

AQIP Systems Portfolio

Central Arizona College



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2008



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College

Table of Contents

Institutional Overview	1
Category 1: Helping Students Learn.....	8
Category 2: Accomplishing Other Distinctive Objectives.....	23
Category 3: Understanding Students’ and Other Stakeholders’ Needs	31
Category 4: Valuing People	39
Category 5: Leading and Communicating	53
Category 6: Supporting Institutional Operations	63
Category 7: Measuring Effectiveness	72
Category 8: Planning Continuous Improvement.....	77
Category 9: Building Collaborative Relationships	86
Acronyms.....	95
Glossary of Terms.....	97

O1. Distinctive Institutional Features

Also known as Central Arizona College (CAC), the Pinal County Community College District serves Pinal County, a 5,400-square-mile rural region located between Phoenix and Tucson. [Acronyms used in this document are explained in the glossary found in the document repository]. The college's service area is the country's sixth fastest growing county (with county populations more than 10,000). Between 2000 and 2007, Pinal County's population increased by 82 percent. CAC is a two-year multi-site community college with a diverse (age, ethnicity, academic experience, etc.) student population.

CAC, historically a friend and partner to local communities, has been a learner centered institution since its creation in 1969. Embracing the Learning College philosophy outlined in Display 01a, CAC continues to place the learner at the center of all educational activities.

Display 01a. The Six Learning College Principles
<p>An institution is considered a Learning College when it:</p> <ul style="list-style-type: none">• Creates substantive change in individual learners.• Engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.• Creates and offers as many options for learning as possible.• Assists learners to form and participate in collaborative learning activities.• Defines the roles of learning facilitators by the needs of the learners.• Documents improved and expanded learning for its learners.
Source: O'Banion, T., <i>A Learning College for the 21st Century</i>

The college is currently reorganizing into a district wide model, while distributing its resources throughout the district to increase accessibility to provide a sharper focus for decision making and communicating.

CAC operates through a strategic plan driven by a set of Strategic Goals (Display 01b) that reflect the Learning College Principles. Continual development and implementation of the Strategic Goals are explained in detail in Criterion 8.

Display 01b. 2006-2011 Strategic Goals	
<ul style="list-style-type: none">• Create a Dynamic Environment for Learner Success• Maintain a Culture Supporting Employee Success• Advance Community Relations and Partnerships	<ul style="list-style-type: none">• Strengthen Effective Communication throughout the Internal and External College Community• Maximize Fiscal and Physical Resources
Source: CAC Guiding Documents	

All of CAC's Guiding Documents consider the "learner" as any individual associated with the institution, including students, faculty, administrators, and support staff. Support for the learner begins with the creation and use of CAC's Guiding Documents. These documents drive institutional decisions, planning, and improvement. Quality improvement is embedded in the Learning College Principles (Display 01a) and addressed consistently in the Guiding Documents outlined below in Display 01c.

Display O1c. Guiding Documents Description	
Guiding Documents	Description
CAC Vision and Mission Statements	<p style="text-align: center;">Vision</p> <p>A dynamic partner... enriching your future through learning.</p> <p style="text-align: center;">Mission</p> <p>Central Arizona College provides a vibrant environment centered on learning and learner success. Our diverse college community values the power of innovation, continuous quality improvement and the contribution of the individual. Our commitment is to act as a catalyst for economic and cultural vibrancy and to inspire individuals to pursue their unique goals.</p>
CAC Values Statement and Values	<p style="text-align: center;">Values Statement</p> <p>To assist in fulfilling the Central Arizona College Vision and Mission, we commit ourselves to the following values:</p> <p style="text-align: center;">Values</p> <ul style="list-style-type: none"> • Student centered planning and decision making • High academic standards that drive a quality educational experience • Diversity of the community we serve • Effective communication to ensure quality learning and development • Continuous quality improvement to enhance programs and services • A prepared workforce that promotes economic development • Accountability for our actions • Entrepreneurship that encourages initiative and innovation • Individual contributions and aspirations • Mutual respect for all individuals • Excellence in all programs and services • Student development through life-long learning
CAC Strategic Goals	<ul style="list-style-type: none"> • Create a Dynamic Environment for Learner Success • Maintain a Culture Supporting Employee Success • Advance Community Relations and Partnerships • Strengthen Effective Communication throughout the Internal and External College Community • Maximize Fiscal and Physical Resources
Declaration of Civility for a Learning College and The CAC Bill of Rights	<p>A guiding document affirming CAC's commitment to create an environment that supports learning, to accept and promote a community in which dialogue is both open and honest, and to make civility the basis for respect and trust among the members of the CAC community.</p>
<p>Source: 2008-09 Central Arizona College Catalog and CAC web site</p>	

O2. Scope of Educational Offerings

CAC offers students a wide array of academic and work force development options, summarized in Display O2a below.

Display O2a. CAC Learning Programs	
Learning Program	Special Features
Associate of Arts (AA) Associate of Business (ABUS) Associate of Science (AS) Associate of Arts in Elementary Education (AAEE)	Transfer into an Arizona public university as a Junior.
Associate of Arts in Elementary Education (AAEE)	Prepare learners to work as para-educators. Transfers to Arizona public university teaching programs.
*Associate of General Studies (AGS)	Flexible degree option that transfers to out-of-state institutions or into specialized programs.
*Associate of Applied Science (AAS)	Prepare learners for employment in areas such as medical assistant, nursing, and radiological technology. Specified technical fields transfer full credit directly to Arizona public universities.
*Certificate Programs	Approximately half of the certificate programs lead to advanced training or an AAS degree.

*These programs are designed to provide learners with the flexibility and opportunity to advance into training or degree programs. Source: CAC Admission Application, July 2008

CAC offers other learning opportunities, including Community Education courses and a General Equivalency Diploma (GED) program. Learning programs and environments are evaluated on a three-year cycle to enhance learner achievement. Every course has learning standards and outcomes that are communicated in the course syllabus. This feature is discussed in greater detail in Helping Students Learn (Criterion 1).

O3. Student Base, Needs, Requirements

Nearly 42 percent of CAC's students in credit bearing courses are minority, first-generation, and low-income. More than 50 percent of CAC's fulltime students are low income. Seventy-four percent of CAC's students have pre-college developmental needs. Financial aid is critical to attendance and persistence. Display O3a states the enrollment demographics of CAC by ethnicity, age, and gender.

Display O3a. 2007-08 Student Population by Age, Ethnicity, and Gender					
Age		Race/Ethnicity		Gender	
	%		%		%
Under 18	6.3	Asian	1.1	Female	51
18 – 19	11.1	American Indian	5.4	Male	48
20 – 21	8.7	Black	6.5	Not Recorded	.2
22 – 24	9.4	Hispanic	27.8		
25 – 29	14.4	Hawaiian/Pacific Islander	0.3		
30 – 34	11.6	White, Non Hispanic	52.3		
35 – 39	10.5	Other	2.2		
40 – 49	16	No Response or Unknown	4.4		
50 – 64	11.2				
65 & Up	2.4				
Age unknown/ unreported	.2				

Source: CAC Management Fact book, August 2008

O4. Collaborations

Display O4a provides a summary of CAC's key collaborative relationships. These relationships and their impact are described in greater detail in Criteria 2 and 9. External relationships enhance CAC's ability to respond to the changing needs of learners and other stakeholders. See Criterion 9 for other key collaborative relationships.

Display O4a. Key Collaborative Relationships	
Group	Description
Pinal County Communities Elementary and Secondary Feeder Schools Superintendents and Pinal County Department of Education	Promise for the Future, The First Step Program, Early College, Central Arizona Valley Institute of Technology (CAVIT), Tech Prep, Pinal County ITV Consortium
Higher Education Universities and other AZ Community Colleges	AGEC, Course Applicability System (CAS ¹), various partnered programs with AZ public universities, University Center at CAC
Business and Industry Residents and employers of Pinal County	Small Business Development Center (SBDC), Workforce Development, various partnership activities with agriculture and technology industry, The Western Association of Food Chains (WAFC)
State of Arizona AZ state government and industry	Arizona State Department of Corrections (DOC), Central Arizona Regional Law Officers Training Academy (CARLOTA), Arizona Association of School Business Officials (ASBO), Arizona Department of Economic Security
Federal Government Federal grants and special programs.	Two Hispanic Serving Institutions Assisting Communities (HSIAC) grant programs, Title V Cooperative, TRIO Student Support Services, Community-Based Job Training Grant Program, Workforce Investment Act
National and Regional Accrediting Agencies	AQIP, Higher Learning Commission, various specialized accrediting bodies, Health Occupations Careers (HOC), Dietetic Education Program (DEP), Nursing
Source:	

Through the involvement in various partnerships, more than nine percent of CAC employees – 49 individuals – are supported by external funds. Twelve (67 percent) of the 18 faculty positions funded externally serve in a partnership with the Arizona Department of Corrections.

O5. Faculty and Staff

CAC demonstrates its mission and values by regarding all employees with respect and dignity. The institution recognizes people are the most vital component of the Learning College Philosophy's successful implementation. CAC's Learning College Academy orients new employees to the Learning College culture, emphasizing their contributions to measurable institutional goals. CAC attempts to hire the best qualified applicant regardless of race or gender. CAC's hiring practices and professional growth opportunities are addressed in greater detail as they relate to Criteria 1, 3, and 8. Display O5a presents a summary of CAC employees by classification. Display 05b describes employees (by classification) who are supported by external funds.

Display O5a. CAC Staff from FY 2005 through FY 2008				
Staff	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09
Full Time Teaching	99	96	93	94
Full Time Non-Teaching	238	241	236	240
Support	127	120	116	118
Managerial & Technical Staff	92	100	107	106
Administration	19	21	13	16
TOTAL FULL-TIME	337	337	329	334
Part Time Teaching	272	259	220	146
Part Time Non-Teaching	172	131	156	156
TOTAL PART-TIME	444	390	347	302
TOTAL EMPLOYEES	781	727	676	636
Source: CAC Office of Human Resource, August 2008				

Display O5b. Employees Supported by External Funds (2008/09)	
Classification	Number of Employees
Faculty	18
Support	10
Managerial & Technical Staff	32
Administration	1
Total	61
Source: CAC Budget Office, 2007/08	

CAC understands the importance of providing role models for students. Minorities remain under-represented among the faculty and administration. Renewed attempts, however, have been initiated to expand the diversity in the applicant pools, thereby expanding the availability of minorities in the recruitment process. Display O5c describes the gender and ethnicity of CAC employees.

Display O5c. Employee Classification by Gender and Ethnicity						
		Administrative	Managerial & Technical Staff	Faculty	Support	Summary
Gender	Male	10	42	45	36	133
	Female	6	64	49	82	201
Ethnicity	White, non Hispanic	13	86	79	65	243
	Hispanic/Latino	2	10	6	42	60
	Black or African American	1	4	4	4	13
	Native American	0	2	2	2	6
	Asian	0	0	2	1	3
	Undeclared	0	4	1	4	9
Source: CAC Office of Human Resource, August 2008						

Display O5d presents the educational level of CAC full-time faculty.

Display O5d. Educational Level of Full Time Faculty	
Highest Degree	Number
Doctoral	16
Masters	66
Bachelors	3
Associates	4
Specialized Expertise	5
Source: CAC Human Resources Employee Master, August 2008	

O6. Critical and Distinctive Features

CAC services are located throughout the county, including three campuses and six educational centers. Each location has distinctive features, yet each provides a gateway, a portal, to district services and programs. Spread over 420 acres, Signal Peak is CAC's largest campus. Located near the communities of Casa Grande, Coolidge, and Eloy, Signal Peak serves the most students and has 428,997 square feet of facilities, 63 classrooms, and supports the district administration. Superstition Mountain Campus (57,300 square feet, 21 classrooms) is located in the community of Apache Junction. The Aravaipa Campus (63,321 square feet, 11 classrooms) is located in isolated southeastern Pinal County. In response to Pinal County's rapid population growth, CAC recently opened centers in the communities of Maricopa, Casa Grande, and Johnson Ranch/San Tan, providing a variety of learning opportunities and college services.

CAC's Interactive Television system (ITV) is expanding to enhance students' access to the institution's programs and classes. Multiple rooms are available at three campuses and four centers, with future availability in two additional centers. Additionally, the ITV system is linked to school districts; by Fall 2008, the system will have 45 end points, ranging from K-12 school classrooms with the capability of connecting to a classroom anywhere in the world. In the past five years, CAC has doubled the number of multimedia presentation rooms to 64 district wide. These rooms feature document image display cameras (Elmos), computers, DVD/VCR's, and other media sources. Further CAC ITV System details are given in Criterion 1.

CAC provides Residence Life and Athletic Programs with facilities located at the Signal Peak Campus. These programs are described in greater detail in Criterion 2.

CAC received its most recent accreditation from the Higher Learning Commission of the North Central Association (NCA) in 1993. In November of 2000, CAC became an AQIP institution and most recently, in May 2008, Reaffirmation of Accreditation from the Higher Learning Commission. In addition, several CAC programs receive accreditation from either a state or national agency. Some examples include the Nursing Program, Dietetic Education Program, CARLOTA (law officer training), and Health Careers.

O7. Competing Institutions and Organizations

Although CAC is Pinal County's only institution of higher education, it is in competition for students with Arizona's three state supported universities, Pima Community College, and the Maricopa Community College System. The competing institutions' larger size enables them to offer a much broader array of programs, classes, and courses. This demand places pressure on CAC to offer the most critical programs that address the needs of local employers and students. CAC is also facing increased competition through online learning. CAC continues to expand its online options while ensuring that the quality of courses offered is the same, regardless of the delivery mode.

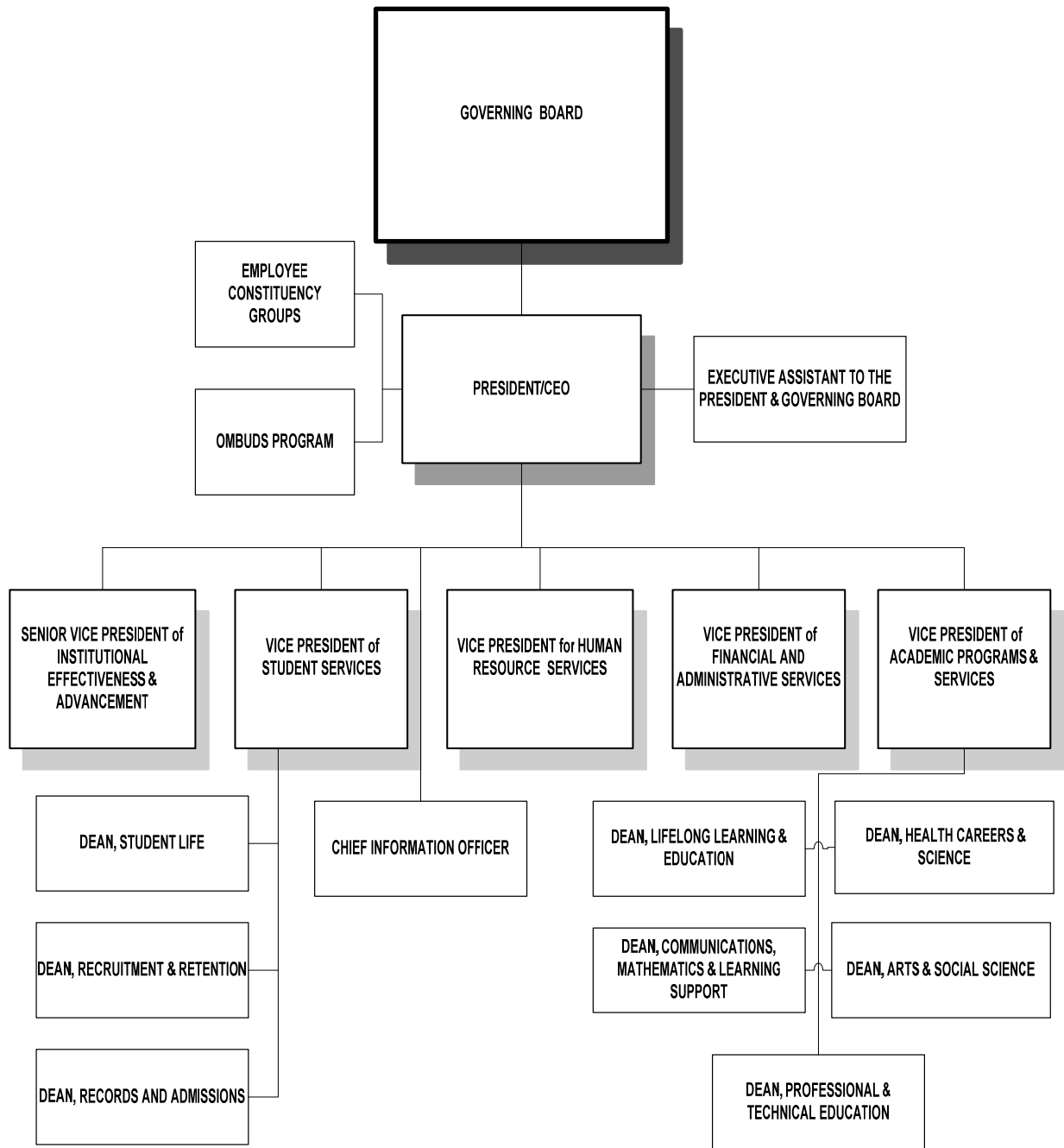
O8. Key Opportunities and Vulnerabilities

Pinal County's population is expected to triple from roughly 337,000 in 2007 to approximately 1.2 million by 2025. To meet the demands of this growth, CAC must develop new educational programs and construct many new facilities. In November 2008, the College will seek voter support for a bond of \$98,975,000 for a five-year building project, payable over 25 years. Bond funding would enable construction of new educational space and the renovation and expansion of various existing facilities. CAC, like other national higher education institutions, will continue to see a decrease in state funding. A continual challenge is balancing tight budgetary conditions with changing stakeholder needs. The challenge becomes tougher in meeting stakeholder needs without decreasing the quality and integrity of education provided. The district's new organization chart (below) reflects the college's response to its key opportunities and vulnerabilities. A more extensive display of CAC's Governance System can be found in Display 5a.

Display O8a. CAC Organizational Chart

Pinal County Community College District

August 2008



1C1 and 1C2 Common Student Learning Objectives and Alignment with the Mission

The mission of Central Arizona College (CAC) is to provide a vibrant environment centered on learning and learner success. CAC’s diverse college community values the power of innovation, continuous quality improvement, and contributions of the individual. CAC’s commitment is to act as a catalyst for economic and cultural vibrancy and to inspire individuals to pursue unique goals.

The CAC Values Statement describes the set of learning objectives expected of all students, regardless of their purposes or goals for attending CAC (See Display 01c, Institutional Overview). In addition, CAC has an articulated set of general education learning outcomes degree-seeking students are expected to possess upon completion of their program of study. The institution is currently in the process of reviewing and revising these outcomes as an AQIP Action Project in response to the changing needs of CAC learners. These General Education Outcomes Statements fall into five categories (see Display 1a.).

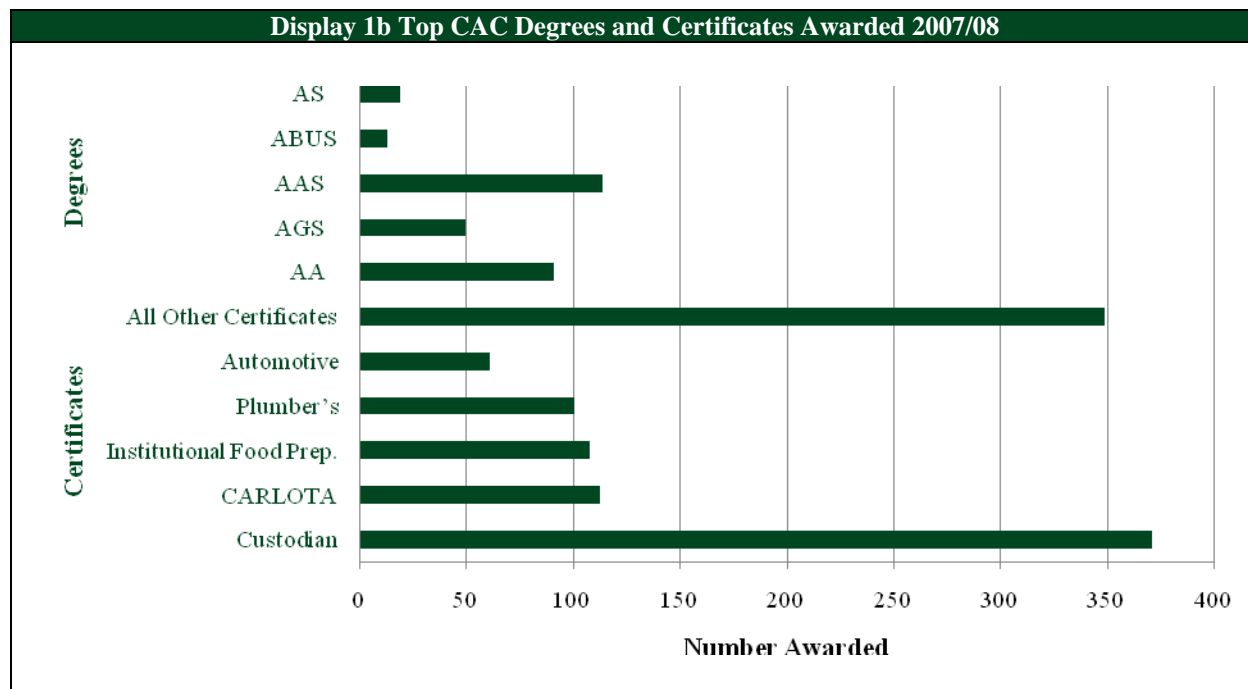
Display 1a. General Education Learning Outcomes for Degree-Seeking Students	
Area	Statement
Communication	The student will demonstrate the skill and knowledge required to receive and generate information.
Problem Solving	The student can employ thought processes and resources as well as defend choices made as they address problem solving, critical thinking, and decision-making regarding intellectual or creative projects.
Cultural and Artistic Heritage	The student will demonstrate an awareness of our cultural heritage and an appreciation of the world’s social and artistic diversities due to differences in nationality, gender, race, ethnicity, and historical development.
Mathematical/Scientific Inquiry	The student will demonstrate understanding and applications of the concepts, methods, and principles of mathematics and the sciences to the resolution of personal, social, and environmental problems.
Selfhood and Personal Values	The student will demonstrate an awareness of selfhood by articulating how their personal values influence specific decision-making and goal- setting activities.
Source: CAC Policy 402	

The Curriculum, Learning, and Assessment Support Services office (CLASS) oversees curriculum development and modification. Existing General Education Learning Outcome statements (Display 1a) were systematically developed utilizing information from faculty across the district. The Governing Board approved Policy 402, which describes the General Education Outcomes for Associate Degrees. The process of developing the General Education Learning Outcomes statements is based on the Mission Statement and Policy 402 to develop Learning Outcome statements. This process is described in detail later in Criterion 1 (IP1).

A college priority is to provide access to higher education for all Pinal County residents. To ensure alignment between student learning and the College’s Guiding Documents, a core of developmental education courses are offered to assist students successfully transition into college-level courses. Increasing county wide access to higher education exemplifies the College’s dedication to utilizing technology.

1C3 Key Instructional Programs and Methods

CAC offers more than nine university transfer pathways and 43 occupational and technical certificates (Display O2a). Occupation and technical degrees are designed to fit the current and future needs of industry. CAC also provides AGECE courses which will transfer to any of Arizona’s three state universities. A wide variety of options for general education courses are offered in Oral Communication, Arts and Humanities, and Social and Behavioral Sciences. While a variety of course selections exist in the areas of Physical and Biological Sciences and Mathematics, options for course selections in these general educational areas are often dictated by requirements of a specific transfer degree. Learners are encouraged to select courses relevant to their major from a list of Major Transfer Courses (which articulate to the Arizona universities) to complete a transfer degree program. Display 1b shows the programs with the highest number of degrees and certificates awarded at CAC for the 2007/08 academic year. The total number of certificates awarded was 1103. The total number of degrees awarded was 287.



Source: CAC Management Factbook, Banner July 2008

A large percentage of CAC students arrive needing review or developmental instruction. During the 2007/08 academic year, more than 50 percent of students entering the college tested into one or more developmental courses. Efforts to extend higher education opportunities to Pinal County residents, coupled with CAC's open-admissions policy, have increased the offerings of developmental education courses in reading, writing, and mathematics.

The College's current developmental education program is decentralized. With a high percentage of students requiring developmental education, efforts are being made to integrate the developmental education program offerings on a district wide basis. Formal coordination between faculty and academic support staff is occurring, and further development is ongoing. Recent institutional reorganization, and moving from a site-based to a district-based management model including academic disciplines and learning support (i.e., tutoring, success skills, etc.), has made such efforts productive. For example, within the past year, developmental education and learning support now fall under the leadership of one academic dean.

CAC offers developmental education courses in a variety of delivery methods to accommodate the diverse needs of students: traditional face-to-face (FTF) courses, hybrid courses (e.g. F2F/online), online courses, interactive television (ITV) courses, or accelerated (8-, 10-, or 12-week sessions) courses. Nearly all developmental courses use some form of technology during instruction. Forms include scientific or graphing calculators, mediated learning software, and other basic computer applications. The Blackboard Course Management System is the primary delivery of CAC online courses. Online courses use Blackboard for a variety of purposes, including these areas: 1) content such as announcements, syllabus documents, event schedules, staff information, external links to the World Wide Web, and assignments; 2) assessment tools such as online quizzes and grade books; and 3) communication and collaboration tools such as discussion boards, e-mail, and the virtual classroom. The virtual classroom is an interactive, multimedia environment that includes PowerPoint presentation, whiteboard, synchronous group work, and other tools.

In addition to providing various delivery methods for developmental education courses, CAC also uses technology to provide academic support to its students. For example, a Title V grant provides students access to online writing, mathematics, and ELL tutoring. Additionally, tutor stations equipped with webcam and digital writing lab technology have increased academic support previously unavailable to CAC's smaller sites.

While the majority of the courses offered use traditional face-to-face delivery, CAC continues to increase the number of non-traditional delivery course offerings. In the Spring 2008 semester, CAC had 187 fully online courses,

160 various types of hybrid courses, and 305 online supplements to traditional. In the Spring 2008 semester, CAC offered 57 classes on its ITV system. The College's system includes 45 total endpoints throughout Pinal County with 20 delivering courses to CAC's three campuses and six centers. Remaining connections are managed through the Pinal County ITV Consortium, which consists of many schools (from elementary to high school) located within and outside of Pinal County.

A variety of student-centered resources, such as video clips, electronic presentations, demonstrations, case-discussions, web-based materials, guest speakers, and internship experience projects are used to enhance learning. Learning Centers, Libraries, and other college wide resources provide equipment to support learning. Most classrooms are equipped with PC teaching stations, LCD projectors, ELMO, DVD, VCR, a printer and access to the World Wide Web. All students receive a student e-mail address, automatically enrolling them in a free online training module, Student Centered Hands-on Orientation for Online Learners (SCHOOL). This may assist online students with the technical aspects of online classes.

1C4 Preparing Students to Live in a Diverse Society and World

CAC is dedicated to fostering appreciation for diversity, a priority for the college. It is also a canon of the CAC Strategic Goals (Display O1b) and is embedded in the Mission and Values Statement (Display O1c). In addition, all students, staff, and faculty are invited to sign the CAC Declaration of Civility and to honor its tenets of mutual respect (Display O1c). The CAC Mission Statement emphasizes that the institution “provides a vibrant environment centered on learning and learning success.” The CAC curriculum is designed to provide an in-depth study of the three core areas: General Education, Technical, and Vocational. These core areas exemplify diverse workforce readiness. CAC programs serve traditional and non-traditional students from diverse backgrounds, preparing them to enter the global economy. Additionally, the CAC District Honors Program provides enriched learning opportunities for students (see 9C1 and 9C2).

The General Education Learning Outcome, Cultural and Artistic Heritage (Display 1a), demonstrates the College's dedication in preparing students to live in a diverse society and world. Students completing the AGEC are required to fulfill coursework in the categories of global/historical and ethnic/race/gender. Additionally, CAC offers summer opportunities for student participation in two or four-week language and culture immersion programs. CAC also boasts active student organizations, sponsoring events designed to promote awareness of culturally diverse groups. Representative events are the Make a Difference Day and AIDS Awareness Day.

Students having an identified disability work with the Special Needs Coordinator who assists students, staff, and faculty to accommodate different learning styles. To learn about the variety of student learning styles, faculty regularly participate in on and off campus professional development activities such as workshops, courses, and conferences. The College has provided faculty and staff the opportunity to engage in partnerships with international institutions of higher education. For example, a faculty exchange took place due to a partnership between the College and a university in China. Additionally, a course was taught by a CAC professor to a group of Chinese students via ITV.

1C5 Maintaining a Healthy Campus Climate

Student and employee rights and responsibilities are described in a variety of public documents including CAC Policies and Procedures, Declaration of Civility, Student Handbook, and the Central Arizona College Catalog. These documents were developed with participatory governance by the Faculty Senate, Managerial and Technical, and Support employee groups. In addition, respect and appreciation of others is stated throughout the CAC Guiding Documents (Display O1c). Activities that support a healthy climate at CAC appear in Display 1c.

Display 1c. Activities Promoting a Healthy Climate at CAC	
Group	Activity
Students	The student handbook, distributed and discussed at student orientations, describes students' rights and responsibilities including due process, grade appeals, harassment, code of conduct, and confidentiality of records under FERPA.
Faculty	A clear job description and expectations, access to all policies and procedures
All Employees	New employee orientation and district wide in-services address institutional values.
Source: CAC Human Resources and Student Services	

1P1 Determining Common Learning Objectives

Existing General Education Learning Outcome statements (Display 1a) are systematically developed using faculty input throughout the district. With the CAC Mission Statement (Display O1c) and Policy 402, Outcomes for Associate Degree (Display 1d) as a guide, the CLASS office facilitates the process of curriculum currency. Using a three year cycle, the faculty review curriculum in their area of specialization. They process updates, changes, and new curriculum through a dual college committee structure. The Curriculum Committee provides oversight of all curricula, ensuring that the common learning outcomes for each course are “mapped” to the CAC Mission and Policy 402. This process is carefully monitored to ensure all expectations of the CAC mission and Policy 402 were covered in the curriculum. The standard three-year review cycle allows CAC to better discern that students in the programs are fulfilling their learning expectations and that all of the developmental objectives outlined in the CAC mission and Policy 402 are met.

Display 1d. Governing Board Policy 402: Outcomes for Associate Degree

The College shall strive to improve student success and academic achievement by providing quality education that encompasses continuous improvement in teaching and learning. The primary focus will be on the learning process that adds value to the learners. The Governing Board expects students graduating with an Associate Degree will have gained academic preparation with knowledge, skills, and attitudes for continuous learning in the 21st century in the following areas: Communication, Critical Thinking, Information, Personal Development, Culture and Arts, Science, Career Preparation, and Technology.

Source: CAC Governing Board Policy and Procedure 402

1P2 Design of New Courses and Programs

New programs and courses are initiated by one or more faculty members, division chairs, and/or deans. The initiators collaborate with small groups of individuals, representing the market sector of the new curriculum, responding to a variety of needs created by state and federal mandates and CAC participation in grants (refer to Criterion 9 for detail). Advisory groups and surveys of area business and industry, county K-12 schools, and other stakeholders generate information which assists in determining the need for a degree or certificate program. In addition, this information helps in developing and scheduling courses to meet specific community needs. Display 1e presents a sampling of unique courses developed to meet community needs.

Display 1e. New Courses/Programs Developed to Meet Specific Needs of the Community

Description	Need
Early Child Care and Education certificate and degree programs	A variety of degree and certificate programs. CAC instructors work individually with students to find the pathway that best meets the need of each student.
Retail Management Certificate	The WAFC (Western Association of Food Chains) has initiated a program for employees to earn this certificate to enhance their performance and promote their advancement in the business.
Entrepreneurship Certificate	Provides learners with skills to own and manage their own business.
International Building Code Inspector Course	With rapid growth in the housing industry within the county, the College provides this course for those individuals seeking IBC Certification.
Fast Track Reading and Math Courses	CAC requires all AGECE courses to have a pre-requisite of RDG 094.
Learning Communities	Specialized learning communities developed meeting physical and emotional wellness needs.
Radiologic Program	Certificate and degree program to help fulfill the shortage of radiological technicians
Weekend College	Courses offered on Friday and Saturday that will allow students to complete AGECE courses

Source: CAC College Catalog, 2008-09 and Grants Office

Academic programs are stable. Changes center on learning outcomes, evaluation methods, scheduling, and delivery methods. Necessary changes are often initiated in statewide discipline articulation groups and address the transfer of courses among two-year state colleges and universities represented on the articulation task forces. With the growth of ITV, hybrid, and online course availability, CAC has been able to broaden the schedule and course selection.

1P3 Required Student Preparation

Determining the preparation required for enrollment into all courses and programs is built into the curriculum development process and is monitored by the CLASS office, the Curriculum Committee, and the Chief Academic Officer, which is the Vice President of Academic Programs and Services. New courses and programs must present a rationale and specification of pre- and co-requisites. All courses are required to be reviewed on a three-year rotation. During review, learning outcomes, standards, pre- and co-requisites, and other course-related information are examined and updated.

Admittance to, or continuation in, some programs, is dictated by state or national accrediting agencies. Some examples of such programs include the Nursing Program, Dietary Education Program (DEP), Central Arizona Regional Law Officer Training Academy (CARLOTA), Health Careers, and Radiologic Technology (RAD).

College policy requires all new CAC learners to complete an assessment for determining placement into the appropriate courses. CAC uses a nationally-normed placement exam (ASSET or COMPASS). CAC uses placement testing to assist both students and faculty in determining the students' preparation for college-level courses. The goal of CAC placement testing is to ensure student success. Students scoring below the acceptable cut scores (set by CAC faculty) are placed in developmental courses to review, and receive instruction, in the academic skills necessary for college success.

Transfer students may complete assessment testing at another institution and submit those scores to CAC. In the case of a transfer student, placement into courses may be determined by previously completed post-secondary education. Transfer students must present official transcripts that show completed coursework in a corresponding subject with a grade of C or better or successful completion of a minimum of nine credit hours of university level academic coursework from an accredited college or university.

1P4 Communicating Expectations

College program and degree requirements are communicated through a traditional approach to college recruitment using various sources such as the CAC Catalog, view book, web site, high school guidance counselor workshops, and student orientations. The Admissions Department communication plan provides the strategy to reach students on a consistent and continual basis. This communication plan spans the academic year and serves as a strategic informational tool targeting prospective students at various stages of interest. In an effort to better track the College's yield-rate, CAC is working toward establishing a protocol for aligning recruitment activities with its student information system. Institutional Research shows 25 percent of CAC's student population is traditional. However, this cohort takes 75 percent of the College's credit courses. Based on this information, a large portion of our recruitment outreach focuses on traditional students.

Expectations for college preparation and learning objectives are communicated through CAC course outlines and listed in the CAC Catalog, which can also be viewed online. Descriptions for all courses are listed in the CAC Catalog and are available to view online. The college catalog provides information on the General Education Outcomes for all degrees, Code of Conduct, and the Campus Safety and Security Act. Course outlines provide information such as course description, pre- and co-requisites, learning outcomes, and standards.

While the average age of the CAC student is 31 years, CAC has an increasing number of students expressing an interest in starting college early. Students may gain early access to college by participating in district programs designed specifically for students under the age of 18. These district programs include: Dual Enrollment, Early College, and First Step. Information for enrollment in these programs is provided via online, printed materials, and high school campus visits.

Registration supports students through face-to-face and online registration. District wide, CAC implemented an online registration process for student convenience, particularly for those who attend online or live a distance from CAC sites.

During orientation, advising, registration and group campus tours, students are encouraged to become active participants in support programs. Many students gain support through involvement in programs such as TRiO Student Support Services, TRiO/Title V Summer Bridge, Title V Cooperative Grant, Honors Program, Special Needs, and First-Year Seminar. Information about these programs is provided via online, printed materials, and

campus visits. Each of the programs listed has written protocols and criteria listing student expectations. Participating students are mentored individually.

1P5. Programs of Study

The college COMPASS placement test provides immediate feedback to students and advisors in the core areas of reading, writing, and math. COMPASS provides a guide to assist students in selecting courses at the appropriate academic level. Students are also encouraged to take the Discover Inventories, which assesses individual interest, abilities, and values. Students may access advising services online or in person. A developmental advising model supports students through a series of advising sessions. The advisor guides students in becoming aware of their needs, interests, abilities, and values, and matches them with a program of study or a career. A pilot retention study showed a direct correlation between the number of repeat advising visits and student persistence. The College will continue to forge the relationship between repeat advising visits and student persistence.

Discrepancies between the actual preparation of learners and their learning styles are detected and addressed through collaboration between faculty and advisors. Based on a student's placement score (and an advisor's evaluation), course placement may be adjusted. During the first and second weeks of the semester, faculty (within core disciplines) re-evaluate students using different assessment modalities. In addition, faculty may evaluate student competency and provide feedback that may include changing course level and/or referrals for tutoring, advising, and possible special needs accommodations.

1P6 Documenting Teaching and Learning Effectiveness

At the institutional level, current methods of documenting effective teaching and learning include required faculty evaluations, CCSSE, CCFSSSE, annual Graduation and Student Learning Outcomes Surveys. Other college wide survey results are available from http://www.centralaz.edu/Home/About_Central/Institutional_Effectiveness/Institutional_Planning_&_Research/Surveys_and_Reports.htm.

With help from the Office of Institutional Planning and Research (IPR), CAC surveys students at the start of their educational career and at graduation. The comparison data provides a clearer picture of student learning. In addition, some questions are similar to CCSSE and CCFSSSE questions, providing another learning correlation. CAC regularly monitors the effectiveness of developmental education by looking at key variables such as retention, persistence, and pass/fail rates in each course. A study performed in 2006 also explored similar variables for students, who had taken one or more developmental courses. Results are shared with appropriate administration, division chairs, and directors who then communicate results with their respective faculty and staff. The IPR office generates reports displaying the results and copies are currently housed in this department and online. In addition, semester persistence figures are reported on the CAC web site.

At division and program levels, methods of documenting effective teaching and learning vary. Beyond assigning grades, some divisions use a comprehensive approach that includes faculty evaluations, classroom observations, and overall student performance. The math division, for example, has used embedded assessment techniques to measure teaching and learning effectiveness. Information about employers' satisfaction with the preparation of recent various program graduates is also collected at the program level. Employer satisfaction is solicited following the student's completion of the program. Results are shared and discussed with individuals and with faculty during department meetings.

