal to increase enrollment by five percentage points. The current rate is under 50% aggregated across EMCC feeder high schools in the West Valley. This plan was put on hiatus due to the onset of the COVID-19 Pandemic. The WVTT intends to begin identifying implementation strategies in AY 2021-2022. EMCC has already started one strategy via embedding College advisors within select high schools.

- EMCC occupational divisions regularly seek feedback from occupational advisory boards to improve Career and Technical Programs. If changes are needed, feedback is incorporated in their Program Reviews.

5.C.4.

Estrella Mountain Community College plans based on a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Estrella Mountain Community College (EMCC) actively monitors its planning and budgeting efforts to ensure the College operates within its budget capacity. It can respond to external trends impacting enrollment and funding. The following evidence demonstrates how EMCC addresses these issues:

- EMCC's Persistence and Completion Academy Project (HLC Quality Initiative Improvement Project) resulted in lessons learned. EMCC discovered, through a retention program inventory, that the College was conducting multiple improvement efforts with similar interventions on the same population (e.g., three programs were using a mentoring strategy with sizable overlap among targeted populations). Details are included in the EMCC Persistence and Completion Summary. The Persistence and Completion Team developed a form to reduce similar issues with future or expanded programs. Completing this form is necessary for any new retention projects or expansion of existing projects exceeding 20% of a staff member's time or funding from the College that the division cannot cover. The program initiator is required to identify within the form a) a literature review to support the efficacy of the program, b) an evaluation plan to determine the impact of the program, c) the impact on the work of other departments, d) potential overlap with other programs and e) the cost of the program at a pilot and full-scale implementation. Contents of the form are reviewed and vetted by the President's Cabinet, the Financial Resources Committee, Leadership Council, and Senior Administration. Two recent comprehensive proposals that used the form and were vetted through the process include embedded tutoring in Biology and Math.

- The EMCC Strategic Plan is continuously monitored and adjusted to account for environmental changes, funding issues, and enrollment trends. Most recently, Leadership Council discussed adjustment to goals in the current Strategic Plan. Based on the adverse effects of COVID-19 on enrollment, Leadership Council discussed and approved adjustments to the Enrollment Super Goal, reducing it from 5% to 3% annualized growth, and revised the Super Goal related to increasing the number of unduplicated graduates from 30% to 25%**.**

- The EMCC budget office monitors enrollment, potential funding declines, and the consumption rate of the budget to proactively address issues. For example, EMCC initially

planned a 3% reduction in budget starting in 2021-2022 based on enrollment declines due to the COVID-19 Pandemic. All Maricopa County Community Colleges were required to send a budget reduction report to District Office based on the prescribed percentage cut for each College. To address the potential decline in the budget, EMCC's President's Cabinet reviewed the issues and provided feedback on the next steps, which involved a temporary hiring freeze for select open positions and a hold on future One-Year-Only posts until the actual budget reduction was announced.

5.C.5.

Estrella Mountain Community College's planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy, and state support**.**

Estrella Mountain Community College (EMCC) historically conducted its own environmental scan. In Fall 2019, the District Facilities Planning Office contracted with SmithGroup to create a Facilities Comprehensive Plan for all ten colleges. This work aimed to provide each college with a flexible framework to make short- and long-term decisions aligned with MCCCD's Strategic Plan. This year-long planning process included the following:

- Data Collection
- Stakeholder Engagement:
    - Informal discussion held by SmithGroup regarding our campus spaces
    - Steering Committee Meeting - A visioning session with President's Cabinet
    - Stakeholder Feedback - A website to allow key stakeholders to become involved in the planning process
- A physical inventory of College spaces
- Development of a comprehensive environmental scan of the region
- Presentation of findings to College leadership

Recent COVID-19 concerns have resulted in the need to track multiple external impacts to the community, feeder schools, EMCC students, and College employees. Most College operations, including schedule planning, service to students, financial aid, and grant implementation, have been influenced by COVID-19.

The following are examples of external information in planning efforts:

- The Office of Planning and Institutional Effectiveness periodically presents environmental scanning information to Leadership Council and President's Cabinet to inform decision-making and planning. Recent examples include the 2018 Leadership Council Retreat and a Spring 2020 President's Cabinet retreat on the impact of the COVID-19 Pandemic on the current 2020-2023 Strategic Plan goals. Some goals at the retreat were altered to reflect the new realities in national and local environments.