CAC faculty hiring practices consider appropriate talents and NCA recommendations for instructor qualifications (see faculty credentials in Display O5d, Institutional Overview). Instructors must have at least a Masters in their teaching area or have a Masters in another field of study plus a minimum of 15 graduate credits in their teaching field for AGECE curriculum. Faculty teaching other transferable and vocational areas may satisfy qualification requirements with a combination of adequate work experience and education in the field to be taught. Qualification information may be obtained from the CAC Human Resources web site and office.

CAC demonstrably values employees. One example of this includes the reward and recognition system directly tied to the AQIP Quality Criteria for the President's Award and for the Teaching Excellence Award. Refer to 4P7 and 4P8 for details.

1P7 Instructional Delivery Processes

In Spring 2007, the College conducted a Scheduling Survey district wide to learn about faculty and student perceptions related to the course schedule and course delivery systems. Survey results provided useful information for Division Chairs, Program Directors, and Deans. For example, the College learned ITV was students' and faculty members' least favorite modality for course delivery, with the chief complaint being inconsistent technology. As a result, the College is working to improve ITV technology and bandwidth across the district and offer more hybrid, night, and weekend courses. The College successfully began Weekend College in Fall 2007 with virtually every course offered in a hybrid or accelerated format. For the Spring 2009, the College plans to expand Weekend College to other sites, offering courses on updated ITV equipment.

As the College continues to meet the course needs of its learners, providing academic support for other areas is a priority. Each faculty member is required to maintain a total of ten office hours per week, with generally five office hours per week held on a campus site or center. With faculty and Executive Council support, a recent change in procedure encourages faculty members to conduct the remaining office hours in relationship to the modality, contact hours, and location of faculty course load (e.g., face-to-face, via telephone, e-mail or online) as agreed upon between supervisor and faculty member. The intent is to provide learners with increased instructor availability at a variety of times and via various modalities. Campus learning centers, where tutoring and workshops are provided, are currently using existing and new technology (e.g., Online, ITV, webcam interface) to accommodate non-traditional instructional delivery and future plan include service expansion to other sites. Other support includes Student Centered Hands-on Orientation for Online Learners (SCHOOL), Customer Service & Technical Support desk (CSTS), CAC Web site, online tutoring and advising, faculty development, online student services, faculty and advising self-service and general information for distant learning.

Current economic conditions also influence college decisions regarding instructional delivery processes. In response to fuel prices and learner or faculty commutes, the College is modifying schedules to reduce the number of student commutes required for face-to-face instruction. Hybrid courses are providing another alternative for the College and for students.

As CAC develops more centers and greater county outreach, at the same time, facing budgetary constraints, it has altered processes and foci to provide greater service in more locations. CAC takes pride in its broad perspective of the processes necessary to serve its students, staff, and county. CAC's Multimedia Support Department is actively engaged in creating and improving a number of course delivery systems.

Technology and county outreach have necessitated growth in these modalities to levels not imagined a few years ago. In order to be receptive and to embrace change, the department has adopted new methods and processes to rapidly develop and deploy mediated technology throughout the District. Continual evaluation of consistent, accurate, and accessible information is essential for the department to manage many complex systems. The Distance Learning area has undertaken a huge project to digitize print materials, integrate them with digital forms, organize, store, and make them available anywhere via the Internet. Such an undertaking will provide a foundation for establishing a process to develop and deliver future multimedia services.

CAC believes multimedia delivery in the classrooms directly enhances the instructional process. Multimedia addresses and enhances student learning styles and experiences. The College continuously upgrades classroom equipment and systems to provide better imagery and audio, coupled with greater information access, all with an easy-to-use control system interface.

Also in the past two years, CAC Library systems have been transformed to meet the needs of expanding services and growth. Emphasis has shifted to online support using widely available technologies. For example, print-based reference materials are now available via electronic databases, accessed by students at college centers or in their homes. Additional exciting features include embedding librarians within Blackboard courses, reference help via chat, and text messaging over cell phones. CAC no longer waits for students to initiate requests for information; the college "comes" to them.

Accessibility is critical to the mission of a large rural county, and that means an active distance learning outreach effort. Distance Learning is achieved through Online (asynchronous) and Interactive Television (synchronous) or a

combination of these (Hybrid) coupled with face-to-face instruction. CAC's Online System is based on Blackboard and every effort is made to adopt the latest software features.

1P8 Curricular Currency and Effectiveness

Implementation of Academic Curriculum Review and Evaluation System (ACRES) has aided in monitoring the currency and effectiveness of CAC's curriculum. As of July 2008, CAC completed the approval process for 5,433 new, modified and deleted courses in ACRES. There are 267 trained ACRES users in the ACRES system at CAC. ACRES software may upload approved curriculum information directly to Arizona Course Equivalency Tracking System (ACETS), the statewide course-bank. Information from ACRES and ACETS eventually feeds into the Course Applicability System (CAS¹) as well as the Course Equivalency Guides and Common Course Matrices. CAS¹ was updated in October 2008 with U. SELECT. This information is used to determine articulation with other colleges and universities in the state and is made available to the state Articulation Task Forces.

CAC has undergone a massive effort to revitalize and update the existing academic curriculum. To date, nearly all courses in CAC's permanent course bank have been updated with competency based learning outcomes and proficiency standards. Changes in curriculum and/or development of new curriculum is based on information from state Articulation Task Force (ATF) meetings with representatives of other community colleges and universities, state Arizona Transfer Articulation Committee (ATAC) meetings, input from Division Chairs and program managers, and input from Advisory groups.

From 2003 to 2008, the College's Academic Review Committee served as the "umbrella" committee for work related to the review, evaluation, and recommendations concerning curriculum development, modification and revision, course standards; and general education core requirements. The Academic Review Committee also addressed a variety of other issues directly related to the articulation, transfer and approval of courses, degrees, certificates and special studies areas within CAC. Three sub-committees supported this committee's work: Curriculum, Student Learning Outcomes/Assessment, and Program Review. The three committee process proved to be ineffective in expediting new curriculum and revisions. In short, it was taking too long to get curriculum approved. During a district wide CLASS retreat in the Spring of 2008, through procedural analysis, it was decided to improve the curriculum approval process by focusing on the core needs of curriculum proposers.

The College is currently implementing a new curriculum approval process for the academic year 2008/09. This process includes active participation between the curriculum author, a mentor, the CLASS office, deans, and the Vice President of Academic Programs and Services. The new process provides a streamlined approach to curriculum development and approval. More rapid development, approval, and implementation of new curriculum in the classroom are the desired outcomes from this change.

1P9 Student and Faculty Needs Relative to Learning Support

Each campus has a learning center focused around learning support. Each learning environment operates to meet the needs of the learners from their immediate service area. All learning environments implement activities that gather information to determine needs, disseminate information regarding services, and evaluate services. A general summary of these activities is provided in Display 1f. In addition to academic support provided at our learning centers, students now have access to services provided by learning center staff at some of our off-campus sites. Those newly-expanded services include face-to-face tutoring, web-cam interactive support, and online tutoring as well.

Display 1f. CAC Learning Centers: Determining the Needs of Learners	
Description	Needs Assessment
Gathering information from students and faculty	<ul style="list-style-type: none"> • Student surveys <ul style="list-style-type: none"> ○ Knowledge of services (pre and post) ○ Satisfaction • Faculty surveys • Student and faculty contact
Communicating information regarding services provided	<ul style="list-style-type: none"> • Information packets are sent to faculty (hard copy and electronic) • Informational flyers are posted throughout campus • Orientations are available for classes or individuals to attend

Display 1f. CAC Learning Centers: Determining the Needs of Learners	
Description	Needs Assessment
Evaluation of services provided	<ul style="list-style-type: none"> • Learning Center specialist visits to classes • Data collected regarding knowledge, usage, and satisfaction is reviewed throughout the semester
Source: CAC Cooperative Learning Center, 2008	

Recent College organizational changes have redefined the role of the Learning Center Director. This individual is now responsible for coordinating learning support to all campuses, centers, and locations throughout the district. Additionally, the director is responsible for ensuring that academic support is available to students in non-traditional courses. Tutors, in person or online, are available for individual or study group assistance. Each center provides some level of technical assistance for special projects. Computer tutorials are also available in areas of mathematics, reading, and writing. Various workshops are offered throughout each semester, providing students with opportunities to learn skills necessary to be successful.

The Learning Resource Center (LRC) provides cultural and academic support services for all patrons (students, faculty, staff, and community members) and teaches them how to locate, evaluate, and use information to develop independent lifelong learning in an inviting, functional environment. Staff members work to promote learning and assist students in successfully achieving their goals. A LRC is located on each campus, and the LRC department is also working to provide its resources in nontraditional formats, such as web-based.

In addition to the learning centers and libraries, other support services include the Student Success Program, Student Leadership Organization, Developmental Education, Department Study Groups, and Advising. The Student Success Program is a college wide program that includes several initiatives designed to connect students to various learning communities and to enhance student success. The Student Leadership Organization engages students in developing a personal philosophy of leadership that includes self, others, and the community. Students in Developmental Education are provided the necessary tools, through instruction and academic support, to succeed in subsequent college-level courses. In some departments, students create and/or join existing study groups informally. The advising centers use a developmental approach to advising, promoting access and repeat visits that support learners' pursuit of long-term career objectives or personal goals.

1P10 Co-Curricular Development Goals Aligned with Curricular Learning Objectives

Learning centers and the LRC at each campus provide environments conducive to learning. The environment may take on different forms, depending on the campus. Campus clubs and other activities often revolve around developing an appreciation and respect of differences. These activities tie in with some of the CAC General Education Learning Outcomes associated with Cultural and Artistic Heritage and Selfhood and Personal Values (Display 1a). Additionally, leadership activities, athletics, clubs, organizations, work study opportunities, the art gallery, as well as co-curricular scholarships, provide stimulus-supporting academic goals. Some of the many CAC links to co-curricular resources include:

- Student Leadership
http://www.centralaz.edu/Home/Student_Resources/Residence_Life/Student_Leadership.htm
- Clubs and Organizations
http://www.centralaz.edu/Home/Student_Resources/Residence_Life/Clubs_&_Organizations.htm
- College and Career Transitions
http://www.centralaz.edu/Home/Student_Resources/College_&_Career_Transition_Centers.htm
- Career and Student Employment
http://www.centralaz.edu/Home/Student_Resources/Career_&_Student_Employment_Services.htm

1P11 Student Assessment Process

All students who wish to take courses leading to a credential or university transfer must complete a placement exam. The College uses COMPASS and ASSET to help determine initial placement. At CAC, many students require developmental education as determined by those placement exams. CAC faculty remains dedicated to providing students with the results of both formative and summative assessments so that both the student and faculty can effectively monitor the student's progress toward achievement of the expected learning outcomes. In the classroom,

faculty members determine how and when to assess students. Some divisions employ common finals to help measure alignment of instruction and texts to standards and learning outcomes. Students are made aware of expectations through learning outcomes listed on course syllabi. Students completing each course in the CAC curriculum are asked to complete the “Central Arizona College Course Evaluation” form.

In addition to instructional assessment, student satisfaction and levels of engagement are also measured. The Community College Survey of Student Engagement (CSSSE) is administered every two years and helps the College understand students’ perceptions of college climate and their ability to engage in the learning process in and out of the classroom.

1P12 Well Prepared Students

Most nationally accredited programs use student and employer exit surveys to assess student preparation. Two CAC self-assessment instruments are used to measure students’ satisfaction with the college experience. The CAC IPR office developed one and the other is the CCSSE. The results are reported in 1R3. College representatives are involved in Pinal County community activities, programs, and service groups. Through the involvement in these groups, the College is able to assess the needs of the community and prepare students for entry into the workforce. Other methods used for program preparation include discussions with university professors and employers. For example, teacher education programs collaborated with university partners to develop the Associate in Arts – Elementary Education (AAEE) degree. The AAEE is fully articulated with all three state universities. Students can achieve an Associate of Arts in Elementary Education and, at the same time, enter the university with classroom experience and transfer as a third year student with no loss of credit.

All technical and vocational departments have active advisory committees. For example, the John Deere Construction and Forestry and the John Deere Tech Advisory Committees are comprised of dealers who hire the students they sponsor. The committee meeting agenda topics include a discussion of how well students have acquired the knowledge and skills required to be successful in industry. In order to qualify for CAC’s Associated General Contractors Certificate (30 credits), the apprentices must achieve a score of 80 percent on a skill proficiency exam. The apprentices must test out on separate proficiency exams on each piece of equipment in the curriculum.

In the future, CAC plans to maintain a common database and partner with the state universities to assess how many students transfer to state universities and how well they perform while matriculating. Students can be grouped by major to assess program preparation, transfer rates, and retention rates. The data will allow CAC to quantify its student preparation for completing programs, degrees, and certificates for further education or employment.

1P13 Measures of Student Performances

The primary mode of assessment at CAC is instructor-administered in the classroom, in person or online. Additionally, CAC dispenses other learner performance assessments, which are listed in Display 1g. The assessments that are completed on a regular basis are geared towards satisfaction (CSSSE, Graduation).

Display 1g. Measures of Student Performance		
Measure	Type	Schedule
ASSET, COMPASS	Pre	Upon entrance to CAC
CSSSE	Mid-point	Every 2 years
Consortium for Student Retention Data Exchange (CSRDE)	Ongoing	Annual
Graduation Survey	Exit	Annual
Program Review	Ongoing	Annual and 5-year cycle
Source: CAC Student Services, Academic Programs and Services		

1R1 Results for Common Learning Outcomes

CAC recognizes that measuring common learning outcomes is challenging. However, the College was recently accepted by the Higher Learning Commission of North Central Accreditation for a four-year commitment to improve the assessment of common learning outcomes.

Currently, the College is best situated to provide results for common student learning objectives in developmental education. The percentage of students who did not pass developmental courses for a recent cohort of first-time students at CAC was found in a recent study. A course-by-course assessment indicated that 38 percent were not

successful in MAT 081, while 37 percent and 25 percent were not successful in MAT 091 and MAT 121, respectively. Similar investigation of developmental English courses showed that 34 percent, 46 percent, and 34 percent were not successful in ENG 090, ENG 095, and ENG 100, respectively. For developmental reading courses, 39 percent, 31 percent, and 26 percent were not successful in RDG 090, RDG 091, and RDG 100, respectively. Analysis of those data suggest that students were more likely to be successful in terminal, rather than in initial, developmental courses.

1R2 Evidence of Learning

The College understands the educational experience of the student extends beyond the classroom. Outcomes outlined in Policy 402 emphasize this (Display 1d). CAC does not currently have an assessment plan in place that specifically addresses its general education outcomes. AQIP Action Project 1349 refers to the college's current status in revising general education outcomes and developing and implementing a comprehensive General Education assessment plan. There are results of student learning that reflect the opinion or satisfaction of the students and alumni. According to the 2008 results of the college's participation in CCSSE, 76.6 percent of the respondents felt that their experience at CAC contributed to their knowledge, skills, and personal development in acquiring a broad general education either "quite a bit" or "very much." This is an increase from 71 percent in the 2006 CSSSE results.

In-class assessments administered by individual faculty serve as a primary method of assessing student learning. Various methods are used to assess learning in the classroom. CAC has a strong articulation agreement with the Arizona public universities (AGEC-- see Institutional Overview). Courses satisfying the degree requirements at CAC have been articulated for transfer to the Arizona public universities. A total of 287 degrees and 1103 certificates were awarded at CAC in the 2007/08 academic year.

In the 2006 study performed on developmental education, students who required developmental education posted an average grade point average of 2.27 in respective subsequent college-level courses.

Many accredited programs acquire results from CAC student scores on national examinations. For example, the Dietetic Education Program five year average pass rate for Dietetic Technicians Registered is 81 percent, while the national average is 68 percent. The Nursing program at CAC posted similar results. Since 2003, the Nursing Program has experienced an average licensure exam pass rate in excess of 90 percent.

1R3 Results for Helping Students Learn

To ensure that the General Education Learning Outcomes adopted by the College are being addressed in courses, the CLASS office maps the outcomes statements described in the course outlines to the College General Education Learning Outcomes.

Since the inception of ACRES, nearly all courses have updated course outlines. These updates included modifying learning outcome statements and standards and course descriptions to accurately reflect the course. In addition, the pre- and co-requisites are reviewed by the members of the curriculum committee to ensure incoming students have the necessary prior skills and knowledge to succeed in the class. All courses are required to undergo the review process on a three-year cycle.

In Spring 2008, a random sample of currently enrolled students completed the CCSSE (See Display 1h below). Several questions addressed student satisfaction with processes that assist in helping students learn. Results presented in Display 1h indicate that CAC students are most satisfied with computer labs, tutoring, financial aid advising, and skills labs. Students are least satisfied with CAC services related to job placement assistance, child care, and career counseling.

Display 1h. CCSSE Results: Helping Students Learn - 2008		
Indicate how satisfied you are with the services at CAC (CCSSE Item 13.2)	N	Means
Academic advising/planning [10c3]	498	2.16
Computer labs [10c3]	498	2.54
Financial aid advising [10c3]	498	2.08
Career counseling [10c3]	498	2.05
Peer or other tutoring [10c3]	498	2.18

Display 1h. CCSSE Results: Helping Students Learn - 2008		
Indicate how satisfied you are with the services at CAC (CCSSE Item 13.2)	N	Means
Skills labs (writing, math, etc.) [10c3]	498	2.27
Transfer credit assistance [10c3]	498	2.00
Services for people with disabilities [10c3]	498	1.73
Job placement assistance [10c3]	498	1.73
Student organizations [10c3]	498	2.01
Child care [10c3]	498	1.81
Key for Means: 1= Never, 2=Sometimes, 3= Often, 4=Very Often		
Source: CAC Management Fact book, 2008 CCSSE		

All graduates in 2006 and 2007 were asked to rate their satisfaction with twelve college areas: instruction, courses, study areas, the library, tutoring services, financial aid, orientation, scheduling, materials, recreation, residence halls, and campus safety. In addition, four demographic questions and one college intention question were asked. Display 1i shows the items that received the highest satisfaction and dissatisfaction percentages.

Display 1i. Top 5 Satisfactory and Dissatisfactory Items for all Graduate Survey Respondents, 2006/2007	
Top 5 Items Rated Satisfactory	% Satisfied
Read-ability and understand-ability of the latest course schedule	87.6%
Positive attitude of the faculty toward students	83.5%
In general, the instructors; knowledge of material in your major field	82.9%
In general, the instructors use of technology in the classroom	82.6%
Length of the term or semester in which your courses are offered	82.4%
Top 5 Items Rated Dissatisfactory	% Dissatisfied
Accuracy of information given by your advisor	16.6%
Adequate extracurricular activities	16.0%
Timeliness of financial aid awards	14.0%
Helpfulness of the advising staff	13.3%
Availability of tutors at the Learning Center	13.2%
Adequacy of the hours the library is open	13.2%
Note: Excludes those items rated by less than 50 percent of respondents	
Source: CAC Student Services, Registrar's Office , 2008	

Fall 2007 CAC Course Evaluations (Display 1j below) show students are very satisfied with their instructors and classes. Most students are taking courses out of personal interest and because they meet degree requirements. Students indicate that instructors foster and promote learner-centered methods and behaviors.

Display 1j. Fall 2007 Student Course Evaluations: District Summary		
Why are you taking this class? (Yes=1, No=2)	Count	Mean
1. Because it is a requirement of my degree.	3,012	1.18
2. Because the topic interest me.	2,971	1.32
3. Because it is held at a convenient time.	2,955	1.30
4. Because I thought it would be relatively easy.	2,934	1.71
5. Because I like the instructor.	2,934	1.39
6. Because of the convenient location.	2,948	1.32
(Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5)		
Source: CAC Academic Programs and Services, 2008		

Three thousand and twenty five students responded to the Spring 2007 Academic Advising survey (Display 1k). The survey was not random. However, the students who chose to respond were extremely positive about the

services offered. For example, 99 percent of the respondents agreed with the statement, “The instructor is accessible to me for outside help.” That’s an increase of 2 percent of students agreeing with that statement since 2004. Also, 97 percent agreed with the statement, “The instructor uses a variety of teaching methods to engage my learning and to address my learning style.”

Display 1k. Spring 2007 Advising Survey Responses		
Do you agree or disagree with the following statements?	Count	Mean
1. Given the amount and type of material required to be covered by syllabus, the pace of work is appropriate.	3,021	1.69
2. The goals (purpose, objectives and learning outcomes) of class/lab are made clear in syllabus.	3,025	1.53
3. The course activities are worthwhile and helpful to my learning--not busy work.	3,021	1.70
4. The textbook and other resource materials support and aid my learning.	3,010	1.73
5. Grading seems fair and consistent for assignments.	3,024	1.56
6. The instructor encourages class interaction.	2,978	1.55
7. The instructor is accessible to me for outside help.	2,999	1.68
8. The instructor is organized and prepared for class meetings.	2,907	1.55
9. The instructor provides useful feedback and assignment and other work.	3,009	1.63
10. The instructor encourages critical and/or creative thinking skills such as summarizing or critically analyzing material.	2,988	1.67
11. The instructor uses a variety of teaching methods to engage my learning and to address my learning style.	2,950	1.83
12. The instructor respects students as adult learners.	2,998	1.43
13. The instructor demonstrates sensitivity to diversity (ethnic, racial, religious, sexual orientation).	2,922	1.60
14. The instructor fosters a class environment in which multiple perspectives are encouraged and respected.	2,931	1.53
Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5)		
Source: CAC Student Services, Advising and Testing Office, Spring 2007		

1R4 Benchmarking

The College’s participation in CCSSE has been implemented. We also benchmark using IPEDS data and cost of instruction per FTSE data compared to other colleges. A district wide analysis revealed the College was a MetLife Foundation semi-finalist for best practices in student retention. The College scored significantly higher than other mid-sized community colleges in the following general areas: Faculty-student and student-student involvement outside the classroom, technology use (e-mail for contacting instructors and internet for coursework), classroom preparation, ethics, code of values, understanding of self, and diversity (race, ethnicity, religion, politics, personal values). There were no challenges identified for CAC from the sponsoring agency. However, several discussions were held, regarding implications for instructional and student services, to identify the responsible systems and how to maintain the successes.

A national study on developmental education reported that during a 3.5-year period, students in remedial courses had a mean GPA of 2.28, which was very close to the GPA for CAC students in developmental education.

CAC recognizes the importance and usefulness of benchmarking with other institutions of higher education, as well as with organizations outside of education. In addition to CSSSE, the College is currently in the initial stages of participating in four national benchmarking activities related to “Helping Students Learn”: The National Community College Benchmark Project (NCCBS), National Student Clearinghouse (NSC), Cooperative Institutional Research Program (CIRP), and the National Study of Faculty and Students (NSOFAS.)

111 and 112 Improving Current Processes and Systems

CAC sets targets for improvement by creating a process that includes an annual Institutional Operational Plan based on a five-year Strategic Plan. Planning is a continuous process in which each area develops an Operational Plan to include goals, activities, and measurable outcomes. The initial annual plan was developed at the department level and progressed to the manager level; then, at the vice president level, a unit plan was formed which was the driving force for the development of the first Institutional Operational Plan. The Institutional Operational Plan was used as a guiding document for the next cycle. Upon year end, the outcomes for all plans were reported and reviewed by administration. The focus of CAC's targets for improvement include support for learners, employees, community partnerships, internal and external communication, and maximizing fiscal and physical resources. Results and improvement priorities are communicated through in-service gatherings, Governing Board meetings, CAC web site, and forums. The Executive Council determines which areas for improvement most closely align with CAC's Mission, Vision, Strategic Plan, and Operational Goals.

Central Arizona College is a member of the Higher Learning Commission Assessment Academy. The Academy experience is intended to develop institutional culture and increase institutional commitment to assessing and improving student learning. Participation in the Academy is designed to generate evidence for accreditation evaluations and assessment related follow-up. The Academy assists CAC to align current assessment efforts as well as develop new assessment programs based on the College's needs.

Overall, institutional effectiveness is managed and monitored by the Vice President of Institutional Effectiveness & Advancement and the Central Arizona College Academic Quality Improvement Program (AQIP) Quality Council. The College has accomplished great strides in forming a foundation for a comprehensive institutional assessment plan with the development of its guiding documents. Current efforts are being lead by the Quality Council, via an AQIP Action Project, to develop a set of institution measures of effectiveness.

The College's AQIP team of administrators, faculty, and staff coordinates and facilitates institutional assessment efforts. This team coordinates and monitors quality initiatives, provides leadership and training in the development and implementation of quality initiatives, and serves as a resource to the College for quality improvement. For example, should standardized test results indicate that incoming students are more likely to need the challenge of additional honors courses, this group would recommend initiatives and/or strategies for district wide consideration.

The College Advisory Council committee, appointed by the President, is charged with providing recommendations to the College President on the priority and feasibility of college initiatives, on the effectiveness of college processes and the college infrastructure, and on the overall health of the College culture. The Council meets in an atmosphere of mutual respect and trust with frank and open dialogue. Committee members generate the agenda for the meetings. The committee issues a semi-annual report to the members of the college community and Governing Board. These reports describe:

- What issues were addressed;
- What solutions/alternatives exist;
- What solutions were recommended;
- Whether the solutions were implemented; and
- What degree the solutions proved successful.

The committee has the power to appoint subcommittees (learning action teams) to study and investigate issues. Care is taken not to create subcommittees that duplicate the work of existing college committees and to use the expertise and information gathered by existing committees whenever possible.

Recent organizational changes have allowed divisions offering developmental education courses to be under one academic Dean and permit the College to centralize developmental education efforts. The College is in the process of writing a grant which will fiscally catapult efforts to improve how CAC delivers and academically supports students in developmental education.

To improve and increase access to higher education through technology, the College is currently working with a Banner consulting firm to improve CAC's enrollment processes. The College has made progress with the online prospect, admission, registration, and transcript modules.

Online learning is preparing to implement a distance learning self-study creating a quality benchmark for student services and support, technological tools and support, curriculum development and evaluation, and academic delivery and assessment. This includes the evaluation of delivery techniques and resources used by instructors. Assessment of instructional delivery encompasses peer learning, active learning, the application of learning styles, and diverse methodologies, learning assessment, communication, collaboration, and community, among others. Once this benchmark is defined, periodic self-assessments will take place to ensure quality is maintained and we are on a course of continual improvement.

2C1 and 2C2 Other Distinctive Objectives and their Alignment to the CAC Mission

Circumstances and needs in the broader CAC community might require numerous investments of time and energy from the College. To support the best use of college resources, the following distinct objectives have been identified:

- Support the maintenance and development of the Pinal County economy
- Continue the development and support of quality Residence Life program at the College
- Continue to develop and support an exemplary Athletic Program

Through its Workforce Development initiatives, CAC is positioning itself as the “go-to” solution for broad economic development issues in the county. Recent challenges in the national economy have added the additional objective of simply maintaining economic status quo. By making organizational changes, the College is uniquely positioned for rapid, and appropriate, responses.

Workforce Development expertise resides in the CAC Corporate Center and in the new CAC One-Stop Center. District wide collaborations bring the power of additional college and community resources to bear on workforce issues. Central Arizona College, through its Corporate Center and its One-Stop Center, focuses the divergent resources of the college community on the specific objectives of economic development. Responsibility for Workforce Development may well reside among several departments and offices. Accountability for specific pieces of Workforce Development is built into each relevant activity and is assigned to a specific CAC dean.

Workforce Development continues to include workforce and community education and to use multiple and varied strategies. The Workforce Development initiative supports the training needs of employers throughout Pinal County. Occupational skills in workplace literacy are provided. Some activities are designed to meet occupational, educational, and cultural needs of the district. Others are designed to meet specific requirements of programs based in individual Pinal County communities.

An example of the latter would be the Pinal County WiFi project activities in the communities of Superior, Eloy, and Maricopa. In these communities, CAC is designing and delivering training both for credit and not for credit. The training is designed for community residents and business owners, and it is coordinated with the implementation of wireless internet service in each community. Success will be measured by new business startups, increased sales revenues, and new market development.

The Pinal County One-Stop Center also comes under the banner of Workforce Development. The Center brings community resources to assist jobseekers and employers. CAC and the Arizona Department of Economic Security are among the key resource providers. The Center will provide both face-to-face and online Internet access for constituents. In response to specific needs in Pinal County, the Center will provide services to military service veterans, including servicemen returning from overseas duty in Iraq and Afghanistan.

The Center will be characterized by the availability of core services such as outreach, intake, and eligibility determination. Following a universal assessment, all partners will share assessment information in order to apply the most effective solutions to client issues. The Center will offer intensive assessment and training services designed for clients who are changing careers or upgrading skills.

The Center will also supply services to employers. To help local businesses, the Center will assist with recruitment, referral, and orientation. Employers will be connected to local economic development resources. The Center will provide a rapid response to business closures and layoffs. Finally, the Center will provide assistance with vocational rehabilitation. This will provide support for jobseekers with disabilities which have prevented them from seeking or obtaining employment.

CAC will maintain the One-Stop Center as a fully functional college location. CAC will provide a manager, instructors, and support staff. The institution will also offer admission and registration, financial aid, and advising. Specific training will be offered in the areas of employment readiness, construction trades and facilities maintenance, and health care programs. Supporting the One-Stop Center will be the CAC Corporate Center, the Small Business Development Center, and the College Career and Transition Center. The One-Stop Center operates on the following principles: universal access, integrated services, individual choice, and program quality and accountability.

Central Arizona College assists local entrepreneurs through its Small Business Development Center (SBDC). The Center is funded jointly by CAC and the Small Business Administration and provides assistance to both new businesses and existing businesses. The most important function of the Small Business Development Center is providing confidential counseling to business owners. The Center is part of the Arizona Small Business Development Center Network. Clients of the CAC SBDC can tap into the expertise of all Arizona SBDC personnel.

The Small Business Development Center offers district wide training workshops and classes. In addition, the SBDC participates in specific projects that may be initiated by other CAC departments or offices. This includes efforts such as Workforce Development, the One-Stop Center, and other more specific opportunities. The SBDC offers new business incubators with e-counseling and online training. Finally, the SBDC, through its web site, offers numerous links to resources at the federal, state, and county levels. Success measurements include training hours, counseling hours, increased sales revenues, increased capital formation, and new business startups.

The CAC Corporate Center, opened in the Summer of 2007, is quickly becoming one of the busiest campuses. The Corporate Center is designed to host a wide range of conferences, educational classes, and training seminars. The Corporate Center is open 12 hours a day and six days per week. It also offers training programs sponsored by other groups such as the Chamber of Commerce and the Pinal County United Way. The Corporate Center also is used by private businesses for their own corporate training programs.

CAC's current and potential students can visit the Corporate Center to register for classes or to see advisors. CAC staff members who are housed at the Corporate Center are specialists in community outreach and services provision to the business community. The Center has become a hub for business networking and exchange of best practices. These activities are open to students.

Through its Coolidge Training and Assessment Center, CAC serves unemployed and underemployed residents. The Center and its programs are provided to the citizens of Pinal County by the Pinal County Board of Supervisors, the City of Coolidge, and the close cooperation of all public and private grant providers. This Center provides assessments, certifications, training classes, job placement, and technical support. The Coolidge Training and Assessment Center and the Corporate Center collaborate to provide services for business owners and potential business owners in the target population.

As part of the CAC culture of cooperation, economic development services are enhanced by support from the College and Career Transitions Center. These entities assist students and alumni with career access development. Through collaborative relationships with the community and other support services, they seek to assist students in developing the necessary skills to meet career and educational goals.

A key resource for CAC students is the CAC Foundation. The Foundation is responsible for increasing resources, raising funds, and creating partnerships to support the College's mission. The Foundation seeks and accepts financial gifts, equipment, and real property for the district, including professional services. With these resources, the Foundation provides student scholarships and grants to make possible academic achievement and success. The Foundation is continually building and nurturing relationships with communities the College serves. CAC has created the position of Director of Alumni Relations to expand on these efforts.

The Foundation seeks and supports special projects that enhance the quality of CAC educational programs while recognizing students, staff, and both Foundation and community members for outstanding service or contributions. In establishing the Director of Alumni Relations, CAC will recognize alumni for their achievement and support of the College and the community.

The flagship program of the CAC Foundation is the Promise for the Future Scholarship. This program is designed to increase the graduation rate of Pinal County high school students. In addition, this program increases participation in higher education.

A second distinctive and key objective of CAC is to provide an exemplary Residence Life program. Alongside CAC academic programs, the mission of Residence Life is to provide an environment where students can learn life skills. The objective is to use a student's experience while living in CAC residence halls to promote academic success,

personal development, and out-of-classroom learning. The measurement is student satisfaction with residence hall living and community development, as well as the ability to take what is learned and apply it to the future.

The third distinctive objective of CAC is to provide an exemplary Athletic Program. The program provides learning and personal growth opportunities through student participation in athletics. These opportunities include the development of social responsibility, citizenship, respect, honesty, and competitiveness. CAC, which is a rural community college, takes great pride in its international student-athlete population, a group contributing cultural diversity to the college and community. Central Arizona College has produced numerous student-athletes who have attained success in the classroom and in the arena of national and international competition. The Athletic Program's focus on the importance of athletics in the development of life skills has paid a dividend in the development of world-class athletes. The Athletic Program further supports student learning through the involvement of coaches in academic issues, individual meetings with student athletes, and a special studies support program for first-year student-athletes.

2C3 Alignment to Helping Students Learn

Display 2a presents the activities from Economic Development, Residence Life and Athletics at CAC that assist in helping students learn.

Display 2a. Other Distinctive Objective Supporting Helping Students Learn	
Entity	CAC Activity or Program
Workforce Development Corporate Center SBDC One-Stop Center Coolidge Training Center	Adult Basic Education Business and Community Outreach Small Business and Entrepreneur Development Community Education One-Stop Center Programs Distributive Programs CAC/Workforce Agency Liaison Corporate Partnerships External Sites
CAC Foundation	Scholarships, internships, and volunteer opportunities
Residence Life	Resident Student Leader position provides leadership and mentoring opportunities Resident Student Leader position provides programming in line with student development theory Customer Service Training available to all student workers Students Agreed to Comply with a Statement on Living and Learning Community and Diversity
Athletics	Student-athletes receive direction regarding social skills, punctuality, time management, health habits, self-discipline, and teamwork. Study table: sessions in the Learning Center are provided to assist with development of study skills and time management skills.
Source: Interviews with Workforce Development Director, 7/15/08; SBDC Director, 7/15/08; CAC Foundation Executive Director, 8/15/08; Residence Life Director and Assistant Director, 8/20/08; Athletic Director, 7/14/08.	

2P1 and 2P2 Determining and Communicating Other Distinctive Objectives

Other Distinctive Objectives at CAC are identified through several mechanisms. CAC administrative staff and academic staff engage in a continuous information exchange with their constituents. Formalized communication through memberships and service clubs and professional organizations provide another means of collecting information. The Small Business Development Center utilizes formal surveys distributed within the business community to gather feedback on key issues. Data on the state of the local economy is also gathered through local and national media. Finally, CAC has a formal relationship with each Chamber of Commerce in Pinal County. These relationships provide specific and localized data on economic development needs.

Other Distinctive Objectives are communicated to interested and involved parties in a variety of ways. Most important in these communications is that the information arrives in an understandable and useful manner. Various

CAC departments and offices have their own specific communication relationships with stakeholders. Some of the more general communications methods include published materials, e-mail, web site postings, group meetings, regular visitations, and mailings to stakeholders.

2P3 Determining Staff/Faculty Needs Relative to Other Distinctive Objectives

CAC has a wealth of intellectual resources directed toward the achievement of Other Distinctive Objectives. The College also has numerous traditional products and services including for-credit and non-credit courses, certificate programs, and college degrees. The institution determines its resource assignments by reviewing the issues to be addressed and matching personnel to the particular specialty needed. When a particular requisite competency is not readily available within the CAC staff, that resource is brought in from the outside.

In one activity specific to Residence Life, faculty, staff, and community are invited to participate in student move-in programs and events to promote faculty/student relationships. Residence Life provides continuous and effective communication regarding its programs and services to the College in general.

In athletics, faculty and staff needs are determined through budget requests and restrictions, meetings with coaches, and actual numbers of students participating in any particular sport.

2P4 Assessment of Other Distinctive Objectives

Display 2b exhibits the assessment activities related to Other Distinctive Objectives.

Display 2b. Assessment of Other Distinctive Objectives	
Economic Development	<ul style="list-style-type: none"> • A Workforce Development representative sits on the local Workforce Investment Board and receives input for state and local employment services agencies • A representative of the CAC Workforce Development effort is an active participant in the One-Stop Center development committee Arizona Workforce Connections • State and federal reporting data such as countywide job placement and employment, is available to the Workforce Development effort at CAC. • Community advisory groups provide performance feedback which is used to assess the outcomes of the CAC Workforce Development activities. • CAC submits reports for the Carl Perkins grant and in turn receives a comprehensive report showing how its efforts compare to the performance levels of colleges in other states. • College administrators and the College governing board receive, on a regular basis, Workforce Development data to assist in making decisions concerning adjustments of objectives or processes. • Promise for the Future activity outcomes are regularly reviewed by the CAC foundation board. • SBDC relationships with clients are routinely evaluated via a written survey distributed by the Arizona SBDC Network. • SBDC outcomes relative to new startup companies, new sales revenues, new capital investment, new full-time employment and counseling hours are routinely evaluated and reported by the Arizona SBDC Network. • Costs of SBDC activities relative to the existing budget are evaluated weekly
Residence Life	<ul style="list-style-type: none"> • Satisfaction surveys • End of the year report • Discipline/judicial statistical data • Program evaluations by the Resident Student Leaders for individual programs • CAS² overall evaluation of the Residence Life program
Athletics	<ul style="list-style-type: none"> • Transfer rate of student-athletes • Graduation rate of student-athletes • National and regional championships • Team grade point averages • Drug testing
<p>Source: Interviews with Workforce Development Director, 7/15/08; SBDC Director, 7/15/08; CAC Foundation Executive Director, 8/15/08; Residence Life Director and Assistant Director, 8/20/08; Athletic Director, 7/14/08</p>	

2P5 Measures for Accomplishing Other Distinctive Objectives

Measurements obtained for accomplishing Other Distinctive Objectives may be received in a variety of ways. The most common are written and verbal comments. In some areas, formal written surveys are used. Display 2c lists the measures used for accomplishing Other Distinctive Objectives.

Display 2c. Measures for Accomplishing Other Distinctive Objectives	
Economic Development	<ul style="list-style-type: none"> • Evaluations of Centers and programs • Formal surveys sent to business clients of the SBDC • Review of SBDC performance against measurements specified in the SBA/CAC grant • Informal evaluation of Workforce Development and SBDC activities by various Chambers of Commerce in Pinal County
Residence Life	<ul style="list-style-type: none"> • Satisfaction surveys • 2007/08 end of the year report to the vice president • Discipline/judicial statistical data • Program evaluations by the Resident Student Leaders for individual programs • CAS² overall evaluation of the Residence Life program
Athletics	<ul style="list-style-type: none"> • Number of regional and national championships • NATYCAA score/ranking • Number of Academic Teams of the Year • Number of All-Americans • Number of Academic All-Americans
<p>Source: 2007/8 Academic year end reports and various interim reports. Workforce Development reports are as required by various grants and contract training programs; SBDC reports are required by statute for calendar years and are audited by the SBA and the AZ SBDC Network; CAC Foundation reports are provided periodically at Foundation meetings, Residence Life reports per academic year, and CAC Athletic Department reports per academic year with interim reports as required.</p>	

2R1 Results for Other Distinctive Objectives

Results for accomplishing Other Distinctive Objectives in the area of economic development vary across the spectrum of CAC programs.

In the most recent Annual Report, Workforce Development programs generated over 30 percent of Central Arizona College's full time student equivalency; however, Workforce Development consists of programs relatively small in terms of staff.

The efforts by the members of the Workforce Development program resulted in a myriad of activities such as hosting a Corporate Center Open House, preparing a Strategic Assessment Center plan, developing a Skill Center plan, assessing the impact of Adult Basic Education (ABE) upon the economic future of its students, and establishing a relationship with ABE related to training future employees for local businesses.

The Small Business Development Center (SBDC) assists Pinal County businesses in becoming successful. The Center can point to the following results (Display 2d below) from their efforts over the past seven years ending in 2007: new business start-ups, business growth, increased sales and profits, jobs created, jobs retained, and loans.

Display 2d. New Business Startups and Related Information (Since 2001)*				
Reporting Year	New and Retained Jobs	New Businesses	New Capital	Increased Sales Revenue
2001	10	5	\$221,000	No data collected
2002	20	14	\$347,000	No data collected
2003	18	8	\$241,000	No data collected
2004	93	33	\$3,221,000	No data collected
2005	84	11	\$2,376,350	\$4,238,901
2006	193	9	\$906,153	\$1,536,000
2007	127	10	\$2,300,500	\$1,036,000
TOTAL	545	90	\$9,613,003.00	\$6,810,901.00
<p>Source: SBDC Annual Reports, 2001-2007. Reporting years are calendar years Jan-Dec and compiled each February for the preceding year.</p>				

The CAC Foundation has actively sought support for its Promise for the Future program -- a collaborative initiative of the Foundation, the College, and Pinal County K-12 schools. Since inception, more than 6,000 students have enrolled in Promise for the Future, with 1554 signing up during the 2006/2007 academic year alone. The first cohort of Promise for the Future scholarship recipients enrolled at CAC in the Fall of 2005. Now in its third cohort, the Fall of 2008, 194 students have taken advantage of the scholarship. Since inception, the CAC Foundation has awarded a total of more than \$1.6 million in a variety of scholarships.

Results from Residence Life surveys have provided useful information for providing a quality program, specifically feedback in campus environs where students feel more connected with fellow residents. They provide feedback on facility health, safety, and security.

Central Arizona College finished seventh nationally in the 2007/08 NATYCAA Cup standings, (recognizing program excellence), on the strength of one national championship (women's track & field) two runner-up finishes (men's track & field and women's basketball) and two third place finishes (men's cross country and baseball). Central Arizona College has pushed its total numbers of national championships to 34, outdistancing the 13 other colleges in Region I of the NJCAA.

2R2 Comparison with Peer Institutions

Central Arizona College's Small Business Development Center is one of 1,100 such Centers throughout the United States. In Arizona, CAC is one of eleven Centers that function under the same guidelines, allocations, and established goals prescribed by federal mandate. By assisting in the attraction of businesses and jobs to the community, the demand for beneficial SBDC services (counseling and training) is rapidly growing even as the SBDC funding level remains flat.

CAC Foundation's Promise for the Future initiative is similar to programs in other community colleges, in that it promotes high school completion rates; however, CAC's program has several unique features. Parent involvement is a hallmark of this program and begins with middle-school aged students. The Foundation's all-time high market value has exceeded \$4 million.

Residence Life engaged in several activities with external organizations to improve the quality of the Residence Life program at CAC. Some of these activities, and their results, are listed below.

- Resident Student Leader training improvement (comprehensive and tied to student development theory along with proven practice)
- The CAC Residence Life Department is an active member of numerous professional groups including NASPA, ACPA and NCHERM.
- Residence Life offers programming to combat substance abuse.
- Residence Life collaborates with schools nationwide in exchanges of best practices.

As mentioned, Central Arizona College finished seventh nationally in the 2007/08 NATYCAA Cup standings.

2R3 Results That Strengthen the Institution and Enhance Community Relationships

The Workforce Development function has become larger and more powerful under the district wide leadership concept. It has done so without a parallel increase in budget dollars. CAC has identified a cadre of workforce development experts as the nucleus of the program. In reality, these experts work with a number of other college departments and offices to extend the reach of Workforce Development throughout Pinal County. This allows the CAC Workforce Development initiatives to touch a greater number of residents and organizations. CAC works with Chambers of Commerce, economic development officers, and agencies throughout the county.

The SBDC participates in a multitude of ways with business and economic development activities. The SBDC is a focal point for area business outreach. The SBDC director participates in numerous municipal and county economic development efforts, including the Pinal County Comprehensive Plan Task Force, the Pinal County Business/Education Committee, the Pinal County WiFi committee, and the United Way of Pinal County.

As a result of this partnership building, the CAC Foundation recently secured a \$1 million grant, the largest contribution it has ever received.

Residence Life has used outcome results to strengthen the quality of the program at CAC. Student feedback has resulted in a continuous improvement of delivery of programs from Resident Student Leaders. Learning activities outside of the classroom have increased. Residence Life has seen an increased participation in other campus learning activities.

The successful CAC Athletic Program has strengthened the College overall. Coaches have developed a diverse roster that enhances the learning and understanding experience by recruiting locally, regionally, nationally, and internationally. Nine former CAC student-athletes participated in the 2008 Beijing Olympics.

2I1 Improvement of Systems and Processes

As mentioned earlier, Workforce Development is a collaborative effort at CAC. A first step toward improvement will include more accurate gathering of workforce data. Following closely will be fine-tuning a mechanism that assures data will be available to administrators who have Workforce Development focus and responsibilities. Coordination of the total Workforce Development effort will reside with the team of Vice President of Academic Services and Programs and deans. Process improvement will include continuous enhancement of the accuracy of coordination. Earlier, the expertise of the staff at the Corporate Center was mentioned. An additional improvement area will be the continuous in-service training available to the staff and subsequently used in the Workforce Development effort.

The SBDC is continuously involved in mandated improvements dictated by its funding sources. Key areas for improvement include data collection, file maintenance, report preparation and timeliness of reporting. In addition, regularly scheduled training will be made available to all staff members. Progress toward improvement goals will be routinely audited via site visits by the AZSBDC Network Director. Results of the site visits will be communicated to the SBDC director and to the Dean of Professional and Technical Education at CAC.

The CAC Foundation will continue to fine-tune its relationship building activities. This will include working with new entities in the district as well as maintaining contact with existing partners. Continuing to build the cadre of volunteers representing the Foundation will also be helpful. The Foundation will continue to monitor the specific graduation results from the Promise for the Future Program.

Residence Life has been continuously engaged in planned improvements and will continue to monitor outcomes. Residence Life will monitor training outcomes for Resident Student Leaders and fine-tune training. Residence Life will continue the exchange of best practices with other residential programs. Finally, it will continue to monitor national and state data to determine potential problem areas such as alcohol and drug abuse.

The Athletic Program continuously refines and improves systems and processes for accomplishing its distinctive objectives through a routine review of programs and outcomes. Staff and coaches meet with their counterparts from other institutions in order to share best practices. This is accomplished through meetings, conferences, and conventions sponsored by the NJCAA and other professional organizations.

2I2 Targeting and Communicating Results and Improvement Priorities

Opportunities to strengthen Workforce Development in support of general economic development and improvement reside with several college departments and offices. Thus, an initial challenge to strengthen Workforce Development is twofold. First, standard data collection, analysis, and recommendation will be important. These activities can take place in any number of college locations and disciplines. The complexity of Workforce Development requires the participation of numerous resources. The second part of the challenge is simply the coordination of Workforce Development efforts to avoid duplication and to ensure effective use of resources.

The emerging CAC culture of collaborative effort will prove powerful for Workforce Development improvement. The challenge will be to use the same culture of collaboration directed at coordinating efforts and communicating those to participating parties. Useful in this effort will be brief e-mails, in outline form, inviting inquiries for additional information.

The SBDC has built targets for improvement into its Strategic Plan. These will include staff training, increased use of the Internet, a more powerful web site, and additional relationships with the funding community. The primary source of staff training will be the CAC in-service training program. Materials typically shared with a new client

have been placed on the SBDC webpage. The SBDC staff is undergoing training to manage its own web site. The first of several seminars involving local funding sources, such as banks and non-bank entities, has been scheduled for August of 2008 at the CAC Corporate Center. This information will be shared with the College and business community by e-mail, local Chambers of Commerce, the CAC SBDC web site, and local news media.

The CAC Foundation depends on voluntary and very positive relationships with potential funding sources. Thus, a key area for improvement will be honing the skills required to develop these relationships. A second improvement area will include increasing participants in the Promise for the Future Program. As higher education costs increase, this program will become more and more critical to the educational futures of local high school students. Enrolling participants early (and often) will be an additional area for improvement.

Residence Life utilizes a continuous improvement process. Through program reviews, questionnaires, and best practices exchanges, improvement targets have been developed for decreased discipline incidents, fewer repeat offenses, increased interest in student organizations, and increased involvement in student leadership programs. Residence Life communicates with the College community through a year-end report and a regularly scheduled newsletter.

In the Athletic Program, targets for improvement are established through division meetings with college administration, coaches, faculty, staff and the community. The specific improvement priorities targeted are maintaining and increasing overall individual and team GPAs, 80-90 percent placement of graduating athletes at four-year colleges/universities, continued success at regional and national levels, and an increase in opportunities for students to participate in new sports.

3C1 Categories of Students and Other Stakeholders

Similar to most other American community colleges, CAC categorizes its currently enrolled students into subgroups. Students are categorized by educational goals such as transfer, career and technical, and continuing education. Special emphasis has been placed on first-year students, distance learning, and developmental education students.

To comply with reporting requirements, and to ensure different populations are served effectively, CAC also categorizes students in additional ways. The National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) reporting requires that current student enrollment data be disaggregated by gender, ethnicity, degree-seeking status, part-time/full-time status, and intercollegiate athletic participation. CAC's Carl Perkins Career and Technical Education grant requires reporting by gender, ethnicity, special populations (individuals with disabilities, economically disadvantaged, nontraditional enrollees, single parents, displaced homemakers, limited English proficient), Tech Prep status, and program type (at 2-digit CIP code level).

CAC's stakeholder groups include our Governing Board; employees; the business community; taxpayers; prospective students; CAC Foundation Board; alumni; employers; federal, state, tribal, and local government and agencies; accrediting agencies, other educational agencies; program advisory committees; community based organizations; and parents and spouses. To ensure students and stakeholders across Pinal County are served adequately, both groups are subcategorized geographically.

3C2 Short- and Long-Term Requirements and Expectations of Student and Other Stakeholder Groups

CAC students and stakeholders expect that CAC will provide accessible and affordable education close to their residences. All CAC stakeholders expect CAC to promote a learning environment and academic philosophy by fulfilling its Mission Statement, Vision Statement, and five (5) Strategic Goals. For a detailed enumeration of these cornerstones, see the section on Criterion 8, Planning Continuous Improvement.

CAC students and stakeholders also expect that CAC will address and respond to student and learner needs for basic skills, workplace skills, functional skills, and transitional and transfer skills. These expectations were identified in part as a result of the process used to develop the Strategic Goals. Some expectations from CAC students and stakeholders are stated in Display 3a.

Display 3a. Expectations of CAC	
Student Expectations	Other Stakeholders' Expectations
Provide affordable and accessible education (2006 CIRP Report)	CAC is responsible for responding to the rapid growth in Pinal County by providing accessible education
Provide a safe and welcoming physical and psychological learning environment, exhibiting a deep respect for and embracing diversity (2006 CIRP Report)	CAC optimizes the development and allocation of resources (Board and taxpayers)
Course offerings are available "on-demand" any time, any place, and in a variety of formats and modalities tailored to individual circumstances and learning styles (2007 Scheduling Survey)	CAC is responsive to community and employers needs for programs and services, and systematically addresses them
Course offerings are of high quality and transfer to the 4-year sector (2006 CIRP Report)	CAC continue to provide a quality education by expanding the learning environment into local communities
Upon completing an associate's degree at CAC, learners have the skills and background to be successful at upper division schools (2006 CIRP Report)	CAC continue to strengthen community relations and partnerships
Career and technical education curricula is up-to-date, consistent with employers' and labor market needs (2006 CIRP Report)	Students are well prepared to succeed upon transfer to upper division schools

Display 3a. Expectations of CAC	
Student Expectations	Other Stakeholders' Expectations
Co-curricular services are of high quality – for example financial aid, advising, tutoring, food service, bookstore (2006 CIRP Report)	CAC ensures learning outcomes match competencies expected by the employer community
Provide high quality and timely career counseling and placement assistance	CAC will continue to develop Promise for the Future
Sources: Student Expectations-2004 Systems Portfolio; Stakeholder Expectations-2006 community forums	

3P1 Identifying Student Needs and Methods of Addressing Needs

CAC uses several data sources to identify student needs and has developed and implemented processes for addressing student needs. The College has also implemented a planning and budgeting process in which all planning must be tied to the College's Mission and Strategic Goals. In analyzing data related to student needs, selected courses of action are chosen based on those needs that support the College's Mission and Strategic Goals.

From the results of the 2006 Community College Survey of Student Engagement (CCSSE), Student Services targeted six improvement goals and created action plans to attain each targeted goal. In May 2004, Residence Life began administering an annual survey to all student residents. The results of these surveys are analyzed and targeted areas of improvement are included in the annual planning and budgeting process. For the past two years, annual surveys have assessed the needs of online students and students participating in New Student Orientations. Student feedback is used by each respective area (and associated areas as appropriate) to create annual plans.

To determine if scheduled class offerings were meeting the needs of students, a Course Scheduling Survey was administered to all students in the Spring of 2007. The academic divisions and programs used the information collected for subsequent schedule planning. In addition, faculty and academic division leaders use information garnered from student course/faculty evaluations administered each semester to improve opportunities for student learning.

3P2 Building and Maintaining Relationships with Students

CAC has focused on increasing our accessibility to students, both current and prospective – in order to build and maintain relationships. Through our enhanced online services, new and current students are able to apply for admission, receive academic and financial advisement, register and pay for classes, and receive instruction, technology support, and academic tutoring, access library/media information and their academic record and account information, and receive transfer advisement from anywhere they have internet access.

In addition to our three campuses, CAC now has six centers across Pinal County for more convenient geographical access to our programs and services. Prospective and current students can find information about our programs and services, as well as links to corresponding college contacts, on our redesigned web site. We have established a Customer Service/Technical Support desk (accessible via phone, e-mail, or in person) to provide a centralized area for consistent information.

CAC has increased support resources to new students by encouraging participation in redesigned New Student Orientations and enrollment in an 8-week Student Development course that provides strategies for success and a designated faculty-mentor for their first semester. Students have opportunities to make connections by working with academic and career advisors, participating in faculty/staff-sponsored extra-curricular clubs and activities, and joining the Student Leadership organization.

CAC begins to build relationships with Pinal County's youth by offering such programs as Central's Future summer programs for 5th-8th graders. We also have the Promise for the Future scholarship program, in which county 8th graders sign a contract promising to graduate from high school with a minimum GPA of 2.75. If they fulfill their promise, they are offered four semesters tuition-free at CAC. CAC also continues to provide extracurricular activities, including athletics, performing arts, and cultural events that appeal to the diverse interests of student and community populations.

3P3 Identifying Key Stakeholder Groups' Needs and Methods of Addressing Needs

As described in Category 8C1, CAC serves a dynamic, fast-growing county. The College has actively participated with many stakeholder groups to determine how CAC can best meet their changing needs. In 2004, and again in the Spring of 2008, the College conducted county demographic studies to analyze growth. In the Fall of 2007, CAC partnered with the Central Arizona Regional Economic Development Foundation and Arizona Public Service to sponsor the Central-Western Pinal County Labor Market Study. The purpose of the study was to document the skills, abilities, and educational attainment levels of the workforce, and to gain an understanding of the local workforce issues and challenges from the employers' perspectives.

CAC's Small Business Development Center works closely with all the county Chambers of Commerce groups to keep abreast of the services required in the Small Business sector. Over the past 15 months, the Pinal County Planning Commission held community forums to seek input for developing a Comprehensive County Plan. CAC continues to be an active participant in this planning process, and is committed to helping Pinal County reach the goals outlined in its draft Comprehensive Plan. The CAC Governing Board regularly invites representatives from county K-12 school districts to present their changing needs and expectations at the monthly Board meetings. Information regarding the ever-changing needs of our communities is discussed and evaluated at the CAC Executive Council meetings, as well as with stakeholders as appropriate. Courses of action are then determined based on CAC's ability to produce the greatest impact with available resources.

3P4 Building and Maintaining Relationships with Key Stakeholders

CAC strives to be a civic partner with local communities. All college personnel are encouraged to actively participate and volunteer in community organizations and events. A newsletter highlighting current and upcoming CAC initiatives is mailed quarterly to every county resident, and regular press releases are sent to newspapers and other publications county wide. The status of CAC initiatives and programs is also presented and discussed at monthly public Governing Board meetings. Each career and technical education program maintains relationships with industry in the form of advisory councils, comprised of both college personnel and industry representatives that meet periodically. CAC also hosts annual Job Fairs and business summits. CAC fosters partnerships with K-12 schools districts by hosting annual orientations for school counselors and forming dual-enrollment and Early College programs. Participation in state wide articulation task force meetings allows CAC to collaborate with other Arizona community colleges and universities on curriculum and transfer issues. College administrators dialogue frequently with representatives from the three Arizona state universities, as well as state legislators, to best determine how to meet this goal.

3P5 Determining If New Student and Stakeholder Groups Should be Served

CAC's annual planning and budget process determines if new student and stakeholder groups should be addressed within our educational plans. As new needs are identified through various studies and community partnerships, they are evaluated by the corresponding individual programs and divisions and/or the college administration. Needs must align with the College's Mission and Strategic Goals in order to be included in the education plan. Competing needs are prioritized based on several factors, including impact on the surrounding community and local/county economy, demand on available resources, availability of new resources, and effect on existing college programs and services. Final determination is made at the Executive Council level. The ability to meet needs that arise mid-year is determined on an individual basis.

3P6 Collecting Complaint Information from Students and Other Stakeholders

Complaint information is collected and addressed using several formats. Each semester, students have the opportunity to complete anonymous course and instructor evaluations, which contain space for open-ended comments. Program and division chairs compile those comments and work with faculty and staff, as appropriate, to address concerns. CAC has adopted a syllabus template so that each course syllabus contains clear expectations, thus minimizing misunderstandings and subsequent complaints. The College also has formal policies and procedures established for student complaints, including grade and financial aid appeals. In addition, the Student Code of Conduct and Due Process are published in our annual catalog (available in hard copy and on our web site.) Students can also provide complaint information on college withdrawal exit surveys and course add/drop forms. This information is collected and analyzed by the Registrar and Vice President of Student Services. Information gained from this analysis is utilized in subsequent planning as appropriate.

Students, stakeholders, and employees may also file a complaint using a Campus Incident Report Form. These forms are available online or through the offices of any vice president or academic dean, and the office of Human Resources, Campus Police, or Residence Life. The Vice Presidents of Student Services and Human Resources meet weekly with the Chief of Campus Police to review the previous week’s Incident Reports and determine courses of action for each. Each report, action, and result is logged, and the Vice President of Student Services regularly performs trend analyses of the collected data to determine any consistent areas of complaint. Campus Police publishes a monthly Activity Report summarizing the reportable offenses. In addition, we meet the guidelines set forth by the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act by distributing an annual security report to all current faculty, staff, and students and notice of its availability to prospective students, faculty, and staff.

Excluded from this procedure are Employee Incident Reports that contain confidential information. These complaints are addressed directly by Human Resources according to college policy. Oral complaints can also be presented in the “Call to the Public” portion of each monthly Governing Board meeting. Actions regarding these complaints are determined on an individual basis by the Governing Board and/or college administration.

3P7 Determining Student and Other Stakeholder Satisfaction

The same instruments and methods (described in sections 3P1 and 3P3) that identify student and stakeholder needs also provide data related to satisfaction among those groups. In addition, CAC periodically conducts community focus groups/surveys to solicit public feedback -- the most recent round of forums and a telephone survey was held in the Spring of 2008 as the College sought input related to possible action toward a bond initiative. Each career and technical program receives anecdotal information related to stakeholder satisfaction through advisory councils. Workforce Development and the Small Business Development Center regularly solicit comments regarding satisfaction with their training services. Satisfaction data is analyzed and acted upon in the same manner as needs assessment data (described in sections 3P1, 3P4, and 3P5.)

3R1 Student Satisfaction with CAC Performance

Several surveys are used to determine student satisfaction at CAC. The results from the CCSSE survey, given to a random sample of currently enrolled students in 2008, and an annual graduation survey are reported in Criterion 1. Data analysis indicates a need for the institution to reassess and identify current CAC student expectations. Then, coordinate and collaborate existing assessment efforts, with the newly identified student expectations, to determine and ensure student satisfaction with CAC’s performance. Results from these same surveys are also used to determine if student expectations are being met (Display 3b).

Display 3b. Results of Student Expectations				
Student Expectation	Based on 2008 CCSSE survey students agreeing that the statements occur <i>often</i> or <i>very often</i> (or its equivalent)		Based on 2006-07 Graduation Survey students agreeing that CAC met expectations	
	Responses	Survey Statement	Responses	Survey Statement
Provide affordable and accessible education	<ul style="list-style-type: none"> • 40% 	<ul style="list-style-type: none"> • “Providing the financial support you need to afford your education” 		Student expectation is not addressed within instrument
Provide a safe and welcoming physical and psychological learning environment, exhibiting a deep respect for and embracing diversity	<ul style="list-style-type: none"> • 72% • 50% 	<ul style="list-style-type: none"> • “Providing the support you need to help you succeed at this college” • “Encouraging contact among students from different economic, social, and racial or ethnic backgrounds” 	<ul style="list-style-type: none"> • 71% • 76% 	<ul style="list-style-type: none"> • “Personal Security/Safety at this college” • “Understanding people of other racial and ethnic backgrounds”

Display 3b. Results of Student Expectations				
Student Expectation	Based on 2008 CCSSE survey students agreeing that the statements occur <i>often</i> or <i>very often</i> (or its equivalent)		Based on 2006-07 Graduation Survey students agreeing that CAC met expectations	
	Responses	Survey Statement	Responses	Survey Statement
Course offerings are available “on demand” any time, any place, and in a variety of formats and modalities tailored to individual circumstances and learning styles		Student expectation is not addressed within instrument	<ul style="list-style-type: none"> • 69% • 64% 	<ul style="list-style-type: none"> • “Availability of courses in the semester you need them” • “Availability of courses at the hour you want them”
Course offerings are of high quality and transfer to the 4-year sector <i>*125 of our AGECE courses transfer to all three state universities</i>	<ul style="list-style-type: none"> • 69%* 	<ul style="list-style-type: none"> • Satisfaction with transfer credit assistance 	<ul style="list-style-type: none"> • 83% 	<ul style="list-style-type: none"> • “Overall, how satisfied were you with the education you received at CAC”
Upon completing an associate’s degree at CAC, learners have the skills and background to be successful at upper division schools	<ul style="list-style-type: none"> • 53% • 62% 	<ul style="list-style-type: none"> • “Worked on a paper or project that required integrating ideas or information from various sources” • “Synthesizing and organizing ideas, information, or experiences in new ways” 		Student expectation is not addressed within instrument
Career and technical education curricula is up-to-date, consistent with employers’ and labor market needs	<ul style="list-style-type: none"> • 46% 	<ul style="list-style-type: none"> • “Worked with other students on projects during class” 	<ul style="list-style-type: none"> • Over 70% • 66% • 72% 	<ul style="list-style-type: none"> • Speaking and Writing “clearly and effectively” • “Using the computer and information technology effectively” • “Learning mathematical & scientific concepts, methods, and principles”
Co-curricular services are of high quality (e.g. financial aid, advising, tutoring, food service, book store)	<ul style="list-style-type: none"> • 57%* • 68%* • 50%* • 42% 	<ul style="list-style-type: none"> • Often or Sometimes use academic advising/planning • Use computer labs • Use skill labs • Often or sometimes use peer or other tutoring 	<ul style="list-style-type: none"> • Over 60% 	<ul style="list-style-type: none"> • Agree that the availability and helpfulness of the library, the learning center tutors, and financial aid and advising departments met expectations.
Provided high quality and timely career counseling and placement assistance	<ul style="list-style-type: none"> • 39%* • 29% 	<ul style="list-style-type: none"> • Use career counseling • “Talked about career plans with an instructor or advisor” 		<ul style="list-style-type: none"> • Student expectation is not addressed within instrument

Source: 2008 CCSSE Results and 2006-07 Graduation Survey results **Calculation includes only those students who used the service

In addition to the CCSSE and Graduation surveys, various departments provide their own satisfaction surveys. Some examples and their results include:

- For the 2006/07 academic year, 188 students with CAC transfer hours received university baccalaureate degrees from Arizona universities. (2006 ASSIST Standard Report CAC – Degrees by CIP)
- Students that attended new student orientations in 2007 responded overwhelmingly as being very satisfied with the orientations. Nearly 98 percent of the respondents agreed that the orientation provided them with the information they needed as a new student and over 80 percent of the respondents felt that the individual workshops and information fair met their expectations and needs. (2007 New Student Orientation Survey)
- The survey provided to students living in residence halls has consistently shown a high level of satisfaction since the surveys began in 2004. The most current survey, provided in 2007, shows that 79 percent of respondents were satisfied with their involvement in the Residence Life community, 70 percent felt that living on campus helped their GPA, and 81 percent would recommend living on campus to a friend. (2007 Residence Life Survey)

3R2 Building Relationships with Students

Key indicators are CAC's fall-to-spring persistence rates (first year, full-time, and award seeking) and transfer data. Persistence rates for 2006 through 2008 were 60 percent, 62 percent, and 56 percent respectively. For transfer data, 14 percent of our general cohort transferred within 3 years with this percentage climbing to 18 percent transferring within 6 years. For our Transfer Intent cohort, CAC had 22 percent transfer within 3 years and 25 percent enroll within 6 years. CAC's Transfer Behavior cohort had 33 percent transfer within 3 years and 37 percent transfer within 6 years.

Other indicators include participation in a number of programs offered by CAC:

- Since its inception, the number of students enrolled in Promise for the Future has increased exponentially. In its first year (2001), 385 eighth graders enrolled in Promise for the Future and in its seventh year (2007), 1,554 and in 2008, 1,249 eighth grade students enrolled in the program. Due to the close and effective working relationship CAC has with Pinal County middle and high schools, more than 6,000 students have chosen to participate in Promise for the Future.
- The Online Tutoring program, which offers assistance in the areas of math, writing, and English/ESL was used by 447 students in 2007 and by mid-July of 2008 had assisted 970 students.
- Online advising continues to grow in popularity. Online faculty advisors, who helped 92 students in 2006, assisted 406 students in 2007; students that used career advising online grew from 525 in 2006 to 728 in 2007, with 289 unique users; and financial aid advising online saw an increase of 153 students in 2006 to 378 students in 2007.
- The library began providing online reference services in the Summer of 2007. Usage has steadily increased with 39 transactions in Fall 2007 and 114 transactions in Spring 2008. The library also began providing a new Embedded Librarian service in the Summer of 2007. Faculty can voluntarily sign up to have a librarian take part in their Blackboard class to assist students in their research. Over 55 classes have taken part in this service over the last year, reaching approximately 860 students.
- In the first year of deployment, the number of students receiving technical support from the Customer Service Technical Support Desk was 7252.

Source: Title V Cooperative Grant Advisory Board Report, 2008

3R3 Stakeholder Satisfaction with CAC Performance

Anecdotal evidence from our 2006 focus group meetings provides us with ability to see where our stakeholders' expectations are being met. CAC recognizes the need for refining our measurement instruments to more definitively ascertain whether the College is meeting specific expectations of stakeholders. These results are shown in Display 3c.

Display 3c. Results of Stakeholder Expectations	
Stakeholder Expectations	Results
CAC is responsible for responding to the rapid growth in Pinal County by providing accessible education	<ul style="list-style-type: none"> 85% of those surveyed agreed that CAC provides affordable education for traditional high school graduates, working adults, and seniors engaged in life-long learning. (2008 Bond Perspective Survey)
CAC optimizes the development and allocation of resources (Board and taxpayers)	<ul style="list-style-type: none"> The use of cutting edge technology and the visibility in the community shows wise usage. (Anecdotal comment, 2006 Community Forums)
CAC is responsive to community and employers needs for programs and services, and systematically addresses those as it can	
CAC continue to provide a quality education by expanding the learning environment into local communities	<ul style="list-style-type: none"> 88% of those surveyed agreed that CAC should continue partnerships with state universities so students can get four-year degrees in Pinal County closer to home at a more reasonable price. (2008 Bond Perspective Survey)
CAC continue to strengthen community relations and partnerships	
Students are well prepared to succeed upon transfer to upper division schools	<ul style="list-style-type: none"> “Tough place to go” – prepared students for universities with harder challenges. (Anecdotal comment, 2006 Community Forums)
CAC ensures learning outcomes match competencies expected by the employer community	<ul style="list-style-type: none"> We have a prepared workforce because of CAC. (Anecdotal comment, 2006 Community Forums) 87% of those surveyed agreed that CAC’s job training and other programs are an important part of Pinal County’s economic growth. (2008 Bond Perspective Survey)
CAC will continue to develop Promise for the Future	<ul style="list-style-type: none"> 6000 students are now enrolled in Promise for the Future (2008 Title V Cooperative Grant Advisory Board Report)

Source: 2006 Community Forums feedback; 2008 Bond Perspective Survey; 2008 Title V Cooperative Grant Advisory Board Report

3R4 Building of Relationships with Key Stakeholders

CAC looks for results in relationships with key stakeholders. Indicators are based upon stakeholder participation, and funding, in community and educational programs. Results include:

- CAC’s annual job fair grows in participation each year by both employers and attendees.
- Six transfer articulation pathways are being developed between CAC and Arizona State University and Northern Arizona University. There are currently six total pathways.
- The number of students transferring from CAC to four-year institutions has increased markedly over the last few years.
- The registration numbers for the Central Arizona Lifelong Learners (CALL) program continues to climb each year. For the 2005/2006 academic year, CALL offered 220 classes with 2449 registered students. This past academic year, 2007/2008, CALL offered 262 classes and had 3473 registered students.
- In order to increase access to the Promise for the Future scholarship program, the CAC Foundation partnered with the City of Coolidge and the Gila River Indian Community to receive a one million dollar grant to fund the Promise for the Future Scholarship Endowment. The grant from the Gila River Indian Community is the largest donation that the CAC Foundation has ever received.
- The Annual Math Contest, held in April, hosted 600 Pinal County high school students in 2008. This was an increase from the 454 students participating in 2007.
- Central’s Future Students program, held at both the Signal Peak and Aravaipa campuses, had 68 participants in June of 2008.

3R5 Comparison with Other Community Colleges

According to the CCSSE benchmark results for 2008, CAC primarily performs at the same level as other medium-sized community colleges. For full-time students, CAC outperforms other colleges in the areas of tutoring and encouraging contact among students from different economic, social, and racial or ethnic backgrounds. For part-time students, there weren’t any scores that were significantly higher or lower than other comparable institutions.

With all responses considered CAC scores slightly lower than other colleges in the area of projects that integrate ideas or information from various sources.

CAC is in the initial phase of participating in the Consortium for Student Retention Data Exchange. Participation in this consortium of two-year and four-year institutions will provide CAC with benchmark reports on retention and graduation rates.

3I1 Improving Processes and Systems for Understanding the Needs of Student and Other Stakeholder Groups

CAC's Quality Council initiated an action plan in April 2008 to develop a set of institutional Measures of Effectiveness. This action plan will result in a consistent systematic process for measuring institutional effectiveness across the College. Evidence collected will be used for accountability, decision-making, planning and budgeting at all levels. As part of the action plan, CAC is developing a plan to place data into a centralized location. Data assessment will identify what data CAC collects, what process CAC needs to collect data, and how the data is collected.

3I2 Setting Targets for Improvement

Within the Operational Planning process, each CAC department and division establishes improvement priorities and sets targets for improvement to address student and stakeholder needs. These priorities and targets are forwarded to each respective vice president. Once finalized at the Executive Council level, the Operational Plans are presented at in-service and at a Governing Board meeting. CAC prints the Operational Plans for distribution and also publishes them on the College web site.

The results of the CCSSE survey are reviewed and analyzed by Student Services. Each department within Student Services reviews the results and, together, develops specific targets for improvement. A plan including a list of activities and timelines is created to achieve each improvement target.

4C1 Work Environment

The work environment of the college is organized into specialized sections offering services that support the institutional mission and goals. Movement of the organization toward a “district” concept has resulted in the distribution of services to multiple campuses and sites. The creation of more “generalist” hybrid positions offers students expanded services at the various locations. Students no longer need to travel to main centers to accomplish the more common services. Newly created and redesigned current non-faculty positions seek to empower single individuals with the knowledge and skills to deliver recruitment, admissions, testing and advising, and financial aid and registration functions. The District anticipates that the generalist approach will be a positive first step in improving the mechanisms of access. The Executive Council (area vice presidents) works as a team in delivering services and providing on-site addressing of student and staff issues. Traveling throughout the District, on a daily basis, vice president’s assume ownership of issues and follows through until the issues are resolved. The compartmentalization of specialty areas has waned and a broader scope has been adopted with the goal of delivering quick and appropriate problem resolution. Every job description in the district now contains the responsibility “May perform other duties commensurate with the functions and level of the position to include the recruitment and retention of students.”

4C2 Key Institutional and Geographic Access and Diversity Factors

Serving a diverse population, CAC spans a county larger than the state of Connecticut. CAC’s move toward a district wide concept places emphasis on each learning site. The Signal Peak Campus serves the greatest number of learners and has the greatest concentration of employees. A full-two-hour commute is required to the most distant campus. Vice presidents and deans, although primarily housed at the various locations throughout the district, participate in a mobile district administration. Daily movement of the administrators to the various sites ensures all sites receive attention for instructional, fiscal, and administrative needs. Access needs for students and staff receive immediate attention with prompt resolutions of onsite challenges.

Part-time employees are a key component to addressing the access needs of learners (see Display O5a). This is especially true in CAC’s classrooms. Adjunct instructors are frequently practitioners in their fields and can make a direct link to a workplace for learners. Additionally, adjuncts provide the College an opportunity to offer a variety of courses, especially in specialization areas where there may be insufficient demand to create full-time faculty positions. The use of adjuncts does present challenges, since many often have full-time jobs and it can be difficult for them to participate fully in institutional activities. The creation of “lead faculty” members has helped bridge the information gap with adjuncts and the full-time faculty. Lead instructors are full time faculty members who perform duties in the evening hours when the density of adjuncts is highest. The presence of an experienced and knowledgeable faculty member helps smooth the information transfer process for adjuncts. Adjunct orientation conducted at the beginning of each semester updates continuing and informs new faculty on the processes impacting the campus, students, and staff. These sessions support the learning process and give the adjunct a closer attachment to the institution. Such adjunct initiatives are managed by an assistant dean, a senior and experienced faculty member with part-time responsibilities to oversee the program. This new function is a result of the transition to a district wide approach.

4C3 Demographic Trends

Population growth of Pinal County and surrounding counties is closely monitored by the U.S. Census Bureau and county and state reports. CAC places emphasis on greater diversity in the workplace. This is addressed in CAC Strategic Goals 1 (Create a Dynamic Environment for Learner Success) and 2 (Maintain a Culture Supporting Employee Success). Additionally, the sensitivity to diversity is the focus of two goal statements and two institutional activities related in the 2007/08 CAC Operational Plan. In the US Census of 2000, Pinal County was represented by the following ethnic makeup:

- White 58.8 percent;
- Hispanic 29.9 percent;
- Native American 7.8 percent;
- African American 2.8 percent;
- Asian .7 percent.

According to July 2006 estimates by the Census Bureau, Pinal County is now represented by the following distribution:

- White 59.2 percent;
- Hispanic 29.4 percent;
- Native American 6.5 percent;
- African American 3.6 percent;
- Asian 1.3 percent.

Although slight changes have occurred within CAC employee demographics since the 2003 report, there is still an opportunity for improvement in CAC's staff diversity. CAC desires to provide role models to all students. The institution began a new initiative in recruitment during the 2007/08 academic year by developing an additional 225 mail out sites for CAC's position vacancy announcements. Additionally, Human Resources is developing a specialized mail out list of organizations composed of traditionally underrepresented groups. CAC strives to be sensitive to all individuals in protected classes and seeks to foster an atmosphere of inclusiveness for staff and students alike.

4C4 Key Faculty, Staff and Administrative Training Initiatives

Training initiatives focus on employee development both professionally and personally. Creation of the Employee Development office has significantly expanded the commitment to a well developed program that responds to employee needs and institutional goals. In 2007/08, the institution developed a Master Training Plan, delivered an extensive array of on-site and online classes, initiated and Effective Management Series (EMS) course for supervisors, and documented an excess of 6,900 hours of employee training. First year successes served as a springboard for CAC to expand the offerings and modalities for the coming year.

CAC's Learning College Academy for new faculty and staff involves four full days of workshops, presentations, and orientations by staff officers, and special presentations by outside experts. New employees are oriented to the Learning College concept, policies, procedures and organization of the District, the evaluation and appraisal process, District resources, a research presentation focusing on "Who are our students?," an in-depth benefits orientation, a presentation by the President and the Executive Council officers, introduction and presentation by the presidents of the constituency groups, and an exciting presentation by a distinguished trial attorney regarding prevention of workplace harassment. Other presentation highlights include safety training from the Regional Fire Command, Blackboard, ITV and CLASS (Curriculum Learning Assessment Support Services) for faculty participants. The week culminates with a tour of the District. New employees visit the various campuses and sites and gain an appreciation for the more than 5,500 square miles of land and the nine campuses and sites comprising the District.