- In Fall 2020, the Strategic Enrollment Management (SEM) Team conducted a significant evaluation of the external environment, including the recent impact of COVID-19. A Strength, Weakness, Opportunity, and Threat (SWOT) analysis was conducted to re-evaluate the goals in the SEM Plan and overall strategies. EMCC maintained the 3% annualized growth rate anticipating increased enrollment in the next two years. It is theorized that COVID-19 "stop-outs," which are students who skipped a semester or year due to the Pandemic, as well as an impending recession due to government spending and a slowed economy, will result in

increased enrollment starting in AY 2022. While the overarching enrollment goal was not changed, several strategies were adapted, and new strategies were adopted within the plan.

- EMCC is located in one of the fastest-growing areas in the nation. The 2020 Census shows Phoenix as the fastest growing city in the nation, and Buckeye and Goodyear are in the top 10 fastest growing cities in the nation. Despite this growth, the student population growth has slowed to less than a 2% annualized growth rate. Environmental scanning data shows that local feeder high school enrollment growth is starting to slow down, which is the primary reason for EMCC's slowed growth. The College is highly dependent on traditional-age students; 76% of the College's student population was 24 and younger in Fall 2019. A relatively stable economy has influenced a recent decline in the College's adult student population from 37% in Fall 2013 to 24% in Fall 2019. Additionally, US Census Community Survey data show a substantial number of adults 25 and older living near the College that lack a college education. Using this information, Leadership Council added strategies to enhance efforts with adult students in the 2017-2020 and the 2020-2023 Strategic Plans. In direct support of the strategic plan, EMCC also used environmental scanning data to apply for a 2018 Adult Learning 360 grant sponsored by Excellencies and the Council for Adult and Experiential Learning. EMCC was awarded the grant, which provides consultation and funds to improve outreach to returning adults, expand virtual services, and enhance on-campus services for students.

5.C.6.

Estrella Mountain Community College implements its plans to improve its operations and student outcomes systematically.

Estrella Mountain Community College's (EMCC) planning processes have consistently been implemented under a continuous improvement cycle with regular progress updates and improvements. Leadership Council serves as the Strategic Planning steering team and reviews and provides recommendations on all planning processes. The Leadership Council Planning Schedule demonstrates the continuous evaluation of planning activities at the College.

The following processes demonstrate systematic and continuous improvement:

- The 2017- 2020 Strategic Plan was implemented and monitored through Microsoft SharePoint. Vice Presidents and Deans met regularly with planning teams that consisted of Leadership Council members. Detailed progress and challenges were recorded on the SharePoint tracking system. The Strategic Plan implementation process includes objectives for student outcomes (persistence, completion, course) and operational improvement.
- The 2020-2023 Strategic Plan is being implemented using the Four Disciplines of Execution (4DX). A soft launch occurred in Spring 2021, with full implementation scheduled for Fall 2021. This process requires weekly or bi-weekly meetings to evaluate leading measures for all campus programs. Progress is tracked and monitored via the 4DX Operating System and an EMCC dashboard. Spring 2021 presentation examples are included for review.
- Program Reviews are conducted for academic and occupational programs, administrative services, student support services, and co-curricular activities. These plans are updated systemically every 3-4 years with updates annually. Some examples include Nursing, Student Affairs Recruitment and Outreach, and Administrative Services Information Technology Services. Division Plans are integrated into the Program Review template and are required for review by the Dean and/or Vice President. Divisions and programs not completing a Program

Review are prohibited from participating in the next annual budget cycle.
- The Strategic Enrollment Management team conducts monthly meetings on the status of the implementation of the College-wide SEM Plan. The SEM Team provides updates, discusses problem solutions, and if necessary, modifies plans during the meetings.

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5.S - Criterion 5 - Summary

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

Summary

In 2020, the MCCCD Governing Board recognize a newly formed employee senate and in 2021 adopted a new Faculty Agreement. These two newly formed District-wide structures support the current shared governance structure at the institution where resources, structures, and processes enable the college to fulfill its mission, improve educational offerings, and respond to impending challenges and opportunities. Using data, the Governing Board has been able to support college requests for a $33M college expansion and the merger of two college site, which included a site closure. The recent environmental scan and Faculties Comprehensive Plan will further inform future College Academic Planning for the current faculty academic leadership and college administration. The restructuring of committees such as the Financial Resource Planning Committee provide evidence that the college is committed to ensuring that stakeholders are actively participating in planning and decision-making through a share-governance structure. The revised college budget process, with detailed rubrics to prioritize college budget needs, demonstrate that the college provides a clear link between budget and planning.

Sources

There are no sources.