Technology training also is available to new and current employees at their convenience. Multiple sessions are offered or one-on-one instruction if necessary. In addition, a Customer Service and Technical Support Center is available 40 hours per week, with hours extended into the evenings for night staff and students.

The College Advisory Council continues to work with issues from around the District that impact both students and employees. The Council gathers input from all constituencies in an effort to improve the learning and working environment.

CAC continues its partnerships with senior institutions, offering smooth transitions to upper division education opportunities.

The Wellness Program continues with such great success that many sponsored events are overbooked and require the addition of extra sessions to accommodate employee needs. Mobile mammography, prostate screening, cardiac screening, flu and pneumonia immunizations and the highly successful weight loss program, "Biggest Loser," are among the most popular events. CAC's incidents of early detection of some significant medical conditions continue to increase.

4P1 Credentials, Skills and Values Required for Faculty, Staff, and Administrators

The process outlined in Policy and Procedure 521, Employee Selection, Job Description and Faculty Qualifications, is followed. Every job description/position at CAC contains minimum qualifications. Faculty qualifications are established by Academic Programs and Services in recognition of NCA guidelines. Full-time and part-time faculty

member qualifications are available in hard copy and are also posted on the Human Resources section of the college's web site. A position vacancy is advertised with the minimum qualifications delineated. The Human Resources office reviews all applications for minimum qualifications. Only individuals who meet minimum qualifications are advanced to candidacy status and submitted to the Evaluation Committees for review. Training is provided to each committee before they participate in an evaluation process and is based upon the Human Resources Procedure for the Candidate Evaluation Process. (This document is available in hard copy and is provided to each committee member at the time of training.) The committee is required to submit all interview questions to Human Resources prior to meeting with candidates. A Human Resources staff member meets with each candidate who is interviewed to answer questions and provide information about the College.

The committee follows a set of guidelines established in policy and procedure and as described in the candidate Evaluation Process. Committees conduct a job related interview and administer practical job related exercises or request teaching demonstrations to fully assess the qualifications and qualities of the candidates. Candidates are also interviewed separately by the area vice president and the President. The multi-tiered interview process affords the institution the ability to evaluate candidates from several perspectives. Once committees conclude their evaluation and interview process, Human Resources conducts the reference checks on the candidates deemed acceptable for the position. Results of reference checks and the application materials for acceptable candidates are provided to the area vice president who schedules a final review of the materials with the College President. At this Final Review and Selection Conference, the position selection decision is based on discussion and mutual agreement with the President and area vice president. Documents are then returned to Human Resources for processing and concluding the job offer. This process provides the institution with many perspectives about an individual candidate and explores not only the technical and academic skills of a person, but social presence, adaptability, and general "people skills."

4P2 Recruit, Hire, Orient and Retain Employees

Recruitment is primarily conducted through a variety of advertisement mechanism including the CAC web site, a selection of several specialized web sites oriented toward higher education or a specialized field, a national publication such as The Chronicle of Higher Education, state and local news publications and related web sites, and mail outs to targeted populations traditionally underrepresented in the CAC employment market.

With the support of the Governing Board, the institution initiated a financial supplement capability for recruiting and retaining hard-to-acquire skills. An immediate result of this initiative enabled the institution to fill all vacant nursing instructional positions as well as five vacant police officer positions. In both areas, though there is low turn-over rates, vacancies have been quickly filled. During the three-year period the incentive has been in effect, only one nursing professor left voluntarily and that same individual returned to the institution after one semester. Additionally, the institution transitioned the police officers from the Arizona State Retirement System (ASRS) into the Public Safety Personnel Retirement System (PSPRS).

This move allows the College to recruit from the serving police officer market by permitting certified officers to continue participation in the same retirement system as officers outside the College. The shorter service time for retirement, and the higher contribution rates by the organization on behalf of the officers, serves as an excellent recruiting incentive. Just as with nursing faculty positions, the College offers a hard-to-acquire-skill financial incentive for police officers. The sliding scale of compensation permits the College to compete with the salaries paid by municipalities and other agencies. The ability to easily fill law enforcement positions has provided CAC a visible uniformed force and created a safer environment.

Every effort is made to ensure new employees understand and believe in the mission of Central Arizona College. Faculty turn-over rate has declined since the last report in 2002/03. The 7.4 percent rate has declined to 4.2 percent in 2007/08. Human Resources sponsors a Learning College Academy and New Employee Orientation program designed to transition new hires into the CAC family of employees. Probationary employees receive interim performance reviews to gauge their success during transition. The continuous improvement program of performance appraisals helps employees and supervisors maintain open lines of communications to support the College mission and individual employee development goals.

Succession planning has gained renewed emphasis since 2005. Employees are obtaining promotions and moving from lower level positions to management, faculty and administration, while faculty have made moves into

administration. Currently the President and the five serving vice presidents came from within the organizational ranks as did two of five new deans. Other key positions in the organization, such as Executive Director of Accounting/Comptroller, Director of Purchasing, Director of Media Relations, AQIP and Accreditation Coordinator, Student Leadership Coordinator, Director of Learning Resources, and the Director of Arizona State Prison Programs, are products of internal training, development and mentoring, and succession planning initiatives. New training programs in supervisory roles and responsibilities have afforded employees a broader perspective of the organization and have given them the confidence to seek promotional opportunities.

CAC committed this year to a classification study for all non-faculty positions. Conducted by an independent outside consultant, the study will evaluate the needs and goals of the District, work with a committee of employees to develop and test an evaluation instrument, and apply the process to all non-faculty positions. The study will develop career paths for employee job families that permit an employee to progress within the organization. The study will realign positions in a new classification scheme seeking to achieve a greater level of internal equity. Display 4a explains CAC staff retention initiatives and the purposes of each.

Display 4a. Employee Retention Initiatives	
Guiding Principle	Purpose
Continuation of Learning College Culture	Learner centered with quality focus
Declaration of Civility	An environment of mutual respect and individual dignity
College Advisory Council	Employee communication and joint ownership of issues
Stated Practice of "Growing our own"	Support of individual professional development and internal advancement
Comprehensive Benefits Package	Employee retention
Learning College Academy	Orientation for new employees regarding policies, procedures, mission and vision
Performance Review	Continuous quality improvement and employee development
Source: Human Resources Office	

4P3 Organizational Learning

Several formal activities help with organizational learning. Each semester, a Conversation with the President takes place on each campus. Each semester, employees have an opportunity to discuss important issues with the President. This open format is designed to expand the communications between employees and the college leadership. Additionally, the College Advisory Council sponsors a formal Learning College Forum with the President and vice presidents of the district. During these forums, issues that have been presented to the Council are posed to the administration. These items are both discussion topics and action items for the administration. Employees receive feedback on the progress of action items or closure on completed discussion topics. Innovation is rewarded via a President's Award and Teaching Excellence awards (refer to 4C1). Technology is a communication tool. All staff members, both full and part-time, are assigned an e-mail account on Microsoft Outlook and can post question or participate in discussions. Some college committees are now using Blackboard as a discussion device to more fully develop committee communications between official sessions. This tool has been especially helpful in the Policies and Procedures Committee. Diverse topics of discussion impacting the delivery and understanding of processes and services can take place among the membership in preparation for formal action sessions of the committee. Open and honest threads of discussion have helped clarify the need and intent for proposed changes and have better focused committee time on salient issues.

Several practices help staff understand ethical responsibilities. The Declaration of Civility for a Learning College is a guiding document for the institution. All new employees are introduced to the document and the Employee Bill of Rights on the first day of the Learning College Academy. Both documents encourage a work atmosphere of mutual respect and individual dignity. Employee guides are being updated by the institution to an electronic format that will permit ready access to institutional operating practices. In an effort to strengthen the Declaration of Civility and the Employee Bill of Rights, both documents are integrated into the investigative process for each employee grievance. (Based upon recent court decisions denying the use of Declarations of Civility as a basis for punitive action, the College has chosen to use documented infractions as items of employee education and awareness.)

The Ombuds Program is being reorganized and revitalized to become an integral part of the employee communications process. The Ombuds Program will work separately and parallel with the Human Resources Department in awareness of employee rights. The program will assume the role of becoming the primary advocate for the Declaration and Bill of Rights.

4P4 Train and Develop All Faculty, Staff, and Administrators

Training is provided to help create systems. Needs assessments are conducted by Employee Development. Randomly selected staff and faculty were interviewed to determine training needs. The Employee Development Committee also identified training needs through peer discussions and constituency sessions. Training needs were prioritized and courses/workshops were developed based upon needs.

Faculty, staff and administrators are given several options for obtaining training. Employees are encouraged to attend outside workshops and seminars to improve job related skills. Financial support for this initiative is available through the Employee Development Committee. CAC also provides internal training for employee and faculty development based upon identified needs. Display 4b below identifies staff and faculty training that have occurred throughout the 2007/08 academic year.

Display 4b. Training Initiatives 2007/2008	
<ul style="list-style-type: none"> • Academic Honesty in an Electronic World • ACRES • Adaptive Leadership • Advanced Connections Quality Service • Blackboard (Beginner & Advanced) • Assessments and Activities • Basic Technology • Classroom Management Techniques • Facilitating Classroom Discussions • Communicating and Listening • Critical Thinking for Faculty • Curriculum Processes • Distance Learning Concepts • E-Mail Etiquette • Effective Management Series <ul style="list-style-type: none"> • Classification • Compensation • Benefits • Conflict Resolution Discipline • Performance Appraisal Finance • Essentials of Leadership 	<ul style="list-style-type: none"> • Facilitating Academic Discussions • Finding Grants and Grant Writing • FISH Philosophy • Instructional Design • Library Trends, Resources, Technology • Maximizing Engagement in the Classroom • Online Delivery Methods • Regulatory Ethics • Robert’s Rules • Running Effective Meetings • Learning and Development Theory • Syllabus and Lesson Plans • Systems Training <ul style="list-style-type: none"> • Banner Modules • Ingeniux • TracDat) • Teaching with ITV • Time Management • Webcasting • Working through Conflict
<small>Source: CAC Human Resources Office</small>	

4P5 Training Needs

CAC emphasizes helping employees on all levels understand and participate in the College’s commitment to AQIP and CAC’s Strategic Goals. Several events at CAC’s bi-annual in-service focus on this understanding. In addition, employees participate in an on-going professional development process with their supervisors, identifying individual needs and performing annual development training. Supervisors, directly and through their chain of command, make suggestions and recommendations for District wide training programs. Information is also obtained from employee groups, i.e., Employee Development Committee, Cultural Proficiency Task Force, Advisory Council, and Learning Forums. Human Resources reviews all employee evaluations. A specific area of review involves any trend that might be emerging regarding employee development needs.

Attendees complete course evaluations for CAC workshops and sessions. These evaluations rate the instructor, content, materials, and learning environment. Items are rated from 1-9, lowest 1 being poor and highest 9 being

excellent. Employee Development examines any categories that rate a session average of 7 or less to determine if improvements can be made.

4P6 Personnel Evaluation

The Human Resources Office works with the Policies and Procedure Committee to revise District documents as needed to support the individual performance appraisal process. During 2008/09, appraisal processes were revised for faculty and staff components. The revisions related to timing of probationary time periods and reports. All recommended changes were products of the shared governance process and were initiated by desires and needs of employees and their constituency groups.

Employee evaluations involve a cyclic process using feedback from appropriate stakeholders to set goals. Based on this feedback, employees and their supervisor mutually agree on goals for improvement. Revision to the current evaluation documents are currently being drafted which will permit the employee to select specific personal goals that also support departmental or institutional operational goals. The new process will create a more tangible attachment of the employee to the organizational planning process and will help each employee and operational section to align in support of the College Mission, Vision, and Strategic Goals.

4P7 and 4P8 Recognition, Reward, Compensation and Motivation of Faculty, Staff and Administrators

Recognition and reward align with the Learning College philosophy. The President's Award is for staff and the Teaching Excellence Award is for faculty. Each has the Learning College principles as the basis for nomination. In addition, a call to the community for best practices highlights established programs at the Learning College Forum and the Higher Learning Commission Annual Meeting.

Employees receive numerous benefits including major medical, hospitalization, dental, and vision, disability, life and workers' compensation insurance programs. The College offers paid holidays and vacations, sick, bereavement, and court leave. Employees belong to the Arizona Retirement System or the Public Safety Personnel Retirement System. Both are defined benefit plans that pay retirement benefits according to an established formula (based on the employee's service credit and earnings). The retirement programs are part of the College's total compensation package and are intended to help attract and retain highly qualified and motivated employees.

CAC has an employee development program that may include individual and group seminars, workshops, and course work from regionally accredited institutions or apprenticeship programs. The sabbatical program permits employees to seek advanced degrees or pursue academic endeavors while still earning their salary and continuing benefits eligibility. All full-time employees and their dependents are eligible for an Employee Tuition Grant, which is applied to general tuition, registration, and processing fees at CAC.

CAC's Computer Literacy Incentive Program (CLIP) allows employees to select and purchase a computer for up to \$2,500 in value. The employee makes payments through payroll deduction for up to 24 months interest free. The purpose of this program is to encourage employees to stay current in the latest technology and to provide them with a tool that supports advanced learning skills.

Human Resources conducts exit interviews with each departing full-time employee. Contents of the interview are confidential, but Human Resources looks for trends on how the institution might improve, where we may not be doing the best job, and how processes, programs, and activities could improve CAC learning and working conditions. Such analysis serves as a springboard to work with the constituency groups and the shared governance process to modify, change, or create processes and programs that address and attempt to alleviate concerns.

4P9 Employee Satisfaction

Open and honest communication is encouraged throughout the District as employees participate in both Learning College Forums and Conversations with the President. The continuation of the College Advisory Council provides a means for assessing employee satisfaction and affords the employees the opportunity to express concerns freely. Membership of the committee representing the constituency groups gathers input from employees, places those concerns before the council, then publishes the items prior to the forums. Forums are conducted across the district, affording all employees an opportunity to participate. Employees who have responsibility in the area where concerns are expressed are present at the forums to respond and participate in discussions seeking possible

resolutions. At the completion of the forums, the committee compiles responses and publishes the results, providing all employees of the District with access to the information.

“Conversations with the President” is another initiative in evaluating employee satisfaction. During these sessions, which are scheduled both in the fall and spring semesters at each campus location, the President responds in an open format to any questions or concerns brought forward by employees. The informal setting, without a set agenda, provides employees the opportunity to address immediate concerns and issues directly to the Chief Executive Officer. This additional communications tool is another method for the employees and the President to share concerns, plans, and achievements together in a casual atmosphere.

4P10 Student and staff Diversity

Display 4c below contains a comparison of student and staff diversity from 2006 through 2008. The College shows a significant number of female employees stabilized at the 59+ percent range, exceeding the student representation which has fluctuated between 50 and 52 percent. Male representation among the student population continues to exceed the representation in the staff ranks. While the male staff remains consistent over the reporting period, CAC’s student male population has increased and stabilized at 3+ percent during the same period. In terms of ethnic diversity, the CAC has recognized challenges. Targeting the percentage of representation in the student population poses challenges when compared to county demographics. In the Asian population group, college, county, and student percentages closely align. For the Black population, student representation far exceeds the staff representation which is closer to the county demographics. In the Native American and Hispanic population, the College recognizes the need to increase representation as CAC staff numbers neither reflect the representation in the county nor the student population. Likewise, the representation of white employees is not in line with student and county populations. A concerted effort in expanded minority recruitment during the past year increased some underrepresented groups, but continued efforts during the 2008/2009 fiscal year must be intensified to generate more representation in the applicant base.

Display 4c. Diversity Representation: Percent Comparison of Staff and Students								
	Female	Male	Asian	Black	Native American	Hispanic	White	*Other
County 2006 (Est.)	46.9%	52.0%	1.3%	3.6%	6.5%	29.4%	59.2%	
College Staff	60.2%	39.8%	0.9%	3.9%	1.8%	18.0%	72.8%	2.7%
Students	51.0%	48.8%	1.1%	6.5%	4.4%	27.8%	52.3%	6.9%
Aug-2007	Female	Male	Asian	Black	Native American	Hispanic	White	*Other
College Staff	59.4%	40.6%	1.2%	4.2%	2.1%	17.3%	72.7%	2.4%
Students	50.4%	48.6%	1.3%	6.4%	5.4%	31.3%	51.1%	4.6%
Aug-2006	Female	Male	Asian	Black	Native American	Hispanic	White	*Other
College Staff	59.6%	40.4%	1.0%	3.5%	2.5%	19.6%	72.2%	1.3%
Students	52.6%	45.6%	1.3%	5.4%	3.0%	31.5%	51.7%	4.0%
Source: Data From Human Resources Annual Employee Master and CASA Annual Demographic Report								
*Other includes student/staff who had not declared their gender or ethnicity								

Display 4d reflects the institutional climate survey of seventy TRiO students. In each of the topic areas of the survey, the College garnered a 95 percent or better rating. Overall, the average was 96.6 percent satisfaction rating in the support of first generation, low income students with disabilities.

Display 4d. TRiO Institutional Climate Survey- February 2007								
Topic	Very Satisfactory = 1		Satisfactory = 2		% Satisfaction	Unsatisfactory = 3		Mean
	1. Central Arizona College climate for support of low income, first generation, and students with disabilities?	32	46%	34		49%	95%	
2. TRiO Student Success Program as being supportive of low income, first generation, and students with disabilities?	46	66%	22	31%	97%	2	3%	1.37
3. Academic advising you received from the Student Success Program	36	60%	23	38%	98%	1	2%	1.42

Source: TRiO Institutional Climate Survey, February 8, 2007

4R1 and 4R2 Results in Process Associated with Valuing People

The policies and procedures committee reviews documents on a regular basis. The committee reviews all recommended changes and, in a collaborative dialogue, ensures that recommended changes are in compliance with applicable laws or regulations when appropriate, or further the best interests of the district and the employees. During the past year, the committee reviewed and recommended changes to a number of Policies and Procedures including Employee Probationary Period, Employee Evaluations, Full time Employee Contracts, Clubs and Organizations, Campus Speakers, College Committees and Employee Compensation. As part of the committee process, information relating to proposed changes is shared with the constituency groups to obtain their feedback. Upon completion of this collaborative process, the committee makes recommendations to the president of the College. Minutes of the meetings and details of the proposed changes are posted in a shared electronic form so all employees may track the discussions and understand the proposals.

Committee decisions resulting in a recommended course of action are substantiated by a clearly written rationale, along with supporting documentation for the recommendation. The committee chair/facilitator submits the recommended action to the College President for final review.

The process seeks the broadest participation of the participatory governance process in making changes to district operations. Initiators are provided feedback in the process to keep them informed as their recommendation moves forward. This ensures that the information loop is continuous. The process of review and revision keeps the institution progressing forward. Processes are up-to-date and in line with accepted best practices.

4R3 Productivity and Effectiveness of Faculty, Staff, and Administrators

Accomplishment of any organizational plan is a collaborative effort within the organization. The efforts of that collaborative process were reflected in the key accomplishments of the Operational Plan for 2007/08. Of particular note were four areas of interest. Two of the new programs implemented were Weekend College at the Corporate Center and the Radiology program. Implementation of new programs is a college wide commitment. Employees from all units of the College were involved in the implementation. For example the implementation of Weekend College involved Academic Programs starting the process by designing the schedule and staffing the instructors. Student Services then registered students, admitted new students, advised students, and provided financial aid assistance. Human Resources created and processed contracts, processed new employment paperwork, and provided other services. The Business office purchased equipment, processed contracts, and sent paychecks out to employees. Facilities oversaw construction of the facility and provided maintenance and custodial services. IT and Media provided classroom equipment and the Internet connections. Public Relations helped advertise the course offering. The successful implementation of Weekend College is a college wide accomplishment that crosses over all units of the college.

CAC has been expanding the accessibility of education. Examples include the expansion of online tutoring and the implementation of the Customer Service and Technical Support Desk (which assisted 7252 people in its first year).

Last year, CAC planned the San Tan Center. The planning of CAC's Public Safety facility on the north end of the Signal Peak campus is complete and construction is underway. This partnership involves the college, fire and police agencies, the Ak-Chin, Gila River, and Tohono O'odom communities, and the state. Grants and funding were obtained by the Fire Science Dept. and minimal costs to the college were and are incurred. Once complete, most of the training for fire and police will be conducted on the Signal Peak Campus. In addition, plans are being developed by the Fire Science Dept. for a newly designed fire training academy that will cover over 1100 hours in length and with students completing up to eleven classes towards the AAS in Fire Science.

CAC has partnered with the Gila-Pinal Workforce Investment Board and Department of Economic Security to develop a One-Stop Employment Center in conjunction with Skill Center Programs and other programming at the Casa Grande Center. The Workforce Investment Board was successful in obtaining partial funding from the Governor's Workforce Council. Last year, the College set a goal to have all of employees participate in at least one hour of training or professional development. That goal represented a total of 345 hours. The institution accomplished the goal of 100 percent participation, and employees logged in more than 7000 hours of training and development participation.

Within the past two years, the College has moved to a planning process that resulted in developing an institutional operational plan. Previously, the district had Operational Plans by division or department and those are now integrated into a district wide plan. CAC has moved to a more aggressive plan based on departmental Operational Plans for the current year, results from the previous plan, and an evaluation of the ever changing needs of students and stakeholders. One new goal is to increase accessibility to educational opportunities and services. The planning process is a continuous process and beginning a new cycle includes implementation and achievement of plans to provide the best possible programs and services.

A review of the Operational Plan for 2007/08 reflects significant accomplishments. Listed each by Operational Goal, they include:

Expand awareness of the impact of individual actions and the physical environment on the success of learners.

- Operation of 21 ITV classrooms in the college and 20 in the K-12 system
- Multiple training classes relating to effectively dealing with people
- Police skills training for campus officers
- Policy & Procedure revision relating to network and technology
- Contract for upgrade of internet capabilities and Wide Area Network (WAN) stability
- Participation of financial services in the student enrolment process
- Examination of processes in departments to better serve students & customers
- Assigned the student/faculty evaluation process to a dean as process owner

Evaluate, develop and implement student centered processes to enhance programs and services at all sites.

- Expand accessibility of programs and services with the implementation of the district structure
- Revise processes to add offerings at various sites
- Implemented Weekend College
- Evaluated degree plans at various locations to determine how we will accomplish delivery
- Updated advising tools (MAPS, printed & web resources)
- Implemented a developmental advising model that increases student connection/direction
- A "Register Early" campaign to retain students for next semester is in progress
- Financial Aid Office has provided 11 Financial Aid workshops
- Developed online tutoring, advising, and customer service
- Student Leadership reorganization in Residence Life and student clubs and organizations; peer mentors: one group, combined training, one calendar
- Discover (Career Software) used by 226 students
- Conducted 42 career & developmental workshops serving 177 students
- College Central Network Employers visited SPC campus, reviewed 209 student resumes and interviewed 142 students

- CPD course offerings district wide. Early College enrollees
- Number of students receiving online tutoring services increased
- Number of students continuing to further post-secondary education increased from 128 to 278
- Number of students receiving technical support from the Customer Service and Technical Support desk increased from 0 to 7252.
- Students in the transfer/baccalaureate pipeline (degree seeking students) increased from 4843 to 6471
- Forty recent high school students attended the week-long orientation to college program.
- Number of students receiving online academic advising increased from 92 to 406
- Number of students who received online career advising increased from 255 to 728
- Number of students receiving online financial aid advising increased from 153 to 378
- Summary of Advising Contacts July 1, 2007 to April 1, 2008
- District Total for student contacts SPC/SMC/AVC/MC/FL = 6,536
- Identified student prospects goal for the year was 3,500 and we accomplished 3,460

Promote a culture that fosters learning and mutual respect, while celebrating diversity and student achievement.

- Conducted AIDS Awareness Day
- Conducted Cultural Diversity Day
- Integrated component addressing sensitivity staffing diversity in the Effective Management Series (EMS)
- Provided orientation and training regarding Equal Employment Opportunity for all employment selection committees
- Diversity training for Residence Life Staff
- Quarterly reports reflecting the current status of staff diversity in the district
- Conducted annual job fairs at SPC and AVC
- Provided ESL placement testing for students
- A Native American advisor is the contact person for the Navaho Nation, Hopi, Gila River, Tohono O'odham communities
- Advisor is assigned to international athletes
- Five college employees graduated from the Hispanic Leadership Institute
- Surveyed CAC climate related to students with disabilities, low income or first generation in TRiO/CAC in general
- Participation in the University of Arizona's, "Tunnel of Oppression"

Promote a learning environment that provides training and development opportunities to enhance performance, assist in achieving personal and professional goals, and celebrates employee success while it supports mutual respect and diversity.

- 100 percent of employees participated in a professional development activity during the year
- The institution documented in excess of 7,000 hours of employee development participation
- The district conducted training classes on how to write grants
- Six grants were written by faculty and staff members
- SPC and SMC participated in table-top exercises with the community to test the Emergency Preparedness Plan
- Additional drills will continue throughout the coming year

Support participation in community organizations and activities that enhance and improve the visibility of CAC in Pinal County.

- 487 hours of community volunteer work during 2008 Spring In-service
- Five Community Outreach Coordinators integrated into the district structure to enhance community contact and liaison
- Expansion of the Pinal ITV consortium
- Researched and selected different articulation models that we will evaluate during the current year

Develop and expand partnerships with local school districts, colleges, universities, government entities and private industries.

- Partnered with Pinal-Gila WIA and Department of Economic Security (DES) leading to the development of the One-Stop Employment Center and the Casa Grande Skills Center
- Conducted financial aid workshops at each high school in Pinal County
- Entered into training collaboration with Confinement Corporation of America (CCA)
- Participated with Hopi, Navaho Nation, Gila River tribal governments to facilitate funding for students
- Sponsored High School Leadership Day for high school students who desire to enter student leadership roles in college
- Conducted Open House at each campus for students and parents to learn about CAC programs and offerings

Encourage and support an atmosphere of open and honest multifaceted and multidimensional communications to promote a culture of mutual respect and trust.

- Sponsored the Learning College Forums at four district locations
- Conducted Conversations with the President at four district locations during both fall and spring semesters
- Continued implementation of refinement of Ingeniux software
- College web site was updated and refined
- President participated regularly at constituency group meetings, providing the opportunity for direct access by employees
- Training classes offered in communications topics including: Communicating & Listening, Running Effective Meetings, E-mail Etiquette, and Robert's Rules of Order

Effectively promote the College's successes, activities and achievements through improved internal and external communications.

- Publication and distribution of the Quarterly Newsletter throughout the county
- Multiple weekly news releases
- Electronic bulletin boards throughout the district
- Campus electronic signs at SPC and CGC
- "Did You Know" releases

Collect, analyze, and use data to support student-centered decision making to evaluate value-added activities for learner success and to improve recruitment and retention.

- First comprehensive district Operational Plan
- Reporting accomplishments and planning how we will proceed
- Recruitment communications plan delivery to prospective students
- Entered into NCA Assessment Academy (four year commitment)
- Participated in the Forum to Assess Student Learning
- Quality Council identifying Measures of Institutional Effectiveness

Optimize fiscal and physical resources that address the academic, technical, environmental, and growth needs of the county.

- Preventive maintenance online tracking for maintenance and work orders
- Strata Information Group (SIG) consultants helped streamline enrollment services and reviewed process for scheduling, catalog, prospect, admission, registration and mapped curriculum processes
- Installation phase of WAN, increased bandwidth to all, thereby increasing the quality of online services to students and staff
- Update demographic study with Applied Economics
- Administered survey assessing community's willingness to support bond initiative
- Participated in the 4th cycle of implementation of CCSSE
- Participated with APS and CA Regional Economic Foundation to develop Central/Westex Pinal Economic Study
- Agreement with APS energy services relating to energy efficiency modernization throughout the district

Use appropriate data to improve processes, implement cross functional system that support continuous quality improvement, planning, effectiveness, efficiency and accountability.

- Data book under development
- Revised policies and procedures relating to purchasing and equipment inventory process

4R4 Results Compared with the Results of other Higher Education Institutions

The institution regularly collects and analyzes data relating to ethnic diversity of the staff and faculty. This data provides information to the employment services area as a tool for focusing recruitment efforts. Without this constant data reporting, feedback, and refocusing of efforts, CAC's recruitment program would be less effective. Comparative data about us, the local market, and the population CAC serves is important to us (Display O5c). Turnover rate is tracked at the end of each fiscal year and can be used as a tool in evaluating employee satisfaction with job, work environment, compensation, and working conditions. CAC's low 4 to 8 percent rate is highly favorable when compared to the local school district rates of 30+ percent. The College has not compared this rate to other higher education units in the geographical region, but certainly that could be a future activity. Professional development and training activities represent tracking items for each full-time employee. Participation rates assist the institution in ascertaining popular topics. Fluctuations in employee participation are indicators for quality of instruction, appropriateness of content, and applicability of subject matter to current conditions.

Exit interviews are another important item of valuing people. Each employee that departs the institution provides in person feedback. The items discussed are used to improve the quality of work life for employees. CAC's successful training program is a direct result of the exit interview. For example, employees overwhelmingly provided feedback relative to the absence of a staff development program. This feedback was used in the planning and budgeting process as supporting data for creating and funding a new employee development position.

4I1 Improvement of Current Processes

The employee performance appraisal process is a target for the upcoming year. Lack of aggressive follow through has resulted in challenges for the organization in providing appropriate and developmental guidance to employees. Probationary evaluations for new employees are essential for ensuring successful transitions into the College family; therefore, CAC has made a commitment to improve the process. Tracking individual employees in both probationary status and in the institution's continuous improvement process is pivotal. The process starts with timely notification of the supervisor and employee when performance appraisals are due. Following the initial notification, the supervisory chain will receive updates regarding review deadlines. Prior to the final deadline, Executive Council members will be informed of pending evaluations. By following the supervisory chain at all levels, the institution seeks to emphasize the importance of the performance review in the progressive development of employees. Additionally, the dialogue during the evaluation review process is expected to improve the communication flow between the supervisory chain and the individual employee. With the supervisor and employee jointly establishing goals and reviewing progress, there is a strengthening of the institution's ability to achieve its mission as individuals work toward personal development.

To emphasize the importance of timely performance appraisals, a training component has been incorporated in the Effective Management Series. Supervisors are briefed on the evaluation process, on the forms that are used to support the process, and on techniques for coaching and counseling. Also included in the series is a section on employee discipline and how CAC's formal discipline process works.

By strengthened communication and topic specific education, CAC involves supervisors and employees in the appraisal process.

4I2 Targets for Improvement

As the organization moves into the new academic year, it is important to move forward those continuing activities that improve the institution and enhance CAC's educational delivery. The 2008/2009 Operational Plan is the result of the Strategic Planning process and is reflected in the current document:

Goal Statements:

- Increase accessibility to educational opportunities and services
- Develop, implement, and evaluate, student-centered processes across the county
- Assume a lead role in job training activities to support county wide economic development initiatives

- Develop and expand community partnerships with educational institutions, business, industry, civic and government entities
- Advance a culture that fosters open and honest communication, learning, mutual respect, and diversity
- Expand awareness of individual actions and the physical environment on learner success
- Promote the college's successes, activities and achievements
- Use appropriate data to enhance processes that support continuous quality improvement and learner success
- Optimize fiscal and physical resources in support of the educational, technical, and environmental needs of the county

Activities:

Each department/division will

- Develop and participate in retention activities while meeting or exceeding appropriate program outcomes and standards
- Participate in a scheduling process centered on providing complete programs for our students across the county
- Report, expand, and evaluate existing P-12 and other community partnerships
- Participate in recruiting activities
- Ensure the web site will be up-to-date
- Increase diversity awareness of the district employees and students through, recruitment and training events
- Promote participation in community, civic, and volunteer activities
- Maximize resources to ensure that students learning needs are met
- Develop and implement quality initiatives that support learner success
- Design a comprehensive student/faculty evaluation process
- Create and deliver skills training that meet the demands of an expanding and varied workplace
- Maintain a curriculum that meets the needs of a diverse student population and is one that prepares students for university transfer or workforce entry
- Expand and promote faculty and staff development programs while addressing employee and institutional needs
- Furnish technical assistance to faculty and staff who will write grant applications
- Provide emergency preparedness information to all employees
- Distribute a district quarterly newsletter throughout the county
- Adopt measures of institutional effectiveness
- Assess the ongoing needs and satisfaction of CAC's stakeholders
- Establish a district wide technology plan
- Create a comprehensive student recruitment marketing plan that is reviewed annually
- Execute a comprehensive public relations plan that effectively projects the image of CAC in the county
- Provide appropriate support to assist in the Banner upgrade and related processes
- Enhance the equipment inventory and preventive maintenance program
- Generate a data book which will be used for planning, decision-making, and quality improvement
- Complete a self-study of online degrees for NCA accreditation
- Encourage open discussion at all open forums and meetings

Outcomes

- Measures of institutional effectiveness and assessment of student learning will be developed, implemented and evaluated
- Quality academic programs will be available at each site, offered in various instructional methods and at times to meet the needs of the local community and students
- Student retention rates will be increased in the following groups: degree-seeking students, successful course completers, semester-to-semester and year-to-year for all students
- Community partnerships will be coordinated and expanded including P-12, public universities, private universities, business and industry, civic government, and municipalities
- Future community needs and site expansion will be evaluated

- Job training activities will produce a better trained workforce to meet expanding economic development needs
- As a continuing objective, the diversity of the county will be reflected in the composition of CAC's students, staff, and faculty
- An emergency preparedness plan will be updated and available, and practice drills will be held at each site
- A data book will be compiled, maintained, and used for planning quality improvement and decision making
- A district wide Technology Plan will be established
- A district wide preventive maintenance plan will be implemented
- The number of student prospects will increase to 3,800 based on CAC's annual recruitment/marketing plan and the yield will increase to 20 percent
- Banner related processes and institutional practices will be improved, updated and streamlined in the student, finance, and human resources modules
- The college's web site will be updated regularly
- A district quarterly newsletter will be distributed county wide
- Every full-time employee will attend at least one professional development/training opportunity per year
- Every full-time employee will be encouraged to participate in at least one Pinal County community activity
- There will be increased attendance at CAC sponsored cultural and community events
- Faculty and staff will submit six additional grant applications with training and support
- Contributions toward the achievement of institutional goals for each full-time employee will be evaluated on the regularly scheduled performance appraisal
- All of CAC's outcomes are focused on improving services and programs for the community and students. With continued focus on programs and services, enrollment would increase by 200 FTSE annually.

5C1 Leadership and Communication Systems

The leadership and communications systems in place at Central Arizona College reflect the current priority of expanding access to higher education programs across Pinal County. The district wide model seeks to strengthen access by distributing resources throughout the service area. As the leadership teams increase their visibility and access throughout Pinal County, these teams also implement systems of increased communication by both sharing information and receiving input related to the current directions of the College. Leading and communicating is a high priority, and leadership groups are taking steps to continuously improve keeping students and stakeholders informed. Many staff development opportunities (4P3 and 4P4) have been developed in the last several years to demonstrate the serious consideration being given to organizational learning and addressing the components of effective leadership and communication. Additionally, increased resources for public relations have resulted in implementing enhanced communication systems to our community stakeholders.

Central Arizona College’s governance system is led by a five-member elected Governing Board, with each Board member representing the entire county, but elected from a specific geographic district of the county. Under the current President there has been a concerted effort to clarify the “functions” responsible to a particular leadership area. The leadership teams help ensure the consistency of direction for the College and the communication of the work to accomplish the Strategic and Operational Goals. The President and five vice- presidents comprise the Executive Council. The Cabinet also includes all administrators and the presidents of the employee groups. The extended cabinet includes all of the above and adds academic district division chairs and program directors and managers.

The current CAC leadership team has been in place since July 1, 2007. Reorganization related to defining clearer roles around functions for the broader college community is still in process. Our current leadership structure (Display 5a) was developed with a strong emphasis on creating a shift from campus focus to district wide academic focus. A mobile administrative team puts in place a system that better responds to the needs of our various stakeholders. Current leadership areas are each headed by a vice-president who reports to the President. Functions that are a part of each of the leadership areas are depicted in Display 5a:

Display 5a. Central Arizona College Governance System				
Five-Member Elected Governing Board				
College President				
Leadership Areas under the Direction of a Vice-President				
<p>Academic Programs and Services</p> <ul style="list-style-type: none"> • Curriculum Services • Multimedia Services • Communication, Math, and Learning Support • Health Careers and Sciences • Professional and Technical Education • Arts and Social Science • Lifelong Learning and Education • Grants Partnerships for all of the above • Community Outreach 	<p>Student Services</p> <ul style="list-style-type: none"> • Financial Aid & Student Employment • Records and Admissions • Recruitment and Retention • Student Life • Community Outreach 	<p>Institutional Effectiveness and Advancement</p> <ul style="list-style-type: none"> • Planning and Institutional Research • CAC Foundation Support • Grants and Resource Development • Quality Initiatives • Public Information and Marketing 	<p>Financial and Administrative Services</p> <ul style="list-style-type: none"> • Purchasing Services • Accounting Services & Comptroller • Budget Services • Police Operations • Facilities 	<p>Human Resource Services</p> <ul style="list-style-type: none"> • Employee Benefits • Employee Development Services • Employee Relations Services • Employment Services • Classification and Compensation Services
Source: CAC Human Resources Office				

Central Arizona College, though governed locally as a county community college district, is also linked to the state and national network of like educational entities. The totality of leadership and communications systems in place at CAC includes several entities of oversight and involvement at the national, state, local, college district, college campus, and specific division levels (Display 5b):

Display 5b. Oversight Entities and Leaderships Groups	
Group	Description/Function
Higher Learning Commission, North Central Association of College and Schools/Academic Quality Improvement Program (AQIP)	National/Accreditation
American Association of Community Colleges (AACC)	National/Communication and Awareness
College and University Professional Associations	National/Standards
NJCAA	National/Communication and Awareness
Council for the Advancement of Standards	National/Standards in Student Services
Arizona Community College Association (ACCA)	State/Communication and Awareness
Arizona Community College Business Council/ Association	State/Communication and Awareness
Academic Program Articulation Steering Committee (APASC)	State/Articulation to Universities
Admission and Academic Advising Committee (APASC)	State/Articulation
Chief Student Affairs Officers Association (CSAO)	State/Communication and Awareness
President's Council (state community college presidents)	State/Communication and Awareness
Association of Community College Trustees	National/Communication and Awareness
Arizona Association of District Governing Boards	National/Communication and Awareness
Governing Board	District/Governance
Executive Council	District/President and Vice Presidents /Leadership
Cabinet	District/Administrators and Employee Group Chairs/Leadership and Communication
Extended Cabinet	District/Administrators and Academic Division Chairs and Employee Group Chairs and Program Directors and Managers/ Leadership and Communication
Academic Leadership Council	District/Academic Leadership
CAC Committees (See Display 5c)	District/Decision Making Recommendations
District Student Services Directors and Coordinators	District/Student Services Leadership
Employee Groups: Faculty Senate, Managerial/Technical, Support	District/ Leadership and Communication
Student Government/Student Clubs and Organizations	Campus/Leadership and Participation
Source: Update from 2004 Systems Portfolio	

5C2 Institutional Alignment with Practices and Views of Board and Senior Leaders

The institution’s Strategic Goals (Display 01b) were developed with broad internal and external stakeholder input. An Action Project that was an integral part of our first three years of involvement with AQIP (Action Project 1) provided the direction for improvement in our Strategic Planning Process and in communication of the results. There were multiple opportunities for input and feedback from the internal college community throughout the process, and focus groups were held in local communities across the district (Display 3a). Drafts of the Strategic Goals were brought back to these same groups to receive further input and to provide follow-through on the communication processes.

The operational planning process links directly to these Strategic Goals and occurs within all academic divisions and departments in the district. These plans drive budget requests and resource allocation to accomplish the Strategic Goals. The continuous improvement cycle of operational planning, budgeting, reviewing results and accomplishments, and developing new operational plans, is a cycle that helps ensure institutional alignment with the practices and views of the Governing Board and the senior leaders. Periodic updates and reviews by leaders and managers of the various divisions and departments, and their evaluation of their area’s annual operational plans, is an important component of this cycle. Some of the related activities that aid in this process of alignment include,

but are not limited to, the following: Board work sessions, Board meetings, establishment of Board priorities, Fall and Spring In-service, All College Institute, Employee Group Development Days, New Employee Learning Academy, Employee Development Series, Learning College Forums, Conversations with the President, and informal feedback from the community members through the College's participation in community events.

5C3 Values and Expectations for Ethics and Equity, Social Responsibilities and Community Service and Involvement

Values set forth by the institution (Display O1c), the Declaration of Civility and Employee Bill of Rights (Display O1c), and statements in both our Strategic Goals and the accompanying Operational Goals provide clarity and consistent messages related to CAC's expectations for ethics and equity. Development of the Declaration of Civility was employee driven and eventually became a part of the institutional values and expectations. It is prominently featured in the CAC Catalog and in other publicity related to our Guiding Documents. Goal statements highlighting the values and expectations for Ethics and Equity are as follows, Strategic Goal-Maintain a Culture Supporting Employee Success and accompanying sub-goal which states, "Promote and support a culture of mutual respect and diversity." A Goal Statement contained in the Operational Plan for 2008/2009 states, "Advance a culture that fosters open and honest communication, learning, mutual respect, and diversity." An accompanying activity statement specifies that each department/division will, "increase diversity awareness of the district employees and students through recruitment and training events." A follow-up outcome statement further clarifies, "As a continuing objective, the diversity of the county will be reflected in the composition of our students, staff and faculty." This sequence from Strategic Goal to outcome statement demonstrates how leadership and communication systems reflect the priority leadership has given to these values and expectations for ethics and equity.

An Ombuds Program has been in place in the past. This process is being revisited, and a new procedure, with newly assigned personnel, is being implemented to better realize the benefits for the institution, and to be more deliberate in relating the role of the Ombuds Director and volunteers to the College's stated values and Declaration of Civility. CAC leadership intends that this informal conflict resolution program will clarify employees' responsibility to the institution and to each other.

Within the last few years, CAC has clarified institutional expectations regarding social responsibilities and community service and involvement. There is a history of staff and students contributing to the community in very important ways (i.e., community coat drives, distribution of military packages, Make a Difference Day), but involvement has not been made a clear expectation for all employees, nor has it been well-documented. That has changed. Under the Strategic Goal of Advance Community Relations and Partnerships, a sub-goal notes, "Engage in efforts to enhance Pinal County Communities." The 2008/09 Operational Plan has an activity that states that each department/division will "[p]romote participation in community, civic, and volunteer activities." A related outcome states, "Every full-time employee will be encouraged to participate in at least one Pinal County community activity. Again, the follow through of Strategic Goal to Outcome demonstrates the integration of this expectation into the Leadership and Communication Systems.

5P1 Setting Directions Conducive to Being a High-Performing Organization

CAC leaders set directions through a Strategic Planning process related to the Learning College Principles, and the College's Mission, Vision, and Values. Access to high quality programs across our service area is inherent in the stated Strategic Goals, and a new organizational thrust to refine our needs assessment process is to utilize the services of eight newly hired community outreach coordinators. These coordinators will become experts on the needs of a particular geographic area, and will design and conduct a needs assessment for their area. The needs and expectations of students and key stakeholder groups are taken into account extensively in the process of developing the goals and plans. Consistent messages are delivered at Employee Orientation and the Learning College Academy, at In-service activities, at the Learning College Forums, and at Employee Group Development Days. The ability to both tap into the expertise of individuals employed at CAC to develop additional skills and expertise is seen as an important component of high performance. Individual development and initiative awards and recognition (4P7 and 4P8, 5R2) help promote high performance and innovation. The performance evaluation process includes components on quality performance, initiative, and innovation. The priority of more accessibility to high quality programs and services demands more innovation and more initiative, and the end result is high performance.

5P2 Seeking Future Opportunities and Building and Sustaining a Learning Environment

Over the past four years, there has been an emphasis on relationships with our external community, and this is reflected in our current Strategic and Operational Goals. Specific goals address advancing community relations and

partnerships. The President holds many conversations about future learning opportunities and the learning environment both within the institution and at appropriate community opportunities. The district wide model provides a more holistic study of future growth with more individuals looking at the “big picture” of district opportunities. These strategies demonstrate broad-based input into the examination of future opportunities in the context of building and sustaining a learning environment. Relative to the deliberate goal of improving our visibility throughout Pinal County, the College has representatives in many community-based organizations including service organizations, such as Rotary International and Chamber of Commerce committees. These representatives are from throughout the institution and from all employee groups. Currently, there is a district and community wide emphasis on workforce development issues and training. A variety of community economic development entities, including the College, are providing input into setting future directions that positively impact economic development that matches the growth of residential development present in the county.

To meet the needs of the community and to meet CAC’s priority of increasing access to higher education, Pinal County Community College District has scheduled a bond election for November 4, 2008. To keep pace with the growing population, demand for higher education, and the need to provide job training, CAC is planning to build two new campuses, modernize and improve classrooms and infrastructure at current locations, and expand accessibility of academic programs. Extensive input from stakeholders throughout the service area, including major feasibility studies and research, and community forums, was an integral part of the long-term planning for this bond election.

5P3 Making and Implementing Decisions

Decisions are made using key Guiding Documents such as the Strategic Goals, Operational Plans, and Policies and Procedures. Leaders expect that the decisions made will align with the Strategic Goals that have been adopted by the district and Operational Plans that have been adopted at the division level. Leadership groups (Display 5a) are involved in decision-making; additionally, there is an active participatory governance style committee structure that provides advice or decisions that impact the direction of the College. As a college, we have been streamlining many processes, including the entire College Committee Process. The process of committees developing and making recommendations that goes forward to the President and the Governing Board, when appropriate, for approval and implementation is working effectively. There is broad employee representation across the district, rotation of service, and tracking of involvement of employees so that there is equity and varied input from all employee groups. Though a vice president is the “process owner” for each committee, all committees have a chairperson/facilitator from the membership of the committee. This creates a system for more individuals participating in leadership and decision making. Display 5c lists the various committees.

Display 5c. CAC Committees	
Committee Name	Process Owner
Academic Program Review	Vice President of Academic Programs and Services
Curriculum Committee	Vice President of Academic Programs and Services
Student Learning Assessment	Vice President of Academic Programs and Services
College Advisory Council	President
Diversity and Campus Climate	Vice President of Human Resources
Employee Development	Vice President of Human Resources
Facilities Services	Vice President of Business and Administration
Financial Aid Appeals	Vice President of Student Services
Growth and Enrollment Management	Vice President of Student Services
Policies and Procedures	President
Quality Council	Vice President of Institutional Effectiveness and Advancement
Salary and Benefits	Vice President of Business and Administration

Source: Human Resources Office

5P4 Using Information and Results in Decision Making

Leaders use a variety of information and results to guide decisions that align with the Strategic Goals. The periodic reviews of the Operational Goals (5C2) yield information related to accomplishments and gaps that drive future decisions. The patterns resulting from the input of the various groups of stakeholders are essential to decision

making. A current initiative to develop an Institutional Management Fact Book will be a major continuous improvement step in using results in decision making at CAC. It is one target of the current Action Project on developing institutional effectiveness measures. The key results contained in this Fact Book will include the following areas: county demographics, student enrollment, faculty and staff information, recruitment and retention, fiscal information, physical resources, and other information. The intent is that this Management Fact Book, due for publication in 2009, will be a one-stop document to be used for institutional decision making.

5P5 Communicating Between and Among Institutional Levels and - 5P6 Communicating Institutional Expectations

Many mechanisms have been established to promote two-way communication across the district, to communicate institutional expectations, and to make the overall decision-making process more inclusive. These communication forms are described in Display 5d.

Display 5d. Leadership Communication Mechanisms		
In Person Communications		
Mechanism	Audience	Frequency
Governing Board Meetings	Community at Large	Monthly
All College In-Service	All Employees	August, January
All College Institute	All Employees	October
Employee Group Development Days	Faculty, Managerial/Technical, Support	Annually
Learning College Forum	All Employees at 4 sites	Once Each Semester
Conversations with the President	All Employees at 4 sites	Once Each Semester
Budget Discussions	Extended Cabinet/All Employees Welcome	November - April
Leadership Meetings <ul style="list-style-type: none"> • Executive Council • Cabinet • Extended Cabinet • Academic Leadership • Student Services Leadership 	<ul style="list-style-type: none"> • President, Vice Presidents • President, Vice Presidents, Administrators, Employee Group Presidents • Above plus Academic Division Chairs and Program Directors and Managers • Deans, District Academic Division Chairs, and lead faculty • Student Services Directors/Coordinators 	<ul style="list-style-type: none"> • Every 2 wks. • 2 times a semester • Once a semester • 5 times a year • Twice a month
Employee Group Meetings	Employee Groups	Regularly
Division/Functional Area Meetings	All Employees	Regularly
In Print Communications (*available electronically)		
Governing Board Highlights*	All Employees	Monthly
CAC Community Bulletin	Employees and External Stakeholders	Quarterly
Catalog	Staff and Students	Annually
CACTUS (student newspaper)*	Students	17 times annually
Electronic Communications		
Web site	Students, Employees, Stakeholders	Constant
Committee Minutes	All Employees	Constant
District wide e-mail Distribution	All Employees	Constant
Electronic Message Centers	Stakeholders-SPC and Casa Grande Center	Constant
Source: Update from 2004 Systems Portfolio		

Implementing a district wide model of administration is consistent with a focus on increased communication between and among institutional levels. The broad communication of the Strategic and Operational Goals, and the accomplishments related to those goals, in various locations and at various county wide events by the President and other college leaders, has created a clearer picture of the priorities of Central Arizona College.

5P7 Encouraging, Developing, and Strengthening Leadership Abilities; Communicating Best Practices

Leadership abilities are encouraged, developed, and strengthened by providing opportunities to **practice** leadership skills, and by providing opportunities to **improve** those skills. The performance evaluation system is designed to provide ongoing feedback and support to those in leadership positions, and to those desiring to take on a greater leadership role. The College's staff development and training series is geared to strengthen each staff member within the institution, and specific staff development sessions are designed to provide leadership training (Display 4b). The Professional Development Committee makes recommendations related to college support of leadership training, and senior management also screens and recommends opportunities for leadership development across employee groups.

Best practices are shared within all functions using the following cycle: operational plans progress--first quarter; accomplishments--end of second quarter; operational plans progress--third quarter; accomplishments--end of fourth quarter. Additionally, best practices are shared as a regular part of Governing Board meetings; in the College's publications; at Executive Council, Cabinet and Extended Cabinet meetings; at Academic and Student Services Leadership meetings; at division and department level meetings; at Learning College Forums; and as an integral part of all of the communication activities listed in Display 5d. Benchmarking with other institutions and bringing in individuals from other colleges to share their best practices are other avenues in place to communicate leadership best practices, knowledge, and skills.

5P8 Planning Leadership Succession

Central Arizona College has demonstrated an enhanced "grow-your-own" philosophy. Both the current President and the immediate past President came from the ranks of vice president. Other examples of promotions within the institution are listed in 4P2. In several instances, these internal promotions have occurred after employees have achieved further training and/or advanced degrees. Rewarding both performance excellence and ongoing professional development is consistent with the continuous improvement priorities of the College. CAC's Mission, Vision, and Values are passed on by consistent planning based on the guiding documents. The leadership succession plan is developed through organizational learning opportunities (4P3) and specific training initiatives that focus on leadership skills (Display 4b). Board policy dictates there will be one or more vice presidents who could serve in the absence of the CAC President. Planned succession also includes the intent there is an opportunity to excel, and that there is an internal process in place ensuring, within all divisions and departments, there will always be two or three people who could step in and carry on the duties of an employee in case of absence, or in case of a vacated position.

5P9 Measuring Leadership and Communication

In April of 2008, Central Arizona College submitted to the Higher Learning Commission plans for a new AQIP Action Project: "Develop a set of institutional effectiveness measures." Due to changes in personnel and reorganization, this Action Project is just now being developed. Measurement of Leadership and Communication will be an integral part of this very comprehensive plan to refine systems for measurements at CAC. Additionally, these measures will promote more substantive and more frequent reporting to all stakeholders, including community members. The Action Project is under the leadership of the Executive Director of Institutional Research and Planning and the Quality Council.

Leadership meetings involve a component of evaluating the effectiveness of leadership and communication systems. Also, informal evaluation information is gathered as members of the college community participate in county wide meetings and events.

Learning College Forums held on each campus twice a year provide an important accountability strategy for the institution. Successes are noted and celebrated, and issues are addressed and documented. A matrix of these issues is created and distributed, and it includes the area(s)/individual(s) responsible for resolving the issues. Follow-up is specific, and each issue is revisited at the next Forum to establish closure to the resolution. The regularly scheduled "Conversations with the President" provide another avenue to gather input on the effectiveness of the leadership and communication systems.

Another current district wide strategy is the Learning College Survey. This survey, a measurement tool integral to institutional planning, provides an opportunity for employees to provide feedback regarding their view of how the

tenets of the Learning College philosophy and our stated mission and goals have been put into practice at Central Arizona College.

5R1 Results for Leading and Communicating

Central Arizona College continues to improve in its ability to be an organization that prioritizes participatory governance and decision making at the level closest to the implementation of processes, activities, and ideas. Over the past 16 years, the institution has demonstrated a trend of assessing its leadership effectiveness, satisfaction with leadership, and leadership communication effectiveness. An Organizational Culture (OCI) Survey developed by Human Synergistics/Center of Applied Research, Inc. was administered district wide in 1993, 1996, and 2001. The results of the 2001 OCI indicated that CAC had some issues related to people being expected to push decisions upward, to take few chances, to make “popular” decisions rather than necessary decisions, to always follow policies and practices, and to conform. These results became a basis for continuous improvement goals.

Later in 2001, the tenets of the Learning College and the principles of AQIP became the focal point for our institution. In 2002, the institution developed a new survey to help ensure that we were measuring the goals to which we aspire. Improvement in the responses to that Learning College Survey was one of the stretch targets for our Action Project on instituting a dynamic strategic planning process. A similar tool was administered in 2004, and the improvement in the responses on the 2004 web-based inventory and the one administered in 2002 was very dramatic. With some changes and updates based upon a need for more refined data, a similar tool was administered in 2006. Display 5e indicates a sampling of items from that inventory and a comparison of some of the same items from the 2004 survey. Leaders studied these results and put Operational Plans in place to address continuous improvement in the areas delineated in the Survey. Plans are underway to further refine the instrument and administer the survey in late 2008. Senior leaders will gather and analyze updated comparison data as a basis for planning further improvements in this component.

Display 5e. Learning College Inventory Responses						
How would you rate each of the following using the following scale?						
1=We have reached the ideal 3=We have made progress toward the ideal						
2=We are very close to the ideal 4=We are fairly far from the ideal						
TOPIC	YEAR 2006			YEAR 2004		
	1 & 2	3	4	1 & 2	3	4
CAC shares learning outcomes with prospective and current students	69%	20%	11%	43%	42%	15%
CAC assists students to form and participate in collaborative learning activities	68%	22%	10%	48%	43%	10%
The role of the CAC faculty and staff is defined by the needs of the learner	54%	26%	21%	39%	43%	18%
CAC judges its success as a college by the learning gain of its students	65%	25%	10%	38%	46%	16%
Courses/programs meet the needs of students at CAC	56%	26%	17%	36%	48%	16%
CAC creates substantive change in individual learners	68%	26%	5%	48%	43%	10%
The mission statement carefully defines CAC as a Learning College	89%	10%	1%	70%	26%	4%
The Strategic Plan supports the Learning College paradigm	70%	26%	5%	64%	29%	6%
CAC is forever striving for continual improvement	68%	20%	13%	61%	29%	9%
Innovation is prized at CAC	37%	30%	33%	38%	36%	26%
Employees are encouraged to ask the tough questions at CAC	26%	26%	48%	37%	34%	29%
CAC encourages issues to be resolved at the lowest level possible	50%	21%	29%	35%	41%	23%
CAC is a comfortable place to work	62%	22%	16%	58%	30%	12%
The CAC Declaration of Civility is honored and followed	43%	25%	33%	40%	36%	24%
All employees at CAC are focused on one major goal: facilitating the learning process of students	70%	21%	9%	38%	38%	23%
CAC employees understand the concepts of being a Learning College	47%	35%	18%	37%	45%	18%
Student needs are the primary driving force in all college	40%	26%	35%	29%	47%	24%

Display 5e. Learning College Inventory Responses						
How would you rate each of the following using the following scale? 1=We have reached the ideal 3=We have made progress toward the ideal 2=We are very close to the ideal 4=We are fairly far from the ideal						
TOPIC	YEAR 2006			YEAR 2004		
	1 & 2	3	4	1 & 2	3	4
decision making						
CAC seeks and uses input from all of its internal and external stakeholders in its decision making	49%	30%	21%	37%	48%	16%
Source: Office of Institutional Research and Planning				2006 - n=217, 2004 - n=170		

Our institution's results on the CCSSE Field Test administration (1R3 and 3R1) highlighted many successes about leadership and communication with our student stakeholder group. Another result related to leading and communicating is a poll conducted by Washington, D.C.-based Public Opinion Strategies in April of 2007. Seventy-six percent said they would support a bond measure for the College. Seventy-nine percent thought keeping CAC healthy and vibrant is a way to help keep and recruit quality jobs at home. Sixty percent had a favorable opinion of CAC, with only four percent registering an unfavorable opinion.

Central Arizona College continues to utilize a national research firm, EMSI (Economic Modeling Specialists Inc.), to conduct a study of the institution's economic and social benefits to the area it serves. Highlights of the 2006 Socio Economic Impact Study by EMSI include the following:

- Students enjoy an attractive 19 percent annual return on their investment of time and money.
- For every \$1 the students invest in CAC, they receive a cumulative \$4.50 in higher future earnings over the course of their working careers (after discounting).
- Taxpayers see a real money return of 11 percent on their annual investments in CAC.
- The State of Arizona benefits from improved health and reduced welfare, unemployment, and crime saving the public some \$2.8 million per year each year that students are in the workforce.
- The Pinal County economy receives roughly \$418.7 million in regional income each year due to the actions of CAC and its students. This figure amounts to 17 percent of a typical year's economic growth.

These results from one element of the picture of the benefits of the College's leadership and communications systems, and demonstrate the important role that CAC plays in the overall leadership in Pinal County.

5R2 Results Compared with Other Higher Education Institutions

As described in 1R3 and 3R1, the results of the related indicators on the CCSSE compare our institution very favorably with other middle size community colleges. Additionally, the IPEDS Executive Peer Analysis Tool is a beneficial tool to use in benchmarking with other institutions related to the defined IPEDS categories. Our college's participation in the National Student Learning Clearinghouse and the Arizona State System for Information on Student Transfer (ASSIST) database helps us track the transfer of our students to the three public state universities.

Additionally, Central Arizona College has demonstrated positive results in leadership and communication compared with other higher education institutions in the following ways:

- Participation in the League for Innovation in Community Colleges
- Selection of our President for participation in the Executive Leadership Institute
- Participation in the President's Academy, American Association of Community Colleges
- Recognition as a finalist for the Bellwether Award in Learning Outcomes and Standards
- Election of one of our Governing Board members as Pacific Region Representative, Association of Community College Trustees, 2004-2008
- Inquiries from other community college presidents to the CAC President related to the results of CAC's movement to a district model
- Recognition of our President as 2007 Outstanding Chief Business Officer for Region IV, at the Community College Business Officer's 25th Annual International Conference
- Awarding of the George Fridell Teaching Excellence Award. Awardees attend National Institute of Staff and Organizational Development or content area national conference

- Recognition of the CAC's Career and Student Employment Services Coordinator with the Western Association of Student Employment Administrators (WASEA)
- Recognition of the Central Arizona College's redesigned web site with the 2008 District 6 Gold Medallion of Excellence Award from the National Council for Marketing and Public Relations

5I1 Improving Current Processes and Systems for Leading and Communicating

Central Arizona College improves its current processes and systems for leading and communicating by using the feedback from the community focus groups and community meetings (such as at bond election input meetings), from the students (such as on CCSSE), from the employees (such as at Learning College Forums, Conversations with the President, and in committee meetings), from leadership groups (such as from Faculty Senate or at Cabinet meetings) to update and/or change operational plans and/or related activities, or set new or refined strategic goals. All employees have an opportunity to participate in the development of operational plans and related budgets, and in identifying which processes need to be improved. The development, implementation, and retirement of AQIP Action Projects have been an integral part of improving processes at CAC. Since 2002, five Action Projects have been completed, and currently four are in progress. These have been integral to continuous improvement in leading and communicating.

When college-related surveys are conducted, more focused attention is being given to reporting the results of those surveys back to the stakeholders. Results are shared through the mechanisms described in Display 5d. The appropriate stakeholders will develop the next steps in continuous improvement.

5I2 Setting Targets for Improvement

Targets for improvement are set based upon the results of feedback from the various stakeholders groups as described in 5I1. Participation in the AQIP process, implementing the stretch targets in the Action Projects, and the use and updating of the Systems Portfolio, have all been instrumental in setting targets for improvement.

One priority that is being addressed is the need for new and improved facilities and infrastructure to meet the educational needs of the rapidly growing service area, by increasing access to higher education in Pinal County. A Bond Feasibility Study was conducted in 2004, and an Education Master Plan was developed. When a Bond Election was unsuccessful in 2005, our leaders conducted an intensive study of its failure, and went back to more comprehensive planning for a bond election that would be acceptable to the voters of Pinal County and yet serve our growing needs for new and improved facilities and infrastructure. CAC leadership devoted increased time and energy to re-examining targets for our future planning as well as targets for improved processes to get there. At this time, the growth plans are specific, and the communication materials to convey those plans are also new and improved.

The institution is also targeting the programs needed in the current and future workforce. There is an emphasis on integrated programs that provide the right combination of academic and technical knowledge and skills for success in the job market, including sensitivity to the global market.

The leadership at Central Arizona College has made great strides in the ability to gather and use data throughout our institution, and one additional current improvement target is to develop and communicate to all stakeholders a viable set of institutional measures of effectiveness, as one of our current Action Projects specifies. The College's leadership is being aggressive in continuous improvement in fact-based decision-making.

Results and improvement priorities are communicated through the mechanisms described in Display 5d. Continuing to use and improve those communication mechanisms will be an important part of realizing the targets for improvement set forth by the leadership at Central Arizona College.

6C1 Key Academic and Support Services

The key student and administrative support services include admissions, testing, orientation, Summer Bridge, mentoring, advising, athletics, campus activities, student leadership, campus safety, career services, computing, disability services, financial aid, student employment, registration, residential life, food services, bookstore, and online services, such as customer service and technical support, and tutoring.

Key administrative support services include public relations, marketing, fiscal control, purchasing and property control, campus police, CAC Foundation, auxiliary services, facilities, and maintenance. Two main support services are outsourced. The College bookstore is operated by Barnes & Noble College Booksellers, Inc., and food service is operated by Sodexho, Inc.

The College recently placed emphasis on student accessibility throughout Pinal County. The services that support online learning and developmental education are targeted because the large county is rural in places, and because the College has a mission of open access. The growth in online enrollment and the attrition of students in those classes also lead to increasing support services for online learners. Students need asynchronous learning support because many attend classes part-time and face challenges such as child-care, transportation, and under-preparedness. The College has added a Customer Service and Technical Support Center and other online services to assist students. In addition, online tutors and online academic advising became available as of Fall 2007.

6C2 Key Student and Administrative Support Services Reinforce Processes

Display 6a below shows the alignment of Student and Administrative Support Services, Helping Students Learn, and Other Distinctive Objectives.

Display 6a. Alignment of Student and Administrative Support Services Helping Students Learn and Other Distinctive Objectives			
Helping Students Learn	Support Service	Other Distinctive Objectives	Support Service
Use of multiple instructional methods, i.e., Blackboard, ITV, F-2-F	Use of online and F-F services ,i.e., academic advising, career services, tutoring, support desk, web Q&A, online tutorial for online learners, online bookstore, online payments	Workforce Development Corporate Center SBDC One-Stop Center Coolidge Training Center	Use of online and F-F services, i.e., academic advising, career services, tutoring, support desk, web Q&A, online tutorial for online learners, online payments
Developmental Education	Paper and electronic placement tests; support programs like TRiO student support, and Title V transfer support,	CAC Foundation	The coordinator for the foundation scholarship, Promise for the Future, visits middle and high schools to encourage students to stay in school and attend college.
Degree and Certificate Programs	Catalog & schedule online and paper	Residence Life	Residence Life is both a support service and an auxiliary service. The campus residence allows students to attend the college who live a distance from the campus. It is self supporting.
General Education Learning Outcomes	Opportunities are provided out-of-the-classroom to practice what is learned in the classroom ,i.e., student employment, internships, practicum, learning communities, labs	Athletics	Student-athletes receive direction regarding social skills, punctuality, time management, health habits, self-discipline and teamwork. Many of CAC's athletes live in the residence halls.

6P1 Identification of Student Needs

The College surveys students, queries CAC’s student information databases, and participates in nationally-normed research projects. The results of these activities identify the needs of students. For example, by querying the student database, the College discovered that more than fifty percent of degree-seeking students who attend CAC require basic remediation in reading, writing, and mathematics. Display 6b shows the extent of CAC’s students’ under-preparedness, as measured by COMPASS placement test results.

Display 6b. Under-Preparedness of CAC Students: COMPASS Placement Test Results				
	2005-06		2006-07	
<i>Subject</i>	<i># Students Tested</i>	<i>% Requiring Remedial Assistance</i>	<i># Students Tested</i>	<i>% Requiring Remedial Assistance</i>
Math	1,166	55.1%	1,097	54.8%
Reading	1,426	50.9%	1,517	49.9%
Writing	1,132	52.0%	1,020	45.2%

Source: CAC Banner Student Database

In Spring 2007, 808 students were enrolled in developmental math courses, 256 students were taking developmental reading courses, and 224 students were in developmental English courses – 1288 students in total were enrolled in developmental courses (BANNER Student Database, 2007).

The success rate in key developmental courses is far too low (see Display 6c below), indicating that students struggle to progress in courses that are prerequisites for college level courses.

Display 6c. Successful Completion in Developmental Courses			
Courses	2004-05	2005-06	2006-07
English (090, 095, 100)	55%	63%	58%
Math (081, 091, 121)	54%	71%	70%
Reading (090, 091)	54%	85%	53%

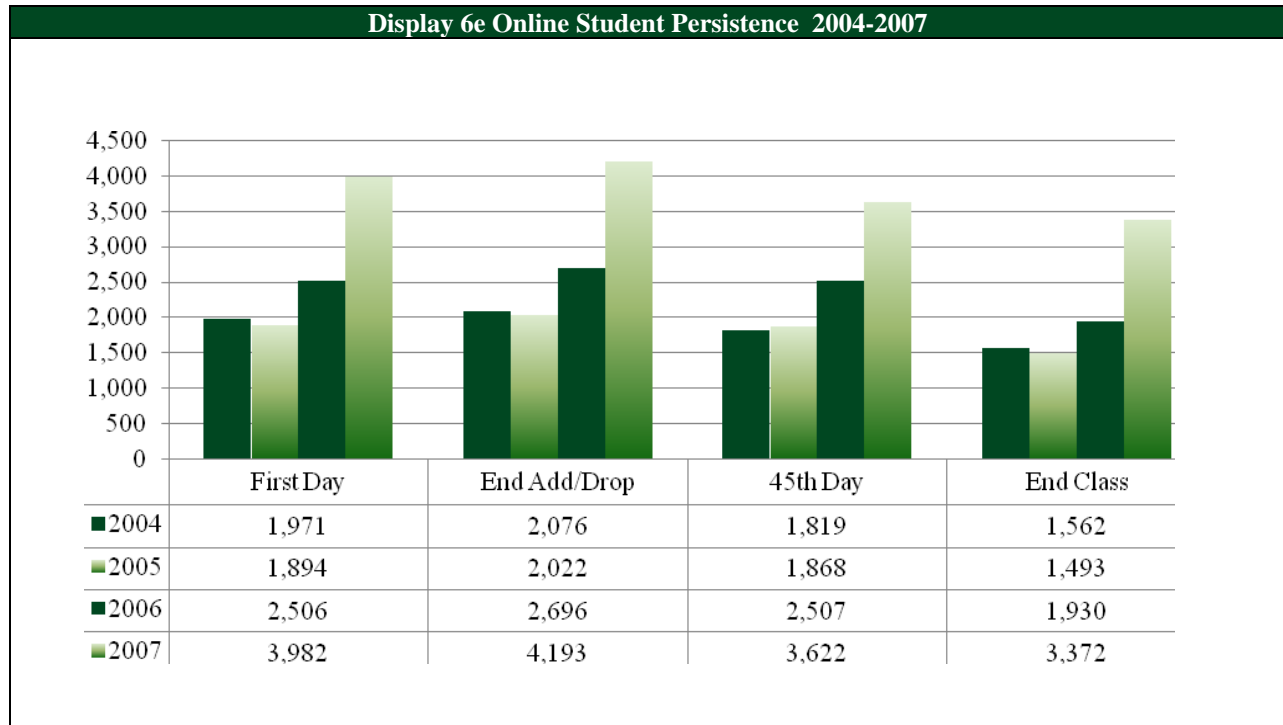
Source: CAC Banner Student Database

Many CAC students come from backgrounds that did not prepare them for college. Therefore, it is not surprising that year-to-year retention at CAC is extremely problematic. Between 2000 and 2005, an average of 40 percent of degree/certificate seeking freshman did not return in their sophomore year (Display 6d below).

Display 6d. First Time, Full Time Student Fall to Fall Retention			
Cohort Type	Cohort Year	Headcount	% Not Returning For The 2nd Year
All Students	2000	498	46.0%
All Students	2001	477	36.9%
All Students	2002	442	36.9%
All Students	2003	554	36.4%
All Students	2004	519	39.8%
All Students	2005	577	45.6%
All Students	Average Above Years	511	40.2%

Source: CAC Banner Student Database

By Fall 2005, CAC noted that instructional methods affected retention. Classes using an online delivery method had higher attrition rates than classes involving face-to-face instruction. Further examination determined CAC online services were in the “infancy” stages, yet online classes were growing in popularity. At the time, there was no online academic advising and no online tutoring (See display 6e below).



Source: CASA

The chart above illustrates the consistent drop in enrollment from the first day of class through the end of the class. In 2004, when online classes were sparse, there were few online services available to students. In 2005, online student services included admissions, registration, online payments, financial aid services, and e-mail accounts, but the services were relatively unknown. At the time, there was no college e-mail service to students. By 2006, the College had a spike in online class enrollment and additional support services were necessary. E-mail accounts were established for registered students and became the official college wide means of communication.

The College recently placed emphasis on services that support online learning and developmental students, based on the information gathered above and anecdotal information from students, faculty, and staff. The College added a Customer Service and Technical Support Center to assist students with online services, Blackboard, and e-mail. In addition to a full array of online student services (admissions, registration, payment, and financial aid), online tutors and online academic advising became available in Fall 2007.

6P2 Identifying Administrative Support Service Needs of Faculty, Staff, Administrators, and Stakeholders and

6P3 Management of Day-to-Day Processes, Innovation, and Empowerment

See Chapter 8, Planning Continuous Improvement (8P1), for CAC’s planning process. Needs of the administrative support service, faculty, staff, and administrators, as well as other key stakeholder groups, are identified through the planning process, prioritized, and then funded through the budget process.

There are frequent meetings with directors and coordinators to discuss process improvement, systems, and survey results. Procedure manuals are updated regularly. Each area has a desk manual with documented processes. The VP and Directors also attend an Academic Council meeting and Faculty Senate meetings to share information across divisions. Results of research are posted on the College web site, www.centralaz.edu, and are presented at monthly Governing Board meetings.

In Spring of 2007, the College employed consultants to perform a business process analysis for the enrollment areas. Processes were analyzed for their alignment to CAC's student information database. The College concentrated on improving online services that support learning.

6P4 Information and Results Usage Improves Services

Most administrative support service needs are expressed by each program through the strategic planning process. Each program completes Operational Plans and links budgetary requests to activities and related outcomes. The college wide Operational Plans are then distributed and discussed within each department and division.

Campus forums are held at least two times per semester at each campus. All full-time employees are invited and encouraged to attend and openly discuss, express thoughts, comments, and/or concerns about the College. Designated chairpersons meet prior to the forum to organize and prioritize the meeting. Key personnel are assigned to resolve issues.

In-Service days are held prior to the beginning of the Fall and Spring semesters. The day features a number of activities including a discussion relating to achievements of the past year, planning for the coming year, and an opportunity to welcome new college employees. The event often features a keynote speaker related to the meetings focus. Faculty Development Day is held once per semester to discuss division wide initiatives. Development Day features a faculty senate meeting, college wide training, and division meetings. Speakers and facilitators are used to hold workshops on special topics including how to assist students with technology.

In Fall 2007, the Non-Academic Quality Improvement Project (NAQIP) was implemented. A team of college individuals, outside of academics, developed a program review to assist in evaluating specified non-academic programs in order to assess the needs of students and stakeholders. The department supervisor compiled the review utilizing information obtained from customer and employee surveys. Results were documented, including a summary of the actions to be taken to improve weak areas.

External stakeholders are informed through group meetings and mailings. A community bulletin is sent to Pinal County residents on a quarterly basis. The College web site features a calendar of related events and news articles.

6P5 Measures Collected and Analyzed Regularly

The following measures are collected and analyzed regularly: Student Engagement, Satisfaction, Frequency of Use, Developmental Course Completion, and Retention by Instructional Method.

6R1 Results for Student Services Processes

Since the focus has been to enhance support services for online learners and students in developmental classes, the results of these efforts are also reported.

Retention and enrollment for students in the online environment are increasing. Display 6e (above) illustrates the loss of students from the first date, through the add/drop period, the 45 day census date, until the end of the class, from 2004/2007.

Display 6f shows how, in Fall of 2007 after the addition of a customer service and technical help desk, and online tutors and advising, the attrition rate for online classes diminished to 15 percent from a high of 23.02 percent in Fall of 2006. CAC is continuing to monitor retention to be sure this is consistent from semester to semester.

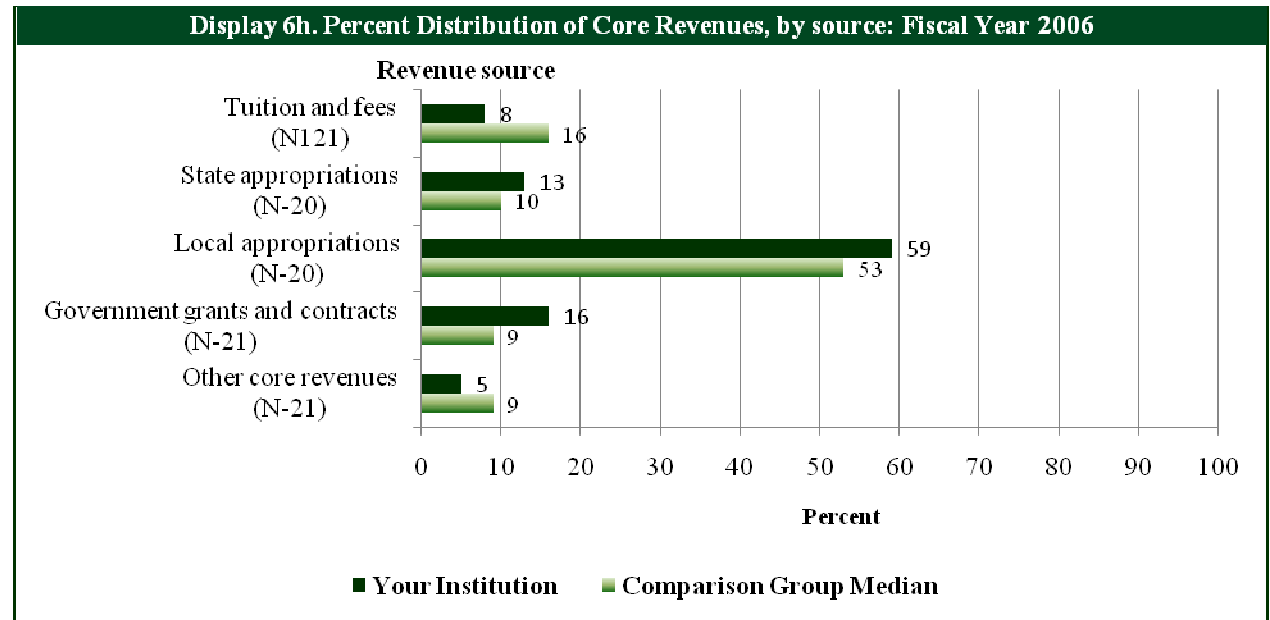
Display 6f. Attrition Rates – Online classes	
2004	21.00%
2005	21.00%
2006	23.02%
2007	15.00%
Source: CAC Registrar's Office	

6R2 Results of Administrative Support Services

The charts below were derived using the Peer Executive Tool on the nces.ed.gov web site. The comparison group includes twenty one community colleges in Arizona. Display 6g lists other Arizona community colleges which serve as “peer” comparisons for Central Arizona College.

Display 6g. Arizona Community College Comparison Schools	
Arizona Western College	Yuma, Arizona
Chandler-Gilbert Community College	Chandler, Arizona
Cochise College	Douglas, Arizona
Coconino County Community College	Flagstaff, Arizona
Dine College	Tsaile, Arizona
Eastern Arizona College	Thatcher, Arizona
Estrella Mountain Community College	Avondale, Arizona
Glendale Community College	Glendale, Arizona
Gateway Community College	Phoenix, Arizona
Maricopa Skill Center	Phoenix, Arizona
Mesa Community College	Mesa, Arizona
Mohave Community College	Kingman, Arizona
Northland Pioneer College	Holbrook, Arizona
Paradise Valley Community College	Phoenix, Arizona
Phoenix College	Phoenix, Arizona
Pima Community College	Tucson, Arizona
Rio Salado Community College	Tempe, Arizona
Scottsdale Community College	Scottsdale, Arizona
South Mountain Community College	Phoenix, Arizona
Tohono O’Odham Community College	Sells, Arizona
Yavapai College	Prescott, Arizona

One measure of financial capacity is the measure of core revenues. The chart below (Display 6h) shows revenue by source as reported to the Integrated Post-Secondary Education Data System.

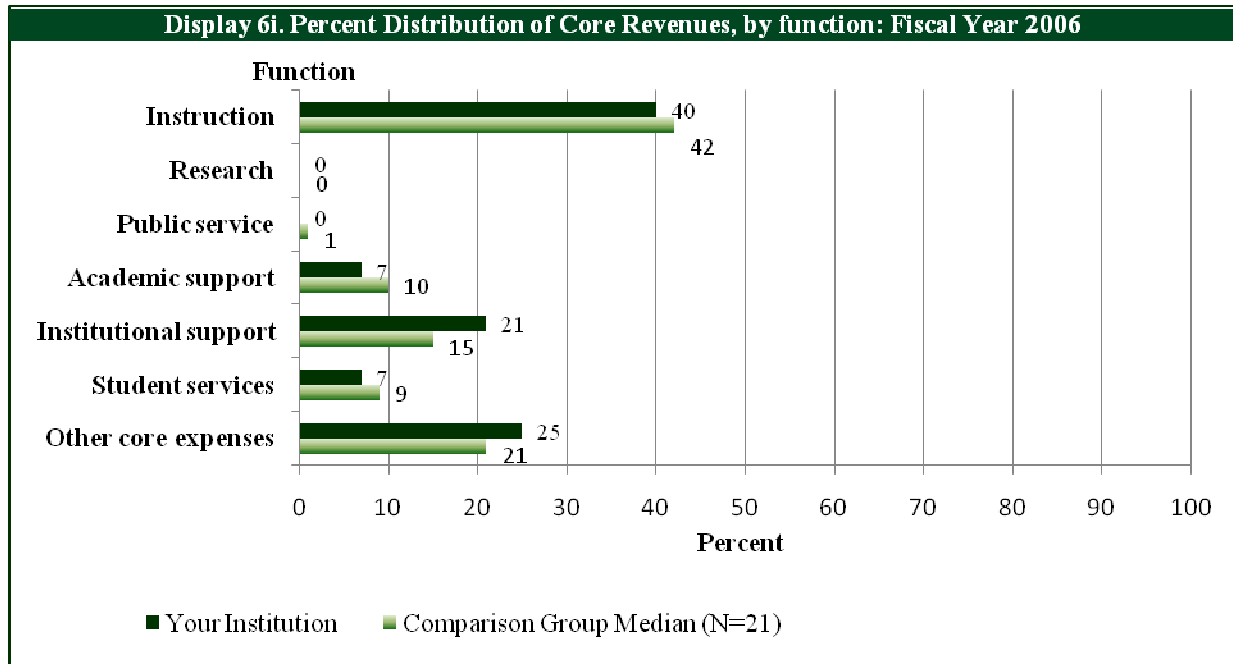


NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.

Source: U.S. Department of Education. National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS): Spring 2007

CAC's primary source of revenue is local tax appropriations and government grants. CAC is not as tuition dependent as some competitors and, instead, is reliant on local taxpayers.

Another measure of institutional health is expenses by institutional function (see Display 6i below). CAC spends most of its budget on instruction.



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the focus institution. For a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

Source: U.S. Department of Education. National Center for Education Statistics. Integrated Postsecondary Education Data System (IPEDS): Spring 2007

6R3 Comparing Results with Other Higher Education Institutions

Charts in 6R2 reflect comparisons to other community colleges in the state. The benchmarks for student engagement allow us to compare results with other medium size colleges and all other community colleges in the study. Display 6j below explains the benchmarks and their connection to retention and learning.

Display 6j. Benchmarks and Their Connections to Learning		
Active and Collaborative Learning	Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings.	<ul style="list-style-type: none"> • Students tutored or taught other students (paid or voluntary). • Students discussed ideas from readings or classes with others outside of class (students, family members, co-workers). • Students asked questions in class or contributed to class discussions.
Student Effort	Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational	<ul style="list-style-type: none"> • Students used peer or other tutoring. • Students used skill labs. • Students used a computer lab.

Display 6j. Benchmarks and Their Connections to Learning		
	goals. “Time on task” is a key variable.	
Academic Challenge	Challenging intellectual and creative work is central to student learning and collegiate quality.	<ul style="list-style-type: none"> • Students were encouraged to spend significant amounts of time studying.
Student–Faculty Interaction	The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals.	<ul style="list-style-type: none"> • Students used e-mail to communicate with an instructor. • Students discussed grades or assignments with an instructor. • Students talked about career plans with an instructor or advisor. • Students discussed ideas from readings or classes with instructors outside of class. • Students received prompt performance feedback (written or oral) from instructors.
Support for Learners	Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.	<ul style="list-style-type: none"> • Students were provided the support needed to succeed at this college. • Students established contact among students from different economic, social, and racial or ethnic backgrounds. • Students were helped to cope with non-academic responsibilities (work, family, etc.). • Students’ frequency of academic advising/planning was monitored.

Source: 2008 CCSSE Results and Student Services

In the 2008 administration of CCSSE, the College improved in every category except “student effort” and “support for learners” (See Display 6k below). However, the results for “student effort” and “support for learners” varied by less than .5 percent from the 2006 implementation. These two categories are also the two areas where CAC falls below the national average.

Display 6k. 2008 CCSSE Benchmark Table				
Community College Survey of Student Engagement				
2008 Benchmark Summary Table – All Students				
All Students				
Benchmark	Your College	Comparison Group Statistics		
			Medium Colleges	2008 CCSSEE Cohort
Active and Collaborative Learning	52.4	• Benchmark Score	49.7	50.0
		• Score Difference	2.7	2.4
Student Effort	48.0	• Benchmark Score	50.0	50.0
		• Score Difference	-2.0	-2.0
Academic Challenge	51.1	• Benchmark Score	49.8	50.0
		• Score Difference	1.3	1.1
Student-Faculty Interaction	53.0	• Benchmark Score	49.8	50.0
		• Score Difference	3.1	3.0
Support for Learners	48.2	• Benchmark Score	49.6	50.0
		• Score Difference	-1.4	-1.8
		Number of Colleges	147	535

Source: 2008 CCSSE Results and Student Services

6I1 Improving Current Processes and Systems for Supporting Institutional Operations

CAC has implemented the CCSSE survey every two years since 2004. Each implementation has resulted in scores above or near the scores of other medium-sized community colleges on the benchmarks. But the College was not satisfied with this performance. CAC disaggregated each benchmark and revisited results on each survey item. The College examined results by individual student characteristics, i.e., part-time, ethnicity, enrollment status (first year), and found significant differences by part-time status. Hours of operation have been extended to meet the needs of this population and results are paying dividends as is indicated in CAC online student persistence and increased enrollment.

The percent distribution of core expenses (above) also illustrates results of systems that support institutional operations. CAC spends the bulk of resources on helping students learn.

6I2 Setting Targets for Improvement and Communicating Results

Setting targets for improvement involves discussion of the results of student retention and student engagement. Discussions occur on a department, division, and college level. Targets for improvement are included in yearly Operational Plans and outcomes are reviewed and reported each year (See 8R1 and 8R2). See Display 6I below for specific improvement priorities CAC is targeting.

An example of CCSSE improvement targets set by the Student Services Division follows. These improvement targets will be reflected in both the Division's and the Institution's Operational Plan. For institution specific priorities, see 8I1 and 8I2.

Display 6I. Improvement Priorities		
Benchmark	Online Related Service that was Measured	Improvement Target
Active and Collaborative Learning	<ul style="list-style-type: none"> • Tutored or taught other students (paid or voluntary) • Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers) • Asked questions in class or contributed to class discussions 	<ul style="list-style-type: none"> • Increase overall score on benchmark from 52.4 to 53.
Student Effort	<ul style="list-style-type: none"> • Used peer or other tutoring • Used skill labs • Used a computer lab 	<ul style="list-style-type: none"> • Increase the overall score on the benchmark from 48 to 50.
Academic Challenge	<ul style="list-style-type: none"> • Encouraging you to spend significant amounts of time studying 	<ul style="list-style-type: none"> • Increase the overall score on the benchmark from 51.1. to 52.
Student-Faculty Interaction	<ul style="list-style-type: none"> • Used e-mail to communicate with an instructor • Discussed grades or assignments with an instructor • Talked about career plans with an instructor or advisor • Discussed ideas from your readings or classes with instructors outside of class • Received prompt feedback from instructors on your performance. 	<ul style="list-style-type: none"> • Increase the overall score on the benchmark from 53.0 to 54.0.
Support for Learners	<ul style="list-style-type: none"> • Providing the support you need to help you succeed at this college • Encouraging contact among students from different economic, social, and racial or ethnic backgrounds • Helping you cope with your non-academic responsibilities (work, family, etc.) • Frequency of academic advising/planning 	<ul style="list-style-type: none"> • Increase the overall score on the benchmark from 48.2 to 50.0.
Source: 2008 CCSSE Results and the Division of Student Services		

As stated above, improvement targets are included in the institution's Operational Plan. Operational Plans are presented at in-service and at public Governing Board meetings. In addition, plans are printed, placed on the CAC web site, and employee performance appraisals address individual contributions toward achieving the outcomes.

7C1 Data Collection and Dissemination

The College's principal information system is Banner from Sungard Higher Education (sungardHE). Banner is a set of Oracle Forms programs that interact with an Oracle database, commonly referred to as the 'Banner database.' The scope of the Banner database is comprehensive, housing the data for Finance, Payroll, Human Resources, Student Records, Financial Aid, and others - under one roof. Banner is designed to support and keep a database record every transaction that occurs in each of these functional areas.

Users in these areas can retrieve information from the Banner database in three primary ways: (1) By querying the Banner screens (Oracle Forms); (2) by running one of the standard reports that Banner provides; and (3) By running a report from Central Arizona Software Applications (CASA). CASA is an in-house product developed by the College's Information Resources and Services Department (IRS). CASA consists of two main components: (1) A set of Oracle Forms and Oracle Reports programs, and (2) A single Forms-based menu from which users can select and launch individual programs in a self-service, on-demand mode. CASA produces information, but it does not duplicate data. For the most part, CASA leverages the data in the Banner database.

The College created CASA largely because the reports Banner provides tend to be one-size-fits-all reports that fail to address the specific needs of workers and managers. Creating CASA has allowed users greater ease and access to data and specific information.

Banner also provides a collection of companion products that provide access to the system over the web. These are commonly referred to by their original names as 'Web For' products: 'Banner Web For Student' and 'Banner Web For Faculty,' for example. However, the vendor has changed the names of these products to 'Self-Service' products. CAC has purchased the Self-Service products for Student, Faculty, Human Resources, and Finance.

To date, the College has implemented Banner Self-Service for Student (SS For Student) and Banner Self-Service for Faculty (SS For Faculty). With SS For Faculty, faculty can maintain rosters, post syllabi, communicate with students via e-mail, and post grades. With SS For Student, students can apply for admission to the College, register for classes, view syllabi and grades, and obtain unofficial transcripts. Approximately 80 percent of CAC students are currently taking advantage of this product to register for classes over the web. Also, SS For Student has become the official method of notifying students of grades. The College no longer prints and mails paper grade reports.

As the College moves more of its functions and services to the Internet, the CAC web site takes on more importance. The College web site encapsulates "SS For Student" and "SS For Faculty", so these programs appear to be part of the web site. The site also contains links to the Blackboard course management system (CMS), the Horizon library information system, and CASA.

In addition, the web site provides near real-time class schedules online. IRS staff has written a program that produces an up-to-date class schedule every twenty minutes and makes this schedule available either for online viewing or for downloading as a PDF file. During registration periods, the program provides students with near real-time information on instructor changes, class cancellations, additional section openings, and other information. The Banner SS for Student provides an online schedule also, but the one that IRS produces contains better information, particularly concerning the precise physical and room location of classes.

The current web site was built, and is maintained, through the Ingeniux web content management system. This product enables each department and business unit to maintain its own web content through a user-friendly graphical user interface that looks much like Microsoft Word. Ingeniux also supports open database connectivity to the Banner database.

CAC's data collection processes are transitioning from decentralized to centralized efforts, which is in response to the district model reorganization. The College is in the initial stages of shifting data collection, storage, and dissemination from individuals, departments, and areas to funneling requests and data through one central location, Institutional Planning and Research. Accessibility to data is depends on the requestor. Data that is district based is primarily available via the college's web site. More specific data is distributed and available from the process owner.

7C2 Key Institutional Measures for Tracking Effectiveness

- Students
- Distinctive Objectives
- Faculty, staff, administrators
- Key stakeholder groups
- Academic and other programs
- Performance of institutional operations and processes
- Comparative information (students, stakeholder groups, programs, performance in other institutions)

Display 7a below lists key institutional measures for tracking effectiveness.

Display 7a. Key Institutional Measures for Tracking Effectiveness		
Student Focus	<ul style="list-style-type: none"> • CCSSE • ASSIST • National Student Loan Clearinghouse • CSRDE • Graduation Survey • Academic Advising Survey • Retention studies • Focus groups related to general education outcomes for degree seeking students and general education out-comes for all CAC students • Online Tutoring Survey • Student evaluation of courses 	<ul style="list-style-type: none"> • Pass rates for licensure exams in special programs • Developmental education student success rates • Certificate/degree completion rates for students • Financial Aid \$ per student, % of eligible, and total students receiving financial aid • Recruitment/Retention rates • Support access for underserved students • Faculty to student ratios • Athletic study regarding GPA and retention • Management Factbook • Student Advising Survey
Employee/Faculty Focus	<ul style="list-style-type: none"> • Student evaluation of faculty • Faculty evaluations • Faculty and staff qualifications • CCFSSSE • Academic Program Review • Grant program federal reports 	<ul style="list-style-type: none"> • Learning College forums • Exit interviews/surveys/interview data • Training statistics • Complaints (verbal and written) • HR data (turnover data, retention, absenteeism, grievances, etc.) • Management Factbook
External Stakeholders Focus	<ul style="list-style-type: none"> • Perkins Survey • Advisory councils • Articulation agreements with universities and other community colleges • Memos of understanding with community and industry partners, foreign partners, etc. • Employer Satisfaction Survey - ECE 	<ul style="list-style-type: none"> • Governing Board reports • Study of Pinal County high school students • Federal and state reporting requirements fulfilled • Arizona Department of Corrections review and approval • EMSI Studies
Financial Focus	<ul style="list-style-type: none"> • Audit results • Enrollment trends • FTSE reports • Foundation • Federal and state grant funded opportunities • Bond rating • Management Fact Book 	<ul style="list-style-type: none"> • College reserves • Budget (Capital, Operations, Appropriations, etc.) • Faculty load • Retirement contracts • Percent of expenditures allocated to instruction, technology, and support of student learning
Strategic Focus	<ul style="list-style-type: none"> • Institutional strategic goals • Annual Operational Plans 	<ul style="list-style-type: none"> • Board satisfaction with progress toward stated goals
Source: Office of Institutional Research and Planning, 2008		

7P1 How Information and Data are Selected, Managed, and Used

CAC uses its Guiding Documents (Display 01c) to direct the selection, management, and usage of information and data. The process for determining information and data is distributed between IRS and Institutional Planning and Research (IPR). IRS concentrates on resources and services pertaining to the input of raw data. The IPR Office is currently moving towards a cyclical process in evaluating data. The process begins with the IPR Office reviewing raw data for integrity and accuracy. IPR then analyzes and compiles a descriptive summary of the data. The information gained through the analysis of data, in combination with the knowledge of stakeholders, produces “intelligence.” Decisions are based on the intelligence produced from this process. Assessments are created and implemented, results are reviewed, and continual improvement is sought.

The CAC Banner Data Standards and Guidelines were established and documented in November 2006. Area supervisors have the responsibility of informing their employees of these guidelines, particularly in areas managing data on a daily basis. The guide is available via CAC’s web site within the CAC employee area.

7P2 Determining the Data Needs of Departments and Units

A combination of CAC’s Guiding Documents and results from assessing stakeholder needs determines departmental and unit needs. IRS created a module within CASA called Central Arizona Request Services (CARS). The CARS module enables all department users and managers to submit online requests for IRS services. The requests can be wide-ranging. They include requests for desktop PC/laptop support, e-mail support, telephone support, and requests for information in the narrower sense—for example, additional data capture, creation of reports, and data extracts. Each request is logged, time-stamped, and stored in the Oracle database.

To deal with the requests for information, the College has established a review board. This group is called the Banner Users Group (BUG), since Banner is the source for virtually all internally-generated information. The BUG consists of management-level personnel from the major functional areas of the College: Finance, Human Resources, Student Services, Academic Services, and IRS. The BUG meets once each week to review and either approve or disapprove the CARS information requests. Guidelines are based on two criteria: (1) ensure the requested report does not contain sensitive information and (2) the request is not a duplicate, reinforcing collaborating within or between departments and areas. For each approved request, the BUG creates a work order (with a tracking number) and assigns it to a member of the technical staff (e.g., a programmer).

In addition, IPR has developed a Data Request Form, which allows users to submit requests for output data via CAC’s web site. This form was initially developed to assist the IPR Office track types of requests and review them for feasibility. In addition, the form requires requesters to consider and identify the justification for the request, by asking them to submit the rationale and connection to any applicable CAC Strategic and/or Operational Goals, and requires follow-up. The Director reviews requests to determine its feasibility (based on CAC’s Guiding Documents) and duplication. Users are referred to the appropriate area or report via the web site and requests requiring data or resources beyond what is available in IPR are forwarded to the appropriate area for completion.

7P3 Determining the Needs and Priorities for Comparative Information and Data

IRP determines if the comparative information and data fit with the institution’s measures of effectiveness (given varying needs) and Guiding Documents (both at the institutional and departmental levels). The IPR Data Request Form requires requesters to consider and identify the justification for the request, by submitting the rationale and making connections to any applicable CAC Strategic Goals.

7P4 Analyzing and Sharing Institutional-Level Information and Data

At the internal level, trend data is used. At the external level, comparative data is used. These data are collected, managed, and referenced in CAC’s Management Factbook, which is the primary resource for current data.

IPR maintains a web site of data reports providing both internal and external access to research and analysis of student learning success. Following a consistent review process, relative data (both internal and external) is distributed on a weekly basis via e-mail to identified key administrators and employee group leadership, with the expectation that individuals having a vested interest will share information.

7P5 Aligning Department and Unit Analysis with Institutional Student Learning Goals and Overall Institutional Objectives, Communicating that Information

Annually, each institutional unit develops operational goals linked to the Strategic Goals. Budget requests, equipment requests, and curriculum changes are ultimately tied to this planning process. In addition, AQIP Action Project 1378 (with the goal of developing and implementing a clear and consistent program review process) has made extensive progress. Recent updates specifically address and provide guidelines for the alignment of institutional goals with departmental objectives. The Action Project is in the final phase of district approval. Continuous review and evaluation of curriculum content, on a five-year rotational basis, ensures institutional goals are addressed at the curriculum development level.

The Academic Program Review Committee is aware these instruments have been primarily shelf documents. Future plans include possibly cataloging the compact discs (CDs) consisting of Program Review data and creating an area on the CAC web site where the information would be readily available. With the restructuring and creation of the Office of Institutional Effectiveness and Advancement, further development of measurement processes and communication is needed.

7P6 Effectiveness of Information Systems and Related Processes

IRS works closely with a Systems User Group (SUG). This group consists of representatives from the major functional areas of the College. Some members of BUG are also members of SUG, but all members of SUG are at the management level of director or higher.

The IRS Systems Administrator is responsible for all systems that support Banner and CASA. These systems include servers (UNIX, Linux, and Windows), the Oracle database management system, and Banner. One of the SA's principal duties is to maintain all of these elements at current versioning levels and to keep the Chief Information Officer and the SUG apprised of status.

The Computing Infrastructure manager is responsible for the upkeep of e-mail servers and shared file servers. A principal duty is to maintain these systems, and to keep the Chief Information Officer and the SUG apprised of status.

The main Banner installation is housed at the Signal Peak Campus, but the SA maintains a second Banner installation for backup and disaster recovery at the Superstition Mountain Campus, approximately 45 miles away. Data and information in the disaster recovery system is kept in synch with the main system through an automated replication process that occurs every 15 minutes. This system is mounted on the network, so if the main system fails, the College can move over to the disaster recovery system and continue normal operations.

The Network Administrator is responsible for overall systems security. The College network is protected by Cisco firewalls and by the Lancope StealthWatch Intrusion Detection System (IDS). If an intruder is able to get through the firewall, the IDS will detect and thwart activity. The network is also divided into subnets with access lists that enforce separate levels of access for employees and students. In addition, both Banner and Oracle have built-in security capabilities to prevent unauthorized access to sensitive information.

CAC adheres to local, state, and federal guidelines, including the Family Education Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), American Disability Act (ADA¹), Title IX, and the Council for Advancement of Standards (CAS) to ensure the integrity and reliability of information and data. A draft of rules, processes, and procedures has been created to guide users in accessing data and ensuring security of the Banner database. In 2004, CAC replaced social security numbers with institutional identification numbers for both staff and students. Furthermore, employees at all levels (including student employees) receive training regarding confidentiality (including college policies and procedures. Policy 515-Computer and Network Usage states, "Central Arizona College computing, telecommunications, and networking resources are provided for the support of instruction, administration, and research activities of the institution and users are required to conduct their activities within the restrictions of College Policies, laws of the State of Arizona, and federal statutes."

7P7 Measures of Effectiveness

CAC has concentrated on reorganizing and establishing an Office of Institutional Effectiveness and Advancement. From reorganization and formalization have come initiatives to collaborate research efforts with Institutional Planning and Research to centralize data. Future efforts and planning will focus on gathering evidence to formalizing the foundation and infrastructure for this area and analyze its effectiveness.

7R1 and 7R2 Results for Measuring Effectiveness

CAC currently uses the results from CSSSE to measure effectiveness and benchmark with other institutions. Results are reported appropriately in this portfolio. For the last two years, CAC has provided data to the Consortium for Student Retention (CRSDE) and has received benchmarking data. Additional benchmarking sources include but are not limited to IPEDS, Strategic Advantage from EMSI, NCES, FTSE reports by campus/division/department/cost, Clery reports, and auditors' reports.

CAC's efforts, to date, provide some foundational work in the development of a comprehensive assessment plan. Quality Council work for 2007/08 was focused on the development of a systematic process for design, administration, analysis and communication of institutional measures of effectiveness and assessment of student learning. As of Fall 2007, Central Arizona College is a Higher Learning Commission (HLC) Assessment Academy participant and a team is currently working on revising current general education outcomes and developing a comprehensive assessment plan to improve student learning.

7I1 Improvement of Current Processes

The Director of Institutional Planning and Research works closely with the AQIP Council, Administration, and the Information Technology group to develop a consistent reporting mechanism for data within the institution. Most recently is the compilation of a Management Facts Book, a comprehensive electronic source of CAC's demographic and reporting information. Demographics are completed, reporting templates developed, and the next step will be to have program and data frozen by Institutional Technology to provide consistency.

With the transition of a new President, all data requests are now directed through the Office of Institutional Research and Planning in collaboration with Institutional Technology. The process is in the planning stage, as a pilot, with formalization and communication anticipated throughout the District. Data requests receive an informal oral evaluation (to determine if the data already exists). The requestor is then directed to the college web site to complete a Data Request Form. In May 2008, the Data Request Form became automated via a CAC web link. The web link triggers an e-mail notifying the Director of a data request. The goal is to evaluate request types, assess commonalities in requests, group requests to provide timeliness, and ease the burden for both input and output. Future discussions are anticipated between IRS and IPR regarding the possibility of merging data request forms and processes.

Academic Program Review is on a rotational five-year basis. The process directly links review of academic programs, budget, short-term and long-term planning goals, institutional strategic goals, student learning, and AQIP action projects into one planning document on an annual basis. AQIP Action Project 1378 (with the goal of developing and implementing a clear and consistent program review process) has made extensive progress. Recent updates specifically address and provide guidelines for the alignment of institutional goals with departmental objectives. The Action Project is in the final phase of district approval. Continuous review and evaluation of curriculum content, on a five-year rotational basis, ensures institutional goals are addressed at the curriculum development level.

7I2 Targets, Improvement Priorities, and Communications

Targets for improvement are in development, due to the recent creation of the Office of Institutional Effectiveness and Advancement. The cyclical process is the same as described in 7P1, which relies on a combination of factors, and not just one improvement indicator.

Current results and improvement priorities are communicated in a multitude of formats with the goal of providing overlapping messages to increase effectiveness. Internal communication highlights consist of Fall and Spring district in-service, Executive Council/board meetings, e-mail announcements, and continual updates of the district web site. External communication includes the development and distribution of brochures, newsletters (both district and program specific), and local, regional, nationally, and in some instances, international participation and presentation.

8C1 Vision for the Next 5-10 Years

Central Arizona College is located in a county that is dramatically changing from a rural, agricultural based economy to one more urban. This emerging community stretches both east and west across the “Valley of the Sun” and north to south from Phoenix to Tucson. The northern portion of Pinal County served by the Superstition Mountain Campus is in the pathway of the east/west corridor. Most of the north/south route is within Pinal County.

According to the US Census Bureau, in 2008, Pinal County was the sixth fastest growing county in the United States. Since 2000, the county population has grown by 82 percent from 179,000 to more than 326,000. Projections are that Pinal County will grow 90 percent by 2015. Within a very short period of time, we have seen alfalfa and cotton fields transformed into large residential communities. Many of these areas were not previously served by a college campus or center because there was no demographic need. Obviously, this rapid expansion has dramatically impacted both Pinal County and the College.

Because of this growth, during 2007 and 2008, various groups in Pinal County spent 15 months holding open meetings to seek input on developing a Comprehensive Plan. The College actively participated in this process. Many of the meetings were also hosted at college sites. A draft plan was released earlier this year. The importance of education attainment and educational opportunities were such consistent factors in the conversations that one of the seven vision components is called Quality Educational Opportunities. The component text states: “Quality, community-based Pre K-12 programs that provide youth with a competitive edge along with a wide variety of post-secondary educational opportunities and technical or specialized workforce training are necessities. Pinal residents seek out lifelong opportunities that help to expand their minds and diversify their experiences.” The plan calls for expansion of the community college system and increased options for training. CAC is committed to helping Pinal County reach these goals.

CAC’s vision is to expand access to higher education and lifelong learning opportunities across Pinal County. In addition to providing transfer programs, career, and technical education programs, the College provides community education and continuing education programs. CAC also serves a vital role in providing workforce training and acts as a partner in promoting economic development in Pinal County. Programs are offered in various instructional modalities including face-to-face classes, online courses, hybrid courses, Interactive Television (ITV), media capturing, and by other new methods. Along with a variety of teaching methods, the College has expanded its efforts to provide other services in various modalities. Examples include online registration, tutoring, advising, online library service, business office services and human resources services, and participation in National Student Loan Clearinghouse Student Self Service. Over the last five years, these services, which were initially adopted on a limited basis, have grown significantly each year and will continue to be expanded. The College is also committed to creating new campuses and centers to better serve rapidly growing communities.

The Corporate Center (27,000 square feet) opened in Casa Grande in June 2007. The Corporate Center is specifically designed to work with businesses and the community to provide on-going workforce development. The CAC Small Business Development Center has been re-located to this location. In addition, CAC provides short term rental offices for new businesses and has established a partnership with the regional Economic Development Foundation by leasing them five offices on site. The Corporate Center is also highly involved in partnerships working to bring new businesses and development to the area.

Additional examples of this commitment are the Casa Grande Center (CGC) and the Coolidge Training and Assessment Center (CTAC). CAC, in conjunction with government employment services, veteran services, vocational rehabilitation services, and several private employment services, is currently renovating a previously vacant building at the Casa Grande Center to provide skill center programming and basic skills. The services will also include a one stop employment center. The One Stop Center expansion of the Casa Grande Center is schedule to open in January 2009.

As a result of a Hispanic Serving Institutions Assisting Communities (HSIAC) Grant presented to Central Arizona College and the City of Coolidge, the Coolidge Training and Assessment Center (CTAC) was established in December 2005 and officially opened January 31, 2006. The three year grant was awarded by the Department of Housing and Urban Development. On June 14, 2007 the original grant was extended for one year from October 12, 2007 to October 12, 2008. The function of the CTAC has been to serve unemployed and underemployed residents, Temporary Aid to Needy Families (TANF) recipients, and low-to-moderate income workers residing in Pinal

County. As of October 12, 2008 the CTAC will transition from a grant funded operation to a fully functional educational center.

The CAC Maricopa Center, which opened in 2006, doubled in size this summer by leasing and renovating additional space. A new center in the Johnson Ranch/San Tan area is scheduled to open Fall 2008. The College has also expanded access through its Distance Learning Program and the ITV system. The current system includes multiple rooms at three campuses and four centers. By Fall 2008, ITV will be available at two additional centers, creating a total of 21 CAC classrooms. Additionally, CAC was a leader in the formation of the Pinal County ITV Consortium. By Fall 2008, there will be twenty K-12 classrooms in use. The coordination and bridging of all these sites takes place at the Signal Peak Campus.

In June 2008, the Governing Board approved moving forward with a \$98,975,000 bond initiative which will be on the November 4, 2008 ballot. Passage of the bond would enable the College to expand to five campuses and four sites. The two new campuses would be in the town of Maricopa and in the unincorporated area known as the Johnson Ranch/San Tan area. The bond would also provide funds to double the square footage at the Superstition Mountain Campus, as well as provide funds for renovations across the district and enhance CAC's technology infrastructure.

In addition to its active role in the community, the College also pursues and promotes partnerships with four year colleges/universities. CAC's goal is to provide greater access for Pinal County residents to complete Bachelor and advanced degrees without leaving the county. In October 2005, the Gloria R. Sheldon University Center was opened on the Signal Peak Campus to assist in meeting this goal. The College has agreements with the three state universities, as well as Western International University. CAC offers several opportunities for students to complete Bachelor degree programs while remaining at a CAC campus or center. The degree programs are offered through various technologies (online, interactive TV, hybrid classes), as well as, courses taught at Central Arizona College campuses. The College is also exploring the possibility of expanding offerings to include four year degrees.

The College has adopted Strategic Goals for 2006-2011 (Display 01b). Due to the dynamic nature of the county the Mission, Vision and Strategic Goals will be reviewed and updated every two-three years. The College also develops Operational Plans on an annual basis. These will be discussed in further detail in the next sections. To ensure greater consistency across all campuses and centers, the College has moved to a district wide model. Previously, there was a dean located on each campus. CAC's transformation to a district wide model involves academic deans that are responsible for academic disciplines district wide. Vice presidents and deans are expected to visit campuses and centers on a regularly scheduled basis. This is to enhance communication, understanding, and ensure consistency district wide.

8C2 CAC Short- and Long-Term Strategies

The institution's long-term strategies are embedded in the 2006-2011 Strategic Goals. CAC has worked diligently to ensure community input and involvement in this process. Development of the Strategic Goals involved gathering input from faculty, staff, community members, and other stakeholders through a variety of methods including focus groups, forums, and surveys. Information was then organized, prioritized, and developed into Strategic Goals. These were reviewed with additional feedback from stakeholders, employees, and the Governing Board. At the end of this process, the Governing Board adopted the Strategic Goals. The Strategic Goals, along with the Mission and Vision, serve as guiding documents for the development of the Operational Plans. Strategic Goals are used to drive the Operational Plans and, thus, budget allocations.

The Governing Board has approved broad-based long- and short-term strategies that align Learning Outcomes, Budget Planning, Facility Planning, Enrollment Projections, and the Strategic Goals and Objectives. Display 8a provides a summary of the Strategic Goals and how their short- and long-term strategies reflect the revised Vision and Mission Statements of CAC. New Mission and Vision statements were developed prior to the development of the Strategic Goals. As the Strategic Goals were developed, they were aligned with the Mission and Vision Statements. CAC leadership has plans to revisit the Mission and Vision Statements in 2009.

While Strategic Goals are designed to be reviewed every five years, due to the rapid changes occurring within Pinal County we now review them every two-three years. Therefore, Strategic Goals are typically valid for three-five years. Operational Plans are updated on an annual basis with the recognition that some operational goals and plan statements may take longer than a year for completion.

Display 8a. Alignment of Strategic Goals to CAC Mission and Vision	
Strategic Goal: Create a Dynamic Environment for Learner Success	
Short-Term Objective (1 - 2 years)	Long-Term Objective (3 – 5+ years)
<ul style="list-style-type: none"> • Increase accessibility to educational opportunities and services countywide. • Promote a culture that fosters open and honest communication, learning, mutual respect, and diversity • Evaluate, develop and implement student-centered processes across the county • Expand awareness of individual actions and the physical environment on learner success 	<ul style="list-style-type: none"> • Promote, manage and support a culture to help students learn and develop. • Promote and support an environment of mutual respect and diversity • Develop and manage flexible course and program scheduling. Develop and support quality educational programs. • Provide flexible and accurate student and support services from recruitment through the transition of college transfer, career advisement, and/or the achievement of individual goals. • Collect data and use that information to strengthen educational programs and institutional planning.
<ul style="list-style-type: none"> • Increase accessibility to educational opportunities and services countywide. • Promote a culture that fosters open and honest communication, learning, mutual respect, and diversity • Evaluate, develop and implement student-centered processes across the county • Expand awareness of individual actions and the physical environment on learner success 	<ul style="list-style-type: none"> • Promote, manage and support a culture to help students learn and develop. • Promote and support an environment of mutual respect and diversity • Develop and manage flexible course and program scheduling. Develop and support quality educational programs. • Provide flexible and accurate student and support services from recruitment through the transition of college transfer, career advisement, and/or the achievement of individual goals. • Collect data and use that information to strengthen educational programs and institutional planning.
Strategic Goal: Maintain a Culture Supporting Employee Success	
<ul style="list-style-type: none"> • Promote a culture that fosters open and honest communication, learning, mutual respect, and diversity • Expand awareness of individual actions and the physical environment on learner success • Effectively promote the College’s successes, activities and achievements. • Use appropriate data to enhance processes that support continuous quality improvement and learner success. 	<ul style="list-style-type: none"> • Provide employees with ongoing training and professional development. • Promote decision making and accountability by college employees at all levels. • Support continuous improvement and entrepreneurship. • Promote and support a culture of mutual respect and diversity. • Empower and celebrate collaborative and individual contributions, goals, and aspirations.
Strategic Goal: Advance Community Relations and Partnerships	
<ul style="list-style-type: none"> • Increase accessibility to educational opportunities and services countywide. • Optimize fiscal and physical resources in support of the academic, technical, and environmental needs of the county. • Develop and expand community partnerships with educational institutions, business, industry, civic and government entities. 	<ul style="list-style-type: none"> • Develop and sustain collaborative partnerships that enhance workforce and economic development in Pinal County. • Provide cultural and civic activities and experiences. • Engage in efforts to enhance Pinal County communities. • Enhance life-long learning opportunities for the internal and external college community. • Promote and encourage partnerships that support education.

Strategic Goal: Strengthen Effective Communication throughout the Internal and External Community	
<ul style="list-style-type: none"> • Promote a culture that fosters open and honest communication, learning, mutual respect, and diversity • Evaluate, develop and implement student-centered processes across the county • Expand awareness of individual actions and the physical environment on learner success • Effectively promote the College’s successes, activities and achievements. 	<ul style="list-style-type: none"> • Manage and support communications to promote effectiveness, responsibility, and mutual respect at all levels. • Integrate effective communication into planning, decision making and processes for improvement. • Provide accessible, timely, accurate, and appropriate information related to learning, services, and the College. • Use various communication sources to effectively report CAC achievements, accomplishment, and progress to stakeholders.
Strategic Goal: Maximize Fiscal and Physical Resources.	
<ul style="list-style-type: none"> • Use appropriate data to enhance processes that support continuous quality improvement and learner success. • Optimize fiscal and physical resources in support of the academic, technical, and environmental needs of the county. 	<ul style="list-style-type: none"> • Collect, analyze and utilize data for planning and decision making. • Provide and maintain quality facilities that support a learning environment. • Optimize facilities, resources and personnel to address the needs and expectations of students and community. • Sustain an environment conducive to change as a result of continuous improvement. • Maintain and fund an infrastructure to address the technological changes in education and workforce. • Monitor and adjust funding to address student, community and institutional needs and expectations.
<p>Source: 2008/2009 Operational Plan and 2005-2010 Strategic Goals</p>	

8P1 Planning Process

Development of annual Operational Plans is an institutional process which involves employees at all levels of the institution. Planning is a continuous process in which each program/department develops an Operational Plan that includes goals, activities and measurable outcome statements. All Operational Plans are aligned to the Strategic Goals. A strong emphasis is placed on ensuring each area (program/department) involves all staff in the process of gathering pertinent information and input. Areas utilize information gathered from students, stakeholders, and advisory groups in the development of their plan. Once the program/department has completed their plan, it is forwarded to the manager of the specific program, who develops a comprehensive Operational Plan for the entire area. This process continues to the area’s Executive Council member. Then, the President and Executive Council develop an annual institutional Operational Plan. This plan is aligned with the Strategic Goals. The finalized plan is shared with the College’s employees, stakeholders, and Governing Board.

During the year, all departments and divisions regularly provide status reports on their Operational Plans. On each level, observations related to the goals, activities, and outcomes are gathered and shared with the program manager. This individual shares information with the appropriate Executive Council member who reports the progress to the President. Results of the 2007/2008 Institutional Operational Plan were shared at the August 2008 College In-service. CAC’s 2008/2009 Operational Plan was also shared at this time. The new Operational Plan and Strategic Goals will serve as guiding documents for the development of the next Operational Plan. This process is a continuous cycle. Programs, Executive Council members, and the President continuously gather information related to the progress toward the achievement of the Operational Plan. This information also impacts the development of the next Operational Plan.

8P2 Selecting Short- and Long-Term Strategies

The institution’s short- and long-term strategies are embedded in the 2006-2011 Strategic Goals and annual Operational Plans. Community focus groups, employee groups, various college committees, the student scheduling

survey, and CCSSE help identify and validate the College's direction. The College Governing Board utilizes the information to establish Strategic Goals. Strategic Goals are used to drive the Operational Plans and budget allocations.

Conflicting priorities are resolved in a consensus building process. In this process, programs provide supporting data for their proposals. The Executive Council, in conjunction with other institutional leaders, prioritizes how the proposals support the College's Mission, Vision and Strategic/Operational goals. They then identify how to implement and fund the College's priorities. This might include reallocation of funds, exploring external funds, or developing partnerships (See 8C2).

8P3 Developing and Aligning Planning Processes, Key Action Plans and 8P4 Overall Institutional Strategies

Operational Plans are developed on an annual basis. Observations are made regularly and reported through the supervisory chain. Each vice president compiles the information and regularly reports his/her area's progress to the President. The President compiles this information into an annual report which is shared with the Governing Board, employees, and stakeholders. All Operational Plans have goals statements, activities, and measurable outcome statements. Activities are action statements which support achieving specific outcomes. At the beginning of each academic year, the overall Operational Plan for the new fiscal year is disseminated, along with the results of the previous year (see 8C1 and 8P1).

8P5 Selecting Measures and Setting Performance Projections

On each level, measurable outcome statements are adopted which are compiled into the overall institutional Operational Plan outcomes statements. These outcomes statements are aligned with the College's Strategic Goals and the institutional Operational Plan. In the planning process, the college or a specific unit develops strategies and activities to achieve the specific goals. Appropriate measurable outcomes statements are developed to achieve the desired goals, which are aligned with the College's Strategic Goals.

8P6 Accounting for Appropriate Resource Needs for the Planning Process

The Strategic Goals provide the guiding direction for the College and are the basis for development of the annual Operational Plans. Resource allocations are made based upon the Operational Plan and how closely the needs are aligned to the Strategic Goals. Part of this process is an evaluation of current resources to ensure the College is supporting stated Strategic Goals. Funds, staff, space, and equipment are allocated to achieve the desired outcomes associated with the Operational Plan. Each vacant position is evaluated and allocated to meet the needs of the College. The institutional Operation Plan is cross functional and developed in conjunction with all units of the College. Resources are regularly reallocated from unit to unit to address the desired outcomes and goals. New resources and the reallocation process are used to ensure the College's ability to support its Operational Plan which supports the Strategic Goals of the College.

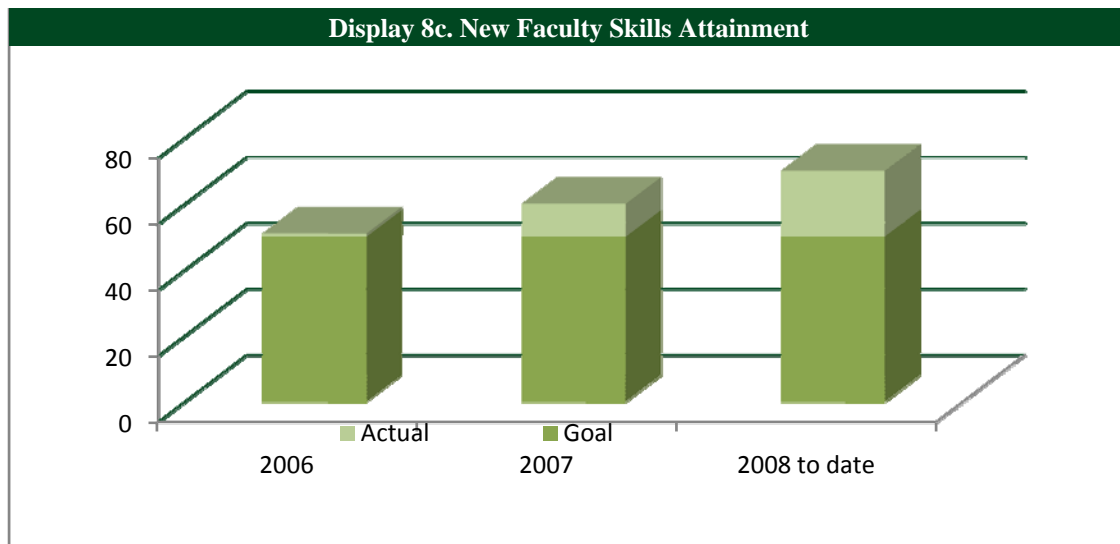
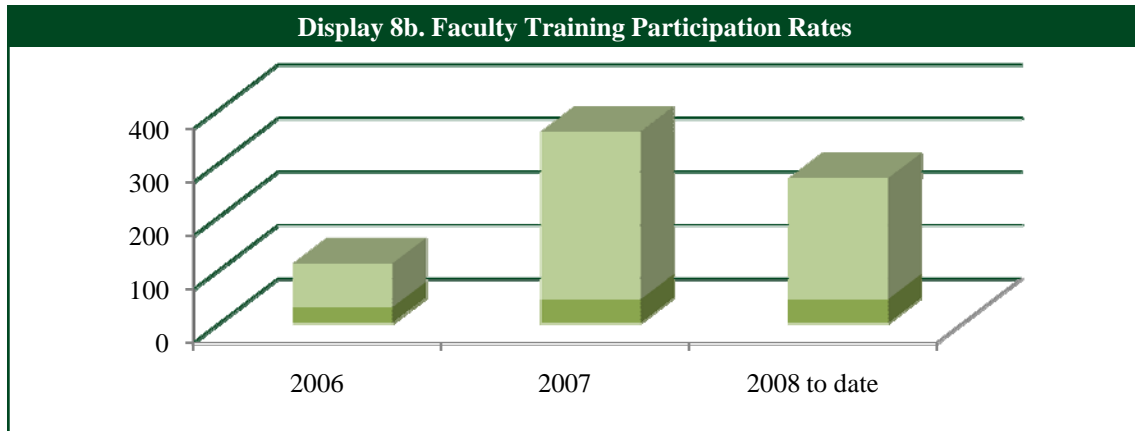
8P7 Ensuring Faculty, Staff, and Administrator Capabilities and Professional Development One of the 2007/08 Operational Goals was to provide every employee with at least one training and development opportunity. All (100 percent) full-time college employees participated in at least one training opportunity, completing almost 7000 hours of training and development. Activities were varied and included conferences, leadership development, faculty development, and computer/software training. This effort will be expanded to provide additional training opportunities directly related to the Strategic Goals and Operational Plans.

8P8 Measures of Effectiveness for Planning Continuous Improvement

Measurement of performance projections for institutional strategies and action plans is in progress. Each unit reports the status of its goals, activities, and outcomes. An institutional data book is currently being developed and Institutional Measures of Effectiveness will be developed and adopted during the 2008/2009 academic year. The College has used the CCSSE Survey for the past six years to measure student engagement. An Academic Program Review process is in place, with each program submitting an annual program review due each year and conducting a comprehensive five-year review. A Non-academic Program Review Process has been piloted and will be put into place during the 2008/2009 academic year.

8R1 Results for Accomplishing Institutional Strategies and Action Plans

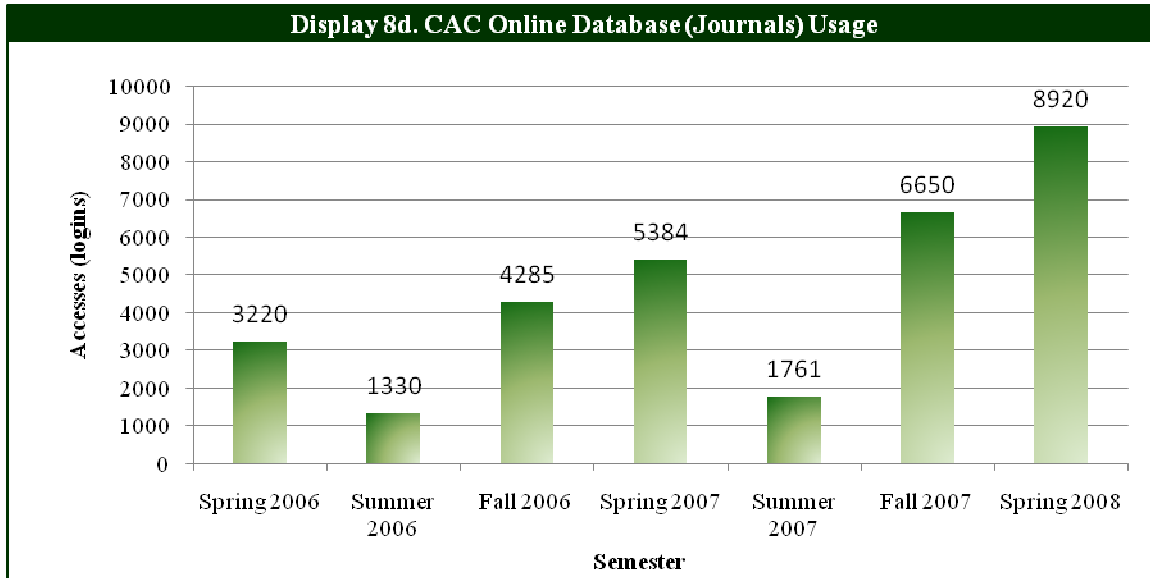
Increasing accessibility to educational opportunities and services has been a major emphasis for the college and its stakeholders. Development of resources and services, and staff/faculty development opportunities, are key components of CAC's success. During the 2007/2008 academic year, 100 percent of the full-time faculty and staff participated in at least one training or development opportunity, with almost 7000 hours of training documented. This includes faculty development opportunities available for both full-time and adjunct faculty, including online classes for development of skills related to teaching online, hybrid, and ITV courses. During 2007/2008, 358 registrations were recorded for these courses, with many instructors participating in multiple courses. Such training has increased CAC's ability to offer course work in various modalities. See Displays 8b and 8c below for information about faculty training participation and new skills attainment.



During the 2003 academic years, 12.04 percent (1348 students) of the college's students took at least one class which was either online, ITV or Hybrid. In the 2007 academic year, 20.86 percent (2411 students) took at least one class delivered by one of the distance modalities. Each year has consistently increased the number of students accessing the college via a distance modality.

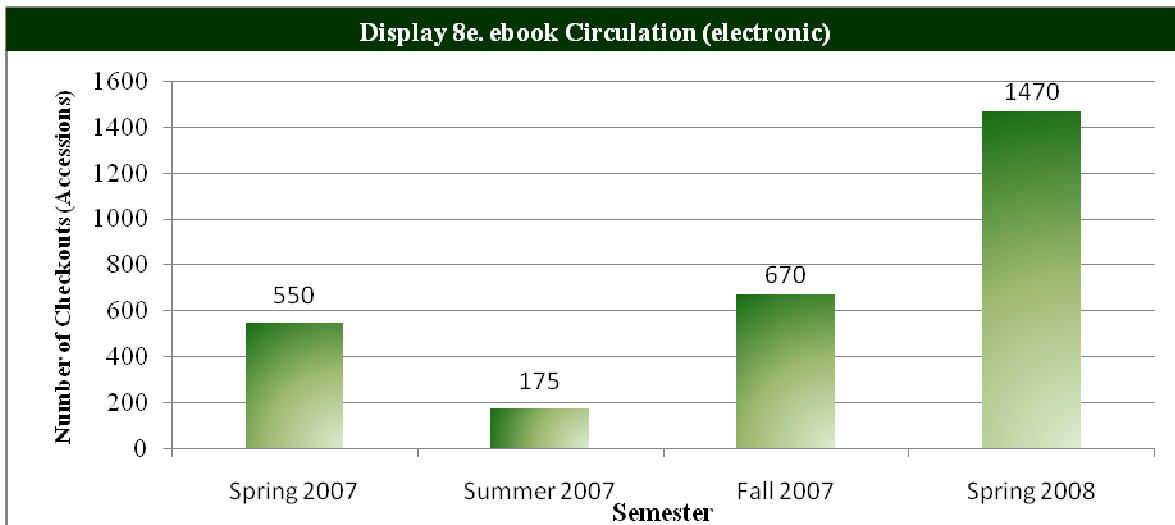
As CAC has increased accessibility to learning, the institution has also increased the availability of services via various modalities. For example, during the past two years, CAC has added online tutoring, online advising, online career assessment, online financial support and a Technical support desk. In the first year ending 9/30/2007, CAC had 447 students utilize online tutoring services, 406 utilize online advising, 378 accessed financial aid services, 728 access online career assessment, and 7252 contacts for the Technical Support services. Access to these services appears to be increasing during the 2007/2008 academic year and should be verified when the numbers are reviewed, during late Fall 2008, for the year ending 9/30/2008.

Electronic services in CAC’s library have dramatically increased over the last few years. Online journal access has increased from 3220 during Spring 2006 to 8920 during the Spring of 2008. Over 99 percent of the Central Arizona College library’s academic journals are available through the subscribed online databases. Display 8d represents the number of initial log-ins (accesses) to the library’s databases. Numbers do not reflect individual searches (a considerably higher figure), but does include eBook usage.



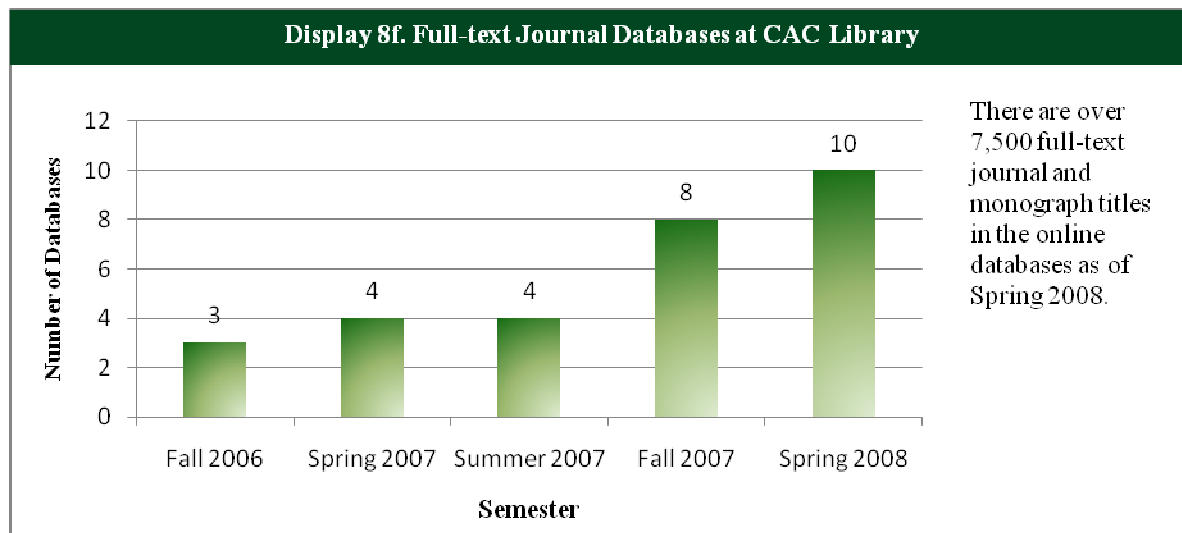
Source: CAC Library Director, May 2008

[E]books have been available from the CAC library since spring 2007. Display 8e represents the number of times that a student has logged in, or “checked out,” an online eBook owned by the library. [E]books’ usage has increased from 550 during the Spring of 2007 to 1470 during the Spring of 2008.



Source: CAC Library Director, May 2008

Database and online resource use continues to steadily increase with availability of year-round, 24-hour access to materials. Display 8f reflects the number of full-text databases the library offers, both owned and subscribed. These databases have increased from three during Fall 2006, to 10 during the Spring of 2008, with over 7500 full-text and journal available. The library began to expand its database offerings in Spring 2007. The Journal Databases are the library's main academic journal resource; collectively, these constitute the bulk of the library's journal collection (over 99 percent). Some databases also include eBook/monograph materials and newspapers. Due to the mixed composition of the databases, a precise estimation is difficult, but as of Spring 2008 a conservative estimate of full-text journal, magazine, and book titles available to students through these databases is over 7,500.



Source: CAC Library Director, May 2008

In student services, online registration became available during 2006 and has dramatically increased over the last three years. Online registrations increased from 9281 registrations in 2006 to 12,727 in 2007 and 46,781 in 2008. Students have immediately begun using these new services accounting for most of the dramatic increases seen each year.

8R2 Projections of Performance for your Strategies and Action Plans

Opening new centers has increased accessibility to higher education across the county. A major increase has occurred in the use of online services and classes. Also, CAC has recognized an increase in student retention.

8R3 Comparisons with other Higher Education Institutions

Accessibility of education resources is a consistent theme across the country. Nationally, there is a trend in the increased usage of online educational services and through online services the use of new teaching modalities. In 2008, increasing fuel costs are substantially contributing to increased use of online services and classes. This is a factor that has been seen nationwide.

8R4 Evidence of System for Planning Continuous Improvement

Short- and long-term objectives for achieving CAC's Strategic Goals were developed by CAC stakeholders (see Display 8a). Operational plans were developed to accomplish those short- and long-term objectives. Significant accomplishments to achieve those operational goals are reflected in 4R3. Additional results are also listed in 5R2. Recent results for CAC's overarching goal of increasing access to higher education in Pinal County indicate an increase of 19.22 percent over last fall. FTSE and headcount increased at all locations across the district. CAC's leadership is in the process of conducting an in-depth analysis of the factors contributing to this significant increase.

8I1 and 8I2 Setting Target for Improvement

AQIP continues to provide a vehicle for continuous improvement, benchmarking, assessment, planning, and evaluating. Development of annual college and departmental Operational Plans, along with periodic reviews throughout the year, provides a strong foundation for planning continuous improvement. This is further enhanced by the College re-visiting its Strategic Goals every 2-3 years. In this rapidly growing and changing County, the

College clearly recognizes the need for periodic review and the continual need for communication. Results from institutional strategies and plans provide the basis for setting improvement targets and priorities for upcoming years.

The communication system put in place for AQIP is used for disseminating results, improvements, and performance to students, faculty, staff, administrators, and other stakeholders. Fall and Spring In-services, other college meetings, and copies of reports will continue to be used to distribute results, improvements, and performance to all internal stakeholders. Students, employees, parents, the community, and other stakeholders will be able to access the information on the CAC web site. In addition, the President and other representatives of the College will continue to make presentations to the various employee and community focus groups in Pinal County.

9C1 and 9C2 Key Collaborative Relationships and their Reinforcement of the CAC Mission

Collaborative relationships are important to CAC. Revealed in its new Mission and Vision Statements (Display O1c) and new Strategic Goals (Display O1c), the future direction of CAC focuses on continuing and encouraging new collaborative endeavors to promote access and to serve students. The key collaborative relationships of CAC are stated in Display 9a below. Criterion 2 addresses collaborative relationships related to economic development, including the SBDC, Workforce Development, and the Center for Economic Research.

Display 9a. Key Relationships	
Entity	Nature
Pinal County Communities <ul style="list-style-type: none"> • K-12 Schools • CAVIT • Tech Prep 	<ul style="list-style-type: none"> • Receiver • Community Support • Receiver
Higher Education <ul style="list-style-type: none"> • Arizona Public Universities • Arizona Community Colleges • Arizona Private Colleges and Universities • Arizona Tribal College • Course Applicability System (CAS¹) • Gloria R. Sheldon University Center 	<ul style="list-style-type: none"> • Feeder • Cooperative/partners • Feeder/partners • Cooperative • Feeder • Emerging/feeder
Business and Industry <ul style="list-style-type: none"> • Agriculture-Business • Technology • Management 	<ul style="list-style-type: none"> • Receiver/feeder • Receiver/feeder • Receiver/feeder
State of Arizona <ul style="list-style-type: none"> • Arizona State Prison System • CARLOTA • AASBO (Arizona Assn. of School Business Officials) • Arizona Department of Commerce • Arizona Department of Economic Security 	<ul style="list-style-type: none"> • Receiver/support • Support • Receiver/support • Receiver • Receiver
Federal Government <ul style="list-style-type: none"> • US Department of Education (Title V, TRiO Student Support Services, and CRRRA-HSI) • US Department of Housing and Urban Development (HSIAC grant) • Department of Labor Grant (Community-Based Job Training Grant) 	<ul style="list-style-type: none"> • Receiver • Receiver • Receiver
Tribal Government <ul style="list-style-type: none"> • Funding of new Fire/Burn Building 	<ul style="list-style-type: none"> • Receiver/support
National and Regional Accrediting Agencies <ul style="list-style-type: none"> • AQIP • Specialized accrediting bodies • Higher Learning Commission 	<ul style="list-style-type: none"> • Receiver/feeder • Receiver • Receiver/feeder
Source: Updated from CAC 2004 AQIP Portfolio	

Below is a list of programs available for high school students in Pinal County which promote college access:

- **First Step:** This program encourages high school students to take 7 credits during the summer. The tuition is free to the student and students pay for their books. Students must complete their sophomore year in high school and receive a signature from a high school guidance counselor. Students do not have to be college ready to participate and can enroll in any available courses for which they are eligible. Classes are taught on CAC campuses or online.
- **Early College-** This program entails concurrent college enrollment with a student's high school enrollment. The student must be enrolled in four courses at high school. Tuition is free to the student, but

students pay for their books. Students must complete their sophomore year in high school and receive a signature from a high school guidance counselor and guardian. Students do not have to be college ready to participate. Classes are taught on CAC campuses or online. The college classes count either as an elective toward high school graduation or for high school credit. Credit is determined by the high school and college credit is earned.

- **Dual Enrollment** – These classes are taught at the student’s high school by a college-qualified instructor. The classes count for college and high school credit. Students must be ‘college ready’ to participate, by taking the placement test and scoring at the college ability level. Students pay for tuition and books.
- **Promise for the Future:** This is a scholarship program whose purpose is to keep students in high school and offer them an incentive if they graduate with a 2.75 GPA. Students may either use their scholarship while still in high school, through concurrent enrollment, or wait until they graduate from high school. Classes are taught on CAC campuses or online. If the student takes classes while still in high school, the college classes count either as an elective toward high school graduation or for high school credit. Credit is determined by the high school.

Central Arizona Valley Institute of Technology (CAVIT) serves as the Joint Technical Education District for Pinal County. For more than 15 years, the high schools within the Pinal County Tech Prep Consortium (PCTP) have articulated courses with Central Arizona College. In 2008, the PCTP embarked on creating an electronic database for the current articulation agreements. During 2008/09, that database will be uploaded to the Web.

Articulation agreements among institutions of higher education encompass several collaborative efforts. The cooperative state articulation agreement, Arizona General Education Curriculum (AGEC), allows students to complete lower division courses at CAC and transfer with junior status to the three Arizona Public Universities. CAC cooperates with the other Arizona Community Colleges in maintaining and updating these state articulation agreements. Cooperative state articulation agreements also occur with Arizona Tribal Colleges. Articulation agreements exist through the CAS¹, for all colleges and universities, in the states of Washington, Oregon, Kentucky, Illinois, Minnesota, Ohio, Arizona, New York, and Wisconsin.

Partnered relationships are maintained with higher education institutions. Such programs exist with other Arizona community colleges and Arizona private colleges. Arizona State University, Northern Arizona University, and CAC have articulation transfer partnerships in the Hospitality and Recreation Management Program. The University of Arizona and Arizona State University have partnerships with CAC’s agriculture program. Arizona State University and CAC have a partnership in teacher education, which begins with a two year AAEE degree at CAC and continues on CAC campuses with ASU upper division courses. All three state universities accept the AAEE as the first two years for elementary and special education. Additional partnerships with the University of Arizona Main Campus and Sierra Vista Campus are being explored. Concerning collaboration with private Arizona colleges, CAC and Prescott College have agreements in the Teacher Education Division for special education only. Students also have the opportunity to transfer to Northern Arizona University’s education programs. CAC’s Early Care and Education has a partnership with Arizona State University.

The University Center on the CAC Signal Peak campus has created opportunities for emerging relationships. The building is designed to house state university offices and classrooms, including interactive television classrooms, which allow students the opportunity to attend Arizona state universities programs locally either face to face or as distance learners. Northern Arizona University (NAU) has a center on-site at Signal Peak and is currently promoting a 90/30 transfer program for students. Arizona State University has a presence as a partner in CAC’s education transfer degree (AAEE). The University of Arizona has an office housing an outreach coordinator for Pinal County at Signal Peak Campus. In addition to these direct university partnerships, the CAC District Honors Program and Phi Theta Kappa are housed in the University Building and are also available at all three CAC campuses, providing access to a quality honors education and opportunities for transfer to honors programs at the university level. CAC has initiated a statewide Honors Council, including state universities and community colleges; the annual conference will be held at Signal Peak campus November 8, 2008. The College Career and Transition Center, also housed in the Gloria R. Sheldon University Center at Signal Peak, provides students with job opportunities, training workshops, and transfer assistance from visiting university representatives.

In 2006, CAC received 3.35 million dollars of grants and state funding to construct a public safety facility training facility which will include a 50 yard shooting range and a fire tower/burn building. The College received

\$3,000,000 in funding from the state, \$150,000 from the Gila River Indian Community, \$150,000 from the Ak-Chin Indian community and \$50,000 from the Tohono O'odham community

CAC recognizes the importance of joint ventures with local and surrounding community businesses and industries. For example, the agriculture industry remains an economic pillar for Pinal County. The CAC Agricultural Department has established various collaborative relationships. The Annual Dean Merrell Future Farmers of America (FFA) Field Day enables CAC to collaborate with 20 Arizona high school agricultural programs and bring more than 300 students to the CAC campus for various agricultural competitions. The Natural Resource Education Center (NREC) at the Signal Peak Campus gives K-8 students, teachers, and adult volunteers a hands-on agricultural experience. The Center is a non-profit organization supported by West Pinal, Florence-Coolidge, and Eloy Natural Resource Conservation Districts. CAC donates a classroom, four acres of land, and the water for irrigation.

CAC recognizes its responsibilities to service local industries and to maintain relationships with various outside organizations. For example, in collaboration with John Deere, CAC serves as the Regional Training Center for repair technicians. Students attend this center from John Deere businesses in New Mexico, Nevada, Arizona, California, and Alaska. CAC has two John Deere partnerships and one partnership with the Association of General Contractors, Arizona Chapter:

John Deere Construction and Forestry (Construction Equipment) - This program provides technician training serving dealerships in Arizona, California, and Nevada. John Deere provides the computer software for equipment diagnostics, an annual scholarship donation of \$5,000 to the Foundation, some training aides, instructor training, and technical support. CAC offers an A.A.S. degree (see page 125 of the 2008/2009 CAC Catalog).

John Deere AG Tech (Agriculture Equipment, Consumer and Contractor Equipment) - This program also provides technician training serving dealerships in Arizona, California, Colorado, Idaho, New Mexico, and Utah. John Deere provides the computer software for equipment diagnostics, an annual \$5,000 scholarship donation to the Foundation, many training aides, loan of new equipment during the school year, instructor training, and technical support.

Mechanic Apprenticeship and Operator's Apprenticeship - The Association of General Contractors, Arizona Chapter (AGC) and CAC have a cooperative agreement to provide apprenticeship training for individuals sponsored by AGC contractors. CAC offers two certificates.

Important relationships exist with the state of Arizona. One such alliance functions between CAC and the Arizona State Department of Corrections (DOC). After entering into a contract with the DOC, CAC began providing all eligible inmates in the Florence Prison Center (FPC) with educational opportunities. Of FPC 15,000 inmates, 4,000 are eligible to participate in the 13 vocational programs CAC offers on site. Another state relationship exists between CAC and Central Arizona Regional Law Officers Training Academy (CARLOTA). One of ten state-certified police academies, CARLOTA provides the only daytime college-based academy in the state. Each 18-week program offers required law enforcement training to newly-hired agency peace officers. The Arizona Peace Officers Standards and Training Board requires this training and subsequent certification. Central Arizona's Fire Science program serves firefighters and associated workers across Pinal County. CAC has partnered with community, county, and tribal agencies to build a new burn building which opened Fall 2008 on the Signal Peak Campus. This, in addition to a driving track for law enforcement training, has provided access to training facilities on campus. (A firing range is planned at the Signal Peak Campus at a future date.)

Also, CAC works collaboratively with the Arizona Association of School Business Officials (ASBO), a professional association providing support and professional development opportunities for individuals whose primary responsibility is the business management of a school district. CAC offers many of these professional development opportunities through continuing educational credits, certificate programs, and associates degrees.

CAC and the federal government have several important relationships. For example, a \$3 million development grant from the U.S. Department of Education, Title V Student Success at CAC, provides CAC students with orientation programs, peer mentoring, in-person and online tutoring in math, writing and ELL, CD-ROM tutorials, and academic and ESL counseling designed to encourage student participation in higher education. This program also offers K-12 and higher education online faculty development workshops. The federal program specifically

targets the strengthening of Hispanic-serving institutions (25 percent Hispanic enrollment) with the goal of enhancing the career pipeline for Hispanics in education by achieving student success through transfer facilitation, distance learning and faculty development. CAC received one of three grants awarded to Arizona institutions, and 105 throughout the country. Other grants include, but are not limited to, Arizona Dept. of Commerce grants which primarily support nursing and the health occupations, and a U.S. Dept. of Labor grant which supports community-based job training efforts.

Continuous improvement and learning-centeredness focus motivated CAC's decision to join AQIP in the Fall of 2000. AQIP's emphasis aligned with the recently adopted learning college philosophy. As CAC moves toward a district model, deans, division chairs, Community Outreach Coordinators, and all staff are working to provide accessible education at an affordable price. CAC's focus on continuous improvement and learning-centeredness includes efforts at providing greater accessibility.

Specialized accrediting bodies constitute other collaborative efforts. These include the American Dietetic Association, Dietary Manager's Association, American Culinary Federation, Arizona Quality Alliance, National Junior College Athletic Association, and National League for Nursing Accrediting Commission. Such accrediting agencies set standards students must meet to obtain certificates and degrees. Several key efforts are listed below.

The Health Occupations Careers (HOC) offers certification in a wide range of occupations, including AAS degrees. HOC students must complete 180 hours of unpaid service learning in their field of study to graduate. The College has expanded relationships with health agencies in the region to foster a new Radiography/Radiology certificate program. Students who enter this program have the opportunity, after training, to work on-site in medical facilities and develop practical skills.

The Dietetic Education Program (DEP) offers degree and certificate programs in the fields of nutrition, dietetics, and culinary arts, all of which enhance job skills and expand job possibilities. Internships that combine theory and practice are required for three of the program options: the Dietetic Technician AAS degree (450 internship hours), the Dietetic Technician Advanced degree (450 internship hours), and the Dietary Manager's Certificate (150 internship hours). Certifications in Diabetes Prevention Assistant, Certified Breastfeeding Counselor, Culinary Arts Certificate, and Food Service Management are also offered. Hospitals, restaurants, wellness centers, retirement homes, school food services, and community nutrition agencies are sites where students provide service while applying new skills in the internship component of their studies. The Department of the Army has contracted with CAC DEP to offer the Dietetic Technician AAS degree program (nationally as well as globally).

The Nursing Program, a multiple-exit program, allows students to earn a Practical Nursing certificate or an AAS degree. Students with an AAS degree may take the Registered Nurse Licensing exam and become registered nurses. Students with a certificate may take the Practical Nurse Licensing exam to become practical nurses. This program requires a minimum of 180 hours of clinical practicum work in local health care facilities.

A number of new relationships have been created to partner with business and industry, public schools, public universities, and the Arizona Department corrections:

Miners' Story Multi Media Museum

CAC-Aravaipa Campus

Partners:

Central Arizona College

Economic Development Coalition

The University of Arizona Mineral Museum Copper Corridor

Mammoth-San Manuel School District

Since 1974, the Aravaipa Campus of Central Arizona College has served the mining communities of the Copper Corridor on Pinal County's eastern side. This mining legacy will be honored by the Miners' Story Multi Media Museum at the Aravaipa Campus of CAC through a partnership with The University of Arizona Miners' Story Project and others. Stories of the mining communities and miners will be viewed via multimedia resources. The multimedia museum will display the work of The University of Arizona Miners' Story Project, CAC oral histories, photos from the Copper Corridor communities, and mining memorabilia. Central Arizona Students in Fall 2008 Mexican American History class will collect oral histories of the Hispanic Miners and their families. CAC

businesses classes will assist in marketing the museum. Art students from other Central Arizona College sites will design and paint murals in the museum.

The Copper Corridor Economic Development Coalition Ore Cart Trail Art Project is supporting the Ore Cart Art exhibit at the Aravaipa Campus. The Copper Corridor Economic Development Coalition will include the CAC Aravaipa Campus museum in any of the marketing efforts for the Ore Cart Trail. As a result of this project, many of the towns along the Copper Corridor from Superior to San Manuel are interested in developing Mini-Museums focused on their town history. The city of Hayden is exploring the establishment of a park-type museum focused on displays of large mining equipment. A Mammoth coffee shop has decided to add a one room mini-museum displaying mining memorabilia from the city. In response to growing interest, CAC will hold a workshop on museum development and grant writing in the Fall of 2008.

Improving Pinal County Teachers' Math and Science skills

Partners:

Central Arizona College	Salt River Project Foundation
Arizona State University	University of Arizona
Pinal County Schools Office	Pinal County Schools Districts

A partnership has formed with the Salt River Project to fund a CAC Education Project for increasing the number of students going into secondary education math and science teaching and to assist math and science teachers in Pinal County to become highly qualified. Scholarships for CAC education students who wish to major in math or science will be awarded to promote the education of future Pinal County teachers. Pinal County math and science teachers will also be awarded scholarships to take additional math classes through University of Arizona or science classes from Arizona State University.

Transition

Partners:

Central Arizona College	Arizona Department of Corrections
US Department of Education Grant	

Transition is a federally funded grant from the Arizona Department of Corrections. With this program, inmate students are eligible to take four classes to assist in their transition from prison to the workforce. The program is developing community partnerships across Arizona to provide support for these inmate students when they leave the ADC system.

9P1 Creating, Prioritizing, and Building Relationships

CAC uses an informal process to determine if a collaborative relationship would benefit CAC stakeholders. The informal process begins with CAC's Guiding Documents (Vision, Mission, and Strategic Goals) as the determining criteria. An individual/area develops a proposal stating the pros/cons for the partnership and their recommendation. The proposal (including supporting documentation) is brought to the Executive Council for discussion. The Executive Council makes the decision to support or deny the proposal. Most collaborative relationships are the result of CAC outreach. No measurements currently exist to evaluate the effectiveness of this process. CAC has initiated an AQIP Action Project to develop a set of measures for institutional effectiveness, including collaborative relationships. In addition, some relationships collect results from satisfaction surveys, while others informally meet to assess continuing needs. (Please note the proposal to address this opportunity located at the end of Category 9.)

Central Arizona College's focus is to expand access to education across Pinal County. To address this focus, CAC has created new dean and director positions:

- Five district wide academic dean positions, each having academic, workforce development, community education and relationship development responsibilities operate as a team to benchmark CAC successes and implement them district wide. They also identify gaps in processes and then improve them as they work together and with their designated areas and as a team.

- Three district wide student services dean positions each with district wide responsibilities for specific areas of student services to benchmark CAC successes and identify gaps in processes and then work to improve them across the district.
- Eight Community Outreach Coordinators (COC) implement district wide initiatives, benchmark CAC successes and identify gaps in processes and work to improve them. Each COC also has a focus on their region within Pinal County. Their goal is to establish closer community relations with CAC and identify and meet the educational needs of a specific region. They will determine how CAC as a district, and the CAC regional site, can best meet those needs. COC team members also work in support of recruitment, advising, workforce development, community education and academic programs, and specific site/region projects.

Several individual groups, such as the Outreach and Recruitment Office, Title V, and the Foundation accomplish recruitment and build stronger relationships with K-12 institutions. CAC also builds relationships with employers through internship programs provided by various departments as well as through workforce development projects.

Educational relationships with universities are encouraged and maintained through the articulation process. The University Center collaboration provides the local community access to all three Arizona state universities. Establishing and strengthening relationships with the general community is accomplished within the multiple year process of institutional planning.

9P2 Ensuring Needs are Being Met

The process begins with the Office of Institutional Planning and Research and the Office of Institutional Effectiveness and Advancement, who collect, review and analyze CAC data (i.e., CCSSE, evaluations, and other internal and external documents). Aggregate findings are reviewed, and the development process continues as the administration conducts meetings with various external stakeholders, including those who attend community forums, town hall meetings, and internal groups within the College. Strategic goals are then formed and presented to the Cabinet and to the Governing Board. These two bodies approve or refine the goals. Individual groups develop Operational Plans to meet these objectives. Finally, proposed budget requests to support Operational Plans are submitted for review and approval to the Cabinet and Governing Board. This process repeats itself on an annual basis. Display 9b illustrates the process.

Display 9b. Process of Meeting Needs of Collaborative Relationships
1. Review Existing Data Evaluations, External/Internal documents
2. Aggregate Findings
3. Development Phase of Strategic Planning Community Forums/Town Halls/Internal Groups
4. Approval Phase Cabinet/Governing Board
5. Sanction Collaborative Relationships
6. Implementation Phase Operational Plans
7. Budget Phase Appropriations
8. Quarterly Performance and Planning Reviews
Source: Updated from CAC 2004 AQIP Portfolio

9P3 Creating and Building Relationships within the Institution

Through budget planning, committee work, employee groups, open board meetings, and public forums, CAC commits itself to building internal and external relationships. To facilitate communication, build relationships, and enhance coordination with the institution, CAC invites the community to be a part of the ongoing conversations about college processes.

9P4 Measuring Collaborative Relationships

CAC lacks a well-developed, plan, methodology, or timeline for tracking or measuring collaborative relationships. Much of the data relating to collaborative relationship measurements is qualitative or anecdotal. However,

individual programs do provide data relating to the collaborative relationships in terms of enrollment, student retention, national licensure examination pass rates, job placement, and employee satisfaction surveys.

CAC will continue to monitor and measure collaborative relationships within individual programs. In addition, new leadership teams will coordinate to propose a plan, a methodology and a timeline for tracking and measuring these relationships. These groups should include new administrative leadership, members of the CAC community, and outside community members.

9R1 Results in Building Key Collaborative Relationships

CAC has identified a number of collaborative relationships with specific programs. Rather than give results for all programs, results from representative programs provide an overview of major CAC collaborative relationships.

In terms of Pinal County communities, the CAC Foundation has made significant strides in its fundraising efforts and expansion of its Promise for the Future Program. The CAC Foundation recently secured a \$1 million grant, the largest contribution it has ever received, from the Gila River Indian Community. The grant is a contribution to the Promise for the Future Scholarship Endowment Fund. Promise for the Future illustrates a major successful collaborative relationship with County K-12 schools. As indicated in Display 9c, enrollment of eighth graders who have signed the Promise for the Future agreement (to stay in school, graduate from high school with a grade point average of 2.75 or higher) has increased significantly. Further research is planned to determine factors impacting a decrease in 2007/08.

Display 9c. Promise for Future Enrollments (Middle School Students)				
	2004-05	2005-06	2006-07	2007-08
Enrolled	1058	1389	1478	1249

Source: CAC Recruitment & Admissions, May 2008

Additionally, there was an increase in the number of Promise for the Future Scholarships accepted as found in (Display 9d).

Display 9d. Number of Promise for the Future Scholarships		
	2007	2008
Signed	443	756
Eligible	13	361
Enrolled	54	106

Source: Student Services Gov Board Presentation, October 2008

One of the largest and most successful collaborative relationships with the federal government is CAC’s Title V Grant – Student Success. Two programs within Title V include the Summer Bridge Program (Display 9e below), which helps transition into college and build connections with college personnel and students and the Alumnos Peer Mentor Program (Display 9f below), which promotes the academic and social development of first-year students during their transition into college.

Display 9e. Title V – Summer Bridge Program													
	2001-2002			2002-2003			2003-2004			2004-2005	2005-2006	2006-2007	2007-2008
Number of Enrollees	18			40			50			24	26	30	43
Term	F	S	Su	F	S	Su	F	S	Su				
GPA	2.93	2.69	2.59	2.88	2.04	2.76	2.5	TBD	TBD	2.42	2.02	2.25	2.17
Retention	88%	88%	88%	88%	88%	88%	88%	TBD	TBD	72.7%	85%	53.3%	74.4%
Key-F Fall, S Spring, SU summer													
Source: Title V/Summer Bridge Coordinator													

Display 9f. Title V – Alumnos Mentor Program							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Number of Mentors	9	20	11	12	11	10	10
GPA	2.98	2.77	3.27	3.17	2.82	3.09	3.15
Retention	86%	100%	100%	100%	91%	90%	80%
Source: Title V/Summer Bridge Coordinator							

Representative data for Registered Nursing graduates indicate student employment success (Display 9g below). Also, for the first time, a survey of the collaborating health organizations where students work and receive practicum credit is being distributed. This will hopefully lead to future data indicating satisfaction from the collaborating organization in terms of its perceived success of the relationship.

Display 9g. Registered Nursing Program – Job Placement	
Year	Job Placement
2001 - 2007	100%

Central Arizona College will continue to monitor and measure institutional effectiveness through online surveys, CCSSE, student tracking, and ongoing assessment of planning and budget effectiveness.

9R2 Comparison to other Higher Education Institutions

While comparison data is not readily available for many of the collaborative relationships, information from several programs does provide comparisons. For example, from 2003-2006, the Nursing Program produced graduates exceeding the national pass rates (Display 9h below). In 2007, CAC's NCLEX pass rate dropped below the state and national averages. In response, CAC has implemented a comprehensive review of nursing curriculum and has provided additional funds for professional development, including faculty attending nursing educator conferences. CAC has also used institutional and grant funds to establish a computer lab in a nursing classroom, which allows the development of nursing program computer based tests and NCLEX practice test to be taken in the same modality as the actual NCLEX test.

Display 9h. NCLEX Pass Rates for CAC Nursing Graduates							
Registered Nurse (RN) Comparison				Licensed Practical Nurse (LPN) Comparison			
Year	CAC %	Arizona Pass Rate %	National Pass Rate %	Year	CAC %	Arizona Pass Rate %	National Pass Rate %
2003	92.3	90.75	87.01	2003	100	94.2	88.2
2004	90	89.87	85.26	2004	100	96.44	89.39
2005	100	87.58	87.29	2005	100	95.61	89.06
2006	92	89.72	88.11	2006	100	97.06	87.87
2007	79	85.98	85.47	2007	100	94.79	87.25
Source: http://www.azbn.gov/documents/nclex/Statewide%20Nclex%20Results%20202003-2007-WEB.pdf							

Display 9i below shows pass rates for DEP students taking the Dietetic Technician Registered exam. In addition, the CAC Dietetic Education Program (DEP) has accomplished several distinctions.

- DEP is the only program in the nation offering a Dietetic Technician Advanced Program.
- DEP has the only contract with the U.S. Department of the Military to provide educational training for Dietetic Technicians globally.
- DEP is the only program offering a Diabetes Prevention Certificate Program, prepared and offered as a result of key collaborative relationships with Arizona Native American Tribes, and the Arizona and American Diabetes Associations.

Display 9i. Pass Rates for Dietetic Technician Registered Exam		
Academic Year	Percent Passing	National Passing Percentage
2004	100%	72%
2005	83%	70%
2006	67%	69%
2007	75%	59%
CAC Average	81%	National Average 68%
Source: CAC DEP Program		

9I1 Improving Current Processes and Systems

Currently, improvements for building collaborative relationships occur through advisory councils, continued articulation with universities and other community colleges, and memos of understanding with community and industry partners. Programs responsible to accrediting agencies also participate in a systematic evaluation plan. However, as a whole, a formalized measuring and reporting of these collaborative efforts is needed. Further information is located in 8P1.

9I2 Setting Targets for Improvement, Improvement Priorities, and Communication of these Priorities

As stated in the CAC Mission Statement and Vision Statement, establishing healthy collaborative relationships will always be a major target for maintaining, improving, and expanding college relations. Strategic Goals 3 and 5 have targeted improvement and expansion of collaborative relationships. However, a formalized process for collecting data indicating the health and satisfaction with these collaborations is needed.

Within the new leadership structure, academic vice-presidents, deans, division chairs, faculty and staff serve the larger, district wide college community. Administrators interact with faculty and staff at campuses and centers, through physical travel and distance communication. Academic services, student services, facilities and other entities of the College are sharing responsibility for sites around the district with the aim of providing accessible education at an affordable price. Eight new CAC Community Outreach Coordinators for diverse regions of Pinal County will partner with student services, academic services, and local communities to provide further opportunities for accessible courses and programs. CAC has begun to streamline its reporting to the external and internal communities with new publications, electronic media, and increased presence at local community activities.

In reviewing CAC's process for Building Collaborative Relationships with a focus on both internal and external collaborative relationships, gaps have been identified regarding 1) the limited amount of historical data regarding long term collaborative relationships, and 2) the lack of a current database of all collaborative relationships. No current formal evaluation process is in evidence. A district wide process should be implemented to benchmark existing collaborative relationships which enhance access to lifelong learning in Pinal County. A current collaborative relationship that increases residents' access to CAC and matches a lifespan approach includes the Early Care and Education Department's relationship with Head Start and the Arizona First Things First early childhood initiative. Another example involves the lifelong learning access via the Central Arizona College Lifelong Learning (CALL) program's relationship with RV centers, retirement communities, and senior groups across the district. A new offering for seniors is the collaborative relationship with "Silver Sneakers," which is a senior fitness program.

Such a new benchmark process would include the development of a system tracking collaborative relationships (such as those mentioned above) available to county residents during their lifetimes. It would also benchmark successful (and less successful) relationships with data to evaluate the relationship building process. The data would lead to the design of training for CAC employees to more effectively develop and sustain such internal and external relationships. In addition, a more formal evaluation process could be created to monitor the success of such programs and assist in identifying "missing" or potential relationships. This new process would strengthen the education delivery system of CAC as well as improve access to higher education in its many forms for all residents of the CAC service community.

Acronyms

A.A.	Associate of Arts Degree
AACC	American Association of Community Colleges
A.A.E.E.	Associate of Arts in Elementary Education Degree
A.A.S.	Associate of Applied Science Degree
ABE	Adult Basic Education
A.BUS	Associate of Business Degree
ACETS	Arizona Course Equivalency Tracking System
ACPA	Arizona College Professional Association/College Student Educators International
ACRES	Academic Curriculum Review & Evaluation System
ADA ¹	American Disability Act
ADA ²	American Dietetic Association
AGC	Arizona General Contractors
AGEC	Arizona General Education Curriculum
A.G.S.	Associate of General Studies Degree
APASC	Academic Program Articulation Steering Committee
AQIP	Academic Quality Improvement Program
A.S.	Associate of Science Degree
ASBO	Arizona Association of School Business Officials
ASPC	Arizona State Prison Campus
ASRS	Arizona State Retirement System
ASSET	A Student Advising, Placement and Retention Service (placement testing)
ASSIST	Arizona State System for Information of Student Transfer
ASU	Arizona State University
ATAC	Arizona Transfer Articulation Committee
ATF	Articulation Task Force
AVC	Aravaipa Campus (CAC site)
AZSBDC	Arizona Small Business Development Center
BANNER	SunGard Higher Education's administrative suite of student, financial aid, finance, HR, and advancement systems.
BUG	Banner Users Group
CAC	Central Arizona College
CALL	Central Arizona Lifelong Learners
CARLOTA	Central Arizona Regional Law Officers Training Academy
CARS	Central Arizona Request Services
CAS ¹	Course Applicability System
CAS ²	Council for the Advancement of Standards
CASA	Central Arizona Software Applications
CAVIT	Central Arizona Vocational Institute of Technology
CCA	Confinement Corporation of America
CCRRA	College Cost Reduction and Reallocation Act
CCFSE	Community College Faculty Survey of Faculty Engagement
CCSSE	Community College Survey of Student Engagement
CGC	Casa Grande Center
CIRP	Cooperative Institutional Research Program (freshman survey)
CLASS	Curriculum Learning Assessment Support Services
CLIP	Computer Literacy Incentive Program at CAC
COC	Community Outreach Coordinator
COMPASS	Placement Test (reading, writing, and math)
CPD	Counseling/Personal Development (course prefix)
CRSDE	Consortium for Student Data Exchange
CSAO	Chief Student Affairs Officers Association
CTAC	Coolidge Training and Assessment Center (CAC site)
DEP	Dietetic Education Program
DES	Department of Economic Security
DOC	Department of Corrections

ECE	Early Childhood Education
EMS	Effective Management Series
EMSI	Economic Modeling Specialist Inc
ENG	English course prefix
ESL (ELL)	English as a Second Language (English Language Learners) course prefix
FERPA	Family Educational Rights and Privacy Act
FFA	Future Farmers of America
FL	Florence Center (CAC site)
FTF (F2F)	Face to face
FTSE	Full Time Student Equivalency (computed by dividing all credit hours by 15)
GED	General Education Diploma
HIPAA	Health Insurance Probability & Accountability Act
HLC	Higher Learning Commission
HOC	Health Occupations Program
HR	Human Resources
HSIAC	Hispanic Serving Institutions Assisting Communities
IDS	Intrusion Detection Service
IPEDS	Integrated Postsecondary Education Data System
IPR	Institutional Planning and Research Office
IRS	Information Resources & Services Department
ITV	Interactive Television (formerly IITV)
LRC	Learning Resource Center
MAP	Master Academic Plan
MAT	Mathematics course prefix
MC	Maricopa Center (CAC site)
NAQIP	Nonacademic Quality Improvement Program
NASPA	Student Affairs Administrators in Higher Education
NATYCAA	National Association of Two Year college Athletics Administrators
NAU	Northern Arizona University
NCA	North Central Association
NCCBS	National Community College Benchmark Project
NCES	National Center for Education Statistics
NCHERM	National Center for Higher Education Risk Management
NCLEX	National Council of State Boards of Nursing Exam
NJCAA	National Junior College Athletic Association
NREC	National Resources Education Center
NSC	National Student Clearinghouse
NSOFAS	National Study of Faculty & Students
PCTP	Pinal County Tech Prep Consortium
PSPRS	Public Safety Personnel Retirement System
RAD	Radiologic Technology
RDG	Reading Course Prefix
SBDC	Small Business Development Center
SCHOOL	Student Centered Hands on Orientation for Online Learning
SIG	Strata Information Group
SMC	Superstition Mountain Campus (CAC site)
SPC	Signal Peak Campus (CAC site)
SUG	Systems Users Group
TANF	Temporary Aid to Needy Families
TRiO	Umbrella acronym for Title IV Programs originating (in 1964) with Upward Bound, Talent Search, and Special Services for Students
UA	University of Arizona
WAFC	Western Association of Food Chains
WAN	Wide Area Network
WASEA	Western Association of Student Employment Administrators
WIA	Workforce Investment Act

Glossary of Terms

AACC: American Association of Community Colleges

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

Academic Year: Thirty-two weeks of instruction from Fall semester through Spring semester.

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

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

Accrual Basis: A method of accounting in which revenues are recorded when earned and expenditures are recorded when incurred, regardless of when cash is actually received or paid.

ADA: American's with Disabilities Act

Add/Drop: Officially changing a student's schedule. Advisor approval is required in selected courses and/or due to admission status requirements.

Adjusted Level of Performance (Perkins III): A quantifiable and measurable indicator of performance negotiated between the Arizona Department of Education and the federal Office of Vocational and Adult Education.

Admission: The formal process of applying to attend college.

Admission Status: The category (high school graduate, mature student, special student, etc.) under which the student falls in order to start college.

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

AGEC: See Arizona General Education Curriculum.

Allocation: Assigning one or more items of cost or revenue to one or more segments of an organization according to benefits received, responsibilities, or other logical measures of use.

Andragogy: Art of adult education.

Appropriation: A legal authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes, usually with specific limitations as to amount, purpose, and time limit.

Approved Vocational Technical Education Program (Perkins III): A vocational technical education program that achieves or is making substantial quantifiable gain toward meeting the adjusted levels of performance. Approved or provisionally approved programs qualify for federal vocational funds.

AQIP: The Academic Quality Improvement Program (AQIP) is CAC's governing accreditation program. The AQIP accreditation program is part of The Higher Learning Commission, North Central Association of Colleges and Schools, which accredits colleges and universities

Arizona General Education Curriculum (AGEC): A 35-credit block of coursework that meet the lower division general education requirements at all of the public Arizona state community colleges or universities. There are three AGECE programs - AGECE-A (for transfer to liberal arts, social science and fine arts); AGECE-B (for transfer to Business and Computer Information Systems); AGECE-S (for transfer to natural, physical or life sciences). Students completing the AGECE will be guaranteed admission to the public universities. If students ultimately choose a baccalaureate major, which differs, from the completed AGECE, the student may have additional math and/or science requirements to complete for graduation. The AGECE supersedes the TGECC. The community colleges will identify the courses that are part of the AGECE and indicate "AGECE Complete" on the transcript. All courses included in the AGECE must be completed with a grade of "C" or better.

Arizona General Education Curriculum in Progress: The community colleges will indicate "AGECE in Progress" on the academic transcript if the courses in which the student is currently enrolled plus the course work already completed will meet the requirements for completing the AGECE.

A.R.S.: Arizona Revised Statutes.

Articulation: A planned process linking educational institutions and experiences to assist students in making a smooth transition from one level of education to another. Courses designed to provide students a timely and

non-duplicative sequence of progressive achievement. Articulation occurs between high schools, colleges, community colleges, and universities.

Assessed Valuation: An annual determination of the just or fair value of real estate or other property by the County Assessor as a basis for levying taxes.

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

Assessment Program Technical Progress Report: A publication of Principle for Institutional Effectiveness that records assessment activities for the previous academic year.

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

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

Associate of Applied Science: Prepares students for entry-level employment or upgrades skills of students already employed. Requires a minimum of 60 credit hours with a cumulative CAC grade point average of 2.00 or higher. A minimum of 25 of these credit hours must be completed with a grade of "C" or better.

Associate of Arts: The Associate of Arts degree includes demonstration of 4th semester language proficiency in a language other than English. This requirement applies to the General requirements pathway. Most of the shared majors that articulate with the General Requirements pathway have a graduation requirement of 4th semester proficiency.

Associate of Business: A degree designed for students planning to transfer to a college or university and requires a minimum of 60 credit hours. All courses included in the degree must be completed with a grade of "C" or better.

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

Associate of Science: A degree designed for students planning to transfer to a college or university and requires a minimum of 60 credit hours. All courses included in the degree must be completed with a grade of "C" or better.

ASU: Arizona State University, Tempe, AZ.

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

Attrition: Rate at which students drop a class or classes, compared to enrollment on the 45th day or other specified time of the semester.

Audit: Enrollment in a college class without having to turn in class work or take examinations. Students will receive no college credits for completion of the course.

Auxiliary Funds: Auxiliary Enterprises Fund - consist of those activities which are essentially self-supporting such as student activities.

AZSBDC: Entity committed to assisting and improving small business in Arizona

BANNER: An administrative software application for campus wide information which resides on an Oracle relational database management system.

PRODUCTS:

General: interface between all other products. Handles processes like job submissions, sleepwake, letter generation, population selection, pins, general person records, etc.

Student: handles processes like admissions, registration, degree audit, recruitment, transcripts, and registration & class fee side of accounts receivable, etc.

Human Resources: handles processes like payroll, position control

Financial Aid: handles processes like needs analysis, student employment, awards, etc.

Base Budget: Level of funding necessary for a unit to maintain current year services, programs or activities.

Benchmark: A point of reference from which measurements may be made; something that serves as a standard from which others may be measured.

Bond: A written promise to pay a specified sum of money, called the face value or principal amount, at a specified date or dates in the future, called the maturity date, together with periodic interest at a specified rate.

Bond Proceeds: Debt issuance derived from the sale of bonds for the purpose of constructing major capital facilities.

BUG: Banner Users Group. An informal group of Banner users at CAC who meet to discuss issues, concerns, and other topics related to Banner.

CAC: Central Arizona College

CAC Foundation: Foundation committed to assisting CAC through scholarship procurement, funding, and community programs.

Capital: Another word for Plant, which includes any item costing \$5,000 or more with a useful life of two years or more, library resources, buildings, or permanent improvements to a capital item.

Capital Budget: A financial plan consisting of an estimate of proposed capital (plant) expenditures/ revenues and their purposes for a given period.

Capital Outlay: Expenditure for the acquisition of plant assets, such as land, buildings, and improvements other than buildings and equipment. Such expenditures are reported in the financial statements as expended for plant.

Carl Perkins programs: Programs funded by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Public Law 102-103). Includes the Basic Grant, which focuses on vocational education and opportunities.

Catalog: The official information of the college listing regulations, requirements and procedures of the college as well as general information, admissions information, financial information and academic programs. It is updated once a year and is available in hard copy and on the web at www.centralaz.edu.

CCFSSE: A survey which elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences.

CCSSE: the Community College Survey of Student Engagement. *CCSSE* results help colleges focus on good educational practice — defined as practice that promotes high levels of student learning and retention — and identify areas in which community colleges can improve their programs and services for students.

Course Equivalency Guide (CEG): Guide to assist students in transferring courses from one college to another in the State of Arizona developed by Arizona Commission for Postsecondary Education in conjunction with the Arizona Board of Regents and the State Board of Directors for Community Colleges. www.az.transfer.org/cas

Census Date: The official date by which the College must report its semester enrollment to the State Board. See also FTSE date.

Certificate Program: Designed to help students improve existing skills or to prepare students for entry-level employment. Certificates are awarded after successful completion of a series of specific courses in vocational areas on three levels: Basic, 1-15 credit hours; Intermediate, 16-25 credit hours; and Advanced, 26 or more credit hours. Certificates require a cumulative CAC grade point average of 2.00 or higher. Some certificate programs and/or credit hours may be applied toward other certificates and/or an Associate of Applied Science degree.

CIP Code: The Classification of Instructional Programs (CIP) is a federal taxonomy developed by the US Department of Education and used throughout the nation by government agencies and professional associations to establish standard terminology and record keeping.

CIS: Computer Information Systems.

Class Schedule: Listing of all classes available for the coming semester which includes days and times of class meetings, name of instructor, building and room, and other registration information.

Classification of Students:

Freshman: A student with less than 30 semester hours of college credit.

Sophomore: A student who has completed 30 or more hours of college credit.

Part-Time: A student enrolled for less than 12 semester hours.

Full-Time: A student enrolled for 12 or more semester hours.

Cohort: A group or population of students having a common trait as determined from a certain point in time. Ex: First time vocational students Fall 2008.

The College: Central Arizona College.

College-Level Basic Skills: Skill levels (reading, writing, computation, study skills, and research skills) sufficient for students to be successful in college-level courses (i.e. College Composition I, College Algebra).

Common Course: A course that is part of the requirements for the baccalaureate degrees that are shared or equivalent at the public universities. This is a lower-division course that provides appropriate preparation for the major. It may be a course in the major, a pre-requisite or core courses. A common course is a recommended course for majors that articulate with the General Requirements pathway. A common course is required for majors that articulate with the Special Requirements pathway. Common Courses are identified by the Articulation Task Forces and are specific for each academic year. The Course Equivalency Guide is the resource for identifying the appropriate community college courses that are part of the common course matrix for each major.

Common Course Block: A minimum of six credits of common courses is identified by each Articulation Task Force for shared or equivalent majors at the public universities. These courses comprise a “Common Course Block.” This block will transfer to the universities and be applied to the baccalaureate degree for the majors that articulate with the courses. The block will be identified on the student’s academic transcript. As with all blocks, all credits are applied toward the university degree of degrees for which the block articulates whether the credit was awarded for course completion, assessment of prior learning, or via some other nontraditional learning mode. Students must achieve a grade of “C” or better in all courses in the block.

COMPASS: Online placement test used at CAC (for math, English, reading courses)

Competency-based Format: Any material, instructional program, or curriculum based on criterion-referenced requirements.

Completed with a grade of “C” or better: Each of the “blocks” that are part of the transfer model includes a requirement that the student complete each course within the block be completed with a grade of “C” or better. “C” is defined as a 2.0 on a 4.0 scale. Courses completed with a grade of less than “C” may not be included in the block and will not transfer to the public universities.

Completer: CAC student who received either a Basic/Advanced/Technical certificate or an Associate degree, completed the TGEC, or completed at least 12 CAC credits and was eligible to transfer to another post-secondary institution (AGEC or TGEC).

Concurrent Enrollment: Taking CAC courses while being enrolled at another institution at the same time (e.g. high school, Northern Arizona University).

Consent of Instructor: The instructor’s permission is required prior to enrollment in some classes. This requirement will be listed as an option for a prerequisite for taking the class. You will see this in some course descriptions in the catalog.

Consortium Agreement: A program which allows a student to benefit from federal and state funds while concurrently attending 2 educational institutions. The institutions are defined as parent (the one disbursing the funds), and non-parent (another institution approved by the parent institution).

Contact/Clock Hour: A time unit of instruction consisting of 50 minutes and must be dedicated to direct instruction.

Contingency: For budgetary purposes, the amount of resources reserved for expenditures that may be required, dependent on the outcome of a future event, such as unexpected expenses.

Continuing Education/Non-Credit Course: Course designed to meet the learning need of a wide variety of students. Students do not have to meet the same criteria as regular credit-bearing courses, registration is a simplified process and college credit is not available.

Continuing Education Unit (CEU): May be awarded for participation in individual and professional development courses, workshops, and seminars. One CEU represents ten contact hours of participation.

Continuing Student: Student enrolled at CAC who was also enrolled the previous (Fall/Spring) semester.

Continuous Accountability Improvement Plan (Perkins III): A local plan resulting from the annual evaluation of the vocational technical education program. The plan identifies activities, services, and functions to be carried out to develop, support, and improve the quality of the vocational technical education program in achieving the state adjusted levels of performance.

Continuous Improvement (Perkins III): The process of systematically planning and measuring program progress and results toward achieving desired improvements.

Corporate Center: One of CAC’s newest centers—dedicated to conferences, classes, and training.

Co-requisite: Concurrent enrollment in a specified class.

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

Course Completion: See retention, course.

Course Number: Identifies the level of the class; for example, ENG 101 is the first level of English while ENG 102 is the next level.

CPD prefix courses: Courses oriented toward counseling and personal development.

Credit Course: Course for which a student earns semester credits upon completion of course.

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

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

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

Debt Service: The fund from which the interest on and the retirement of principal for outstanding debt is paid.

DES: Department of Economic Security.

Developmental Courses: Courses intended to raise the student's skill levels in English writing and reading and/or math to college-level abilities including the following CAC courses: ENG 060, ENG 029, ENG 030, ENG 031, MAT 055, MAT 087, and MAT121; generally considered any course below the level of 100.

DGB: CAC's District Governing Board

Distance Learning: Instructional modalities including online, ITV, and some hybrid formats.

District: Central Arizona College District

District wide model: A community college management model in which resources, services, administration, and programs are distributed equally throughout the service area (as compared to a campus centered model)

Drop Out: CAC student who has not enrolled for three or more years.

Dual Enrollment: A CAC course taught by a high school faculty at a high school for college credit (and possibly college credit).

Educational Goals: Student's academic reason for attending CAC including: personal growth, transfer to a university, better job skills, and/or receive a CAC Basic/Advanced Technical certificate or an Associate degree.

EEC: Economic Estimates Commission - This commission was created by the State legislature to determine and publish, prior to April of each year, the expenditure limitation for each college district to ensure its following fiscal year's budget is in compliance with the allowable limit for expenditures.

EMS: Emergency Medical Sciences

Encumbrance: A budget amount committed for future purchases of goods or services. These funds are set aside upon the issuance of purchase orders, contracts, and/or salary commitments. Encumbrances are released when the obligations are paid or otherwise extinguished.

ERIC: Educational Resources Information Center

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

Financial Aid Match: The institutional portion of the cost of a sponsored program accounted for within the restricted fund and financed with district resources.

First Time Student: Entering student who has not previously attended any college or university credit classes. (See also **BANNER**)

First Generation: Defined by the federal government as a student from a family where neither the mother nor father graduated from college.

FSC: Fire Science course prefix

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

FTSE: Full Time Student Equivalent equals 15 credit hours per semester. Community college districts receive State aid appropriations based on FTSE.

Full-Time Student: Student enrolled for twelve or more credit hours in a semester as of the 45th day of the semester. For financial aid, the measurement is as of the time of enrollment.

Function or Program: Major classification used to summarize similar functional expenditures in the Current Funds group. The descriptions of these functions follow:

Academic Support: Expenditures to provide educational support services for the institution's primary mission.

Institutional Support Expenditures for: (1) central administrative activities concerned with management of and long-range planning for the entire institution; (2) fiscal operations; (3) administrative/academic data processing; (4) employee personnel and records; (5) logistical activities that provide procurement; (6) insurance and legal matters; (7) other support services to faculty and staff not operated as auxiliary enterprises; and (8) activities concerned with community relations, including development and fund raising.

Instruction: Expenses incurred for instructional activities that are conducted during the academic year and offered for credit as part of a formal post-secondary educational degree or certificate program.

Operation & Maintenance of Plant: Expenditures of current operating funds for the operation and maintenance of physical plant, such as facility rental, grounds maintenance, custodial services, utilities, repairs and maintenance.

Scholarships: Expenditures for student grants financed from restricted and general funds.

Student Services: Expenditures for the offices of admissions, registrar, financial aid, etc., as well as activities that contribute to the students' emotional and physical well being, and promote intellectual, cultural and social development outside the context of the formal instruction programs.

Department: A specific area such as science, math or fine arts.

Fund: An independent accounting entity with a separate self-balancing set of accounts for its assets, liabilities, fund balance, revenues, expenditures and transfers. Funds with similar characteristics are combined into fund groups for accounting and reporting purposes.

Fund Balance: The fund balance is the fund equity or portion of each fund's assets that is available for use by the District. All of CAC's fund balances remain on deposit with the State Treasurer's office to maximize investment earnings. The increase or decrease in a particular fund balance represents the difference between revenues and expenditures for any given year. Separate fund balances are required for each fund in a fund group.

Funds, Current: Accounts for those resources that will be expended in the near term for operating purposes in performing the primary and support missions of the district. The Current Funds of Coconino County Community College District are the General Fund, Auxiliary Fund, and Restricted Fund.

FWS: Federal Work Study

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

GAAP: Generally Accepted Accounting Principles - Uniform minimum standards of and guidelines for financial accounting and reporting. They govern the form and content of the basic financial statements of the District. GAAP for community college districts is promulgated by the American Institute of Certified Public Accountants (AICPA) in the industry audit guide, Audits of Colleges and Universities, and publications of the National Association of College and University Business Officers (NACUBO).

General Fund: A fund used to account for all current financial resources not required to be accounted for in other funds. The General Fund is the group of accounts in which operating and maintenance expenditures of the District are accounted within.

GO: General Obligation Bonds - Bonds for which the full faith and credit of the District are pledged for payment.

Graduate: CAC student who earned either a Basic/Advanced/Technical certificate or an Associate degree by meeting the appropriate requirements and filing a graduation application with the College.

Grant: A legal instrument that transfers money, property or anything of value to the District for a specified purpose. Grant agreements generally specify the maximum amount of funding, the scope of the work to be done, the grant period and any special conditions applicable to the program. Many agreements also require some cost sharing by the District. Sources include Federal, State and local governments and private donors.

GUI: Graphic Users Interface.

HR: Human Resources.

HOC prefix classes: Health occupation classes including nurse's aid, massage therapy, and radiology programs.

IGA: Intergovernmental Agreement.

ITS: Information technology services. Formerly referred to as IT.

ITV: Interactive Television. Formerly referred to as IITV.

Individualized Vocational Education Plan (IVEP) (Perkins III): Required for each vocational student who is a member of a special population category and who needs special services in order to succeed in his/her vocational program. The IVEP is a written plan that specifies the eligible category in which services are provided and lists the student's goals, strengths and weaknesses, and the services required to reach those goals. Examples of services, modifications or accommodations include; smaller classes, modification to classroom or equipment, alternative assessment instruments, additional time for completion or tutoring services.

Institutional Effectiveness: The aim of institution-wide processes by which the College plans, assesses, and improves its services as related to its mission. Institutional Effectiveness considers resources, processes, and results of an educational institution and its programs and services.

IPEDS: (Integrated Postsecondary Education Data System.) A nationwide survey system for recording various requested student and institutional data.

JLBC: Joint Legislative Budget Committee

Language Proficiency and assessment: Proficiency in a language other than English is a requirement for graduation for many baccalaureate degrees. The level of proficiency is usually defined by completing two- or four- semesters, depending on the degree and institutional requirement. A student may be determined as meeting the proficiency through one of four options:

- Completion of an appropriate language course (either a 4th semester language course or one which requires 4th semester proficiency as a prerequisite);
- Completion of an AP or CLEP language test at the appropriate level;
- Completion of a placement or proficiency test at the appropriate level with the understanding that, where practical and possible, testing offered at any Arizona university or community college would be available to any Arizona student seeking to demonstrate proficiency; or Attestation by an appropriate official as to

proficiency in a language where a placement or proficiency test is not available or cannot be reasonably administered under the option listed above.

Leadership Succession: Practice by which employees are promoted from within to fill leadership positions—a “grow your own philosophy” practiced at CAC.

Learning College Philosophy: Developed by O’Banion, this institutional philosophy stresses engaging learners as full partners in the learning process and defines the roles of learning facilitators by the needs of the learners.

Learning Outcomes: Measureable learning objectives developed by CAC faculty for courses (and programs) and closely aligned with CAC’s Mission Statement and other guiding documents.

Leavers: Students who do not complete a course.

Levy: Imposition of taxes and/or special assessments for the support of government activities.

Mission: Coconino Community College provides personalized and accessible opportunities in higher education by offering transfer, career and technical programs, and community interest courses.

NACUBO: National Association of College and University Business Officers.

NAU: Northern Arizona University, Flagstaff, AZ.

NCA: North Central Association; a regional accrediting body.

Negative Fund Balance: The balance of any one fund that reflects liabilities greater than assets.

New Student: Student enrolled for first time at CAC.

New to Higher Education: See First-time student.

Non-Credit Course: See Continuing Education Course.

Non-traditional learning and process for including on transcript: Students may earn credits that will be included in the transcript for course completion, assessment of prior learning or via some other non-traditional learning mode. The transcript will identify the course equivalency for the credits earned if they are to be included in one of the blocks.

Nontraditional Training and Employment (Perkins III): Occupational training or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. United States Department of Labor data is used to designate vocational technical education programs as “nontraditional”.

Not Approved Program (Perkins III): A vocational technical education program that has failed to achieve or make substantial quantifiable progress toward meeting the state adjusted levels of performance. These programs do not qualify to receive federal vocational funds.

OIS: Office Information Systems

One Stop Center: A CAC partnered entity dedicated to providing training, counseling, and workforce training access (both face to face and online) for residents, veterans, and other unemployed and underemployed stakeholders.

Operating Budget: A projected plan of current operations that encompasses both estimated revenues and estimated expenditures for a fiscal year.

Outcomes: The measurable results of a learning activity or process. Course outcomes (Academic) indicate what students will learn in a course and how they will be able to demonstrate mastery of knowledge or skill. Statements concerning learning outcomes are written in observable, measurable terms, and must be consistent with the course content. (Vocational) Competencies are measurable proficiencies of knowledge and skills achieved by students upon completion of a course. Competencies are written in observable terms so that students and instructors understand the specific skills required in a given course (1999 Curriculum Policy and Procedures Manual).

PAC: President’s Advisory Council; consists of CAC’s Vice Presidents, Deans, and the Public Relations Coordinator.

PACw: PAC work-session where the President may or may not be in attendance and guests may be invited. PACw also provides guidance in the development of the proposed budget and conveying information on budget development to constituent groups within the District.

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

Pathway: Each baccalaureate degree at the public universities has an identified pathway that a student may follow to successfully transfer without the loss of credits or time to degree. For those majors that are shared or equivalent, a common pathway has been identified by the Articulation Task Forces. The common pathway may provide the student with an opportunity to select a major without requiring the student to select the university s/he plans to attend upon transfer. There are nine pathways. These include:

Associate of Arts/General Requirements (AA/GR): For a student who has completed the requirements of the AA degree, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. It is not necessary for the student to determine which of the majors included in this category will be selected until matriculation at the university.

Associate of Arts/Special Requirements (AA/SR): For a student who has completed the requirements and has completed the specific lower division program requirements, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. The student will likely have to select one of the majors included in this category by the completion of the first year of study (30 credits).

Associate of Business/General Requirements (A Bus/GR): For a student who has completed the requirements of the A Bus degree, all credits taken to fulfill those requirements will transfer into any business major (excepting Accounting and Computer Information Systems) without loss and will be applicable to university graduation requirements. It is not necessary for the student to determine which of the majors included in this category will be selected until matriculation at the university.

Associate of Business/Special Requirements (A Bus/SR): For a student who has completed the requirements and has completed the specific lower division program requirements, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. The student will likely have to select one of the majors included in this category by the completion of the first year of study (30 credits).

Associate of Science/General Requirements (AS/GR): For a student who has completed the requirements of the AS degree, all credits taken to fulfill those requirements will transfer into any of these major without loss and will be applicable to university graduation requirements. It is not necessary for the student to determine which of the majors included in this category will be selected until matriculation at the university.

Associate of Science/Special Requirement. (AS/SR): For a student who has completed the requirements of the AS degree and has completed the specific lower division program requirements, all credits taken to fulfill those requirements will transfer into any of these majors without loss and will be applicable to university graduation requirements. The student will likely have to select one of the majors included in this category by the completion of the first year of study (30 credits).

Transfer Guide/Exceptional Requirements (TG/XR): These majors do not qualify for placement in one of the previous categories for one of more of the following reasons:

The major is so specialized that it is not possible to accommodate the first two years in any of the prescribed transfer degree requirements.

The sequence of program requirements or prerequisites is so strict that a student must begin the sequence in the freshman year.

The major is a specialized 2+2-transfer degree articulated under a bilateral agreement between an individual community college and a university.

PCCCD: The Pinal County Community College District (also known as CAC).

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

Personnel Services: Costs for personnel compensation that includes salaries and benefits.

Plant Fund: Plant funds capture all capital expenditures. The fund consists of Unexpended Plant, Retirement of Indebtedness and Investment in Plant funds.

Portfolio: A collection of representative student works over a period of time. Portfolios may be used for evaluation of a student's abilities and improvement.

Post Secondary Institution (PSI): A public community or technical college, college, university, or proprietary institution offering certificates, associate degree and/or baccalaureate and/or graduate programs.

Primary Tax Levy: A special tax levied for the purpose of maintaining the District. This tax is levied for the purposes of operations and maintenance of the District. Reference Arizona Revised Statutes §42-17051.

Primary Tax Rate: The rate per one hundred dollars of net assessed value employed in the levy of primary taxes.

Proficiency Exams: The process used to determine a student's level in math, English, reading, and modern languages. Placement tests must be taken before a student can enroll in math and English classes, and second semester of Spanish.

Program CIP (Classification of Instructional Programs) Code (Perkins III): The code is derived from the US Department of Education's standard educational program classification system and includes a uniform numbering system and description of educational programs. See also CIP codes.

Program Intent: Major or course of study, designated by the student when enrolling.

Program Review: A critical self-study designed to systematically review the effectiveness of a program and the achievements of its students and institutes a follow-through that allows the College to adapt to change.

Property Taxes: Amounts received from the tax levy on the County's net assessed valuation.

Provisionally Approved Program (Perkins III): A vocational technical education program that has failed to achieve the state adjusted levels of performance measures and is operating under an approved improvement plan.

Purchase Order: A document that authorizes a vendor to deliver specified merchandise or render certain services at a specified price, place and time.

Qualified Faculty: Faculty with educational credentials that testify to appropriate preparation for the courses they teach (defined by each district and the NCA).

Racial/ethnic group: Classification indicating general racial or ethnic heritage based on self-identification, as in data collection by the Bureau of the Census, or on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below:

American Indian/Alaskan Native: A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black: A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin. Those measures that do not exclude persons of Hispanic origin are noted accordingly.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin.

Readmit: Student who last attended CAC over 3 years ago and is enrolling for an upcoming term; drop-out who is returning to CAC. Students who are suspended can also be readmitted.

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

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

Restricted Fund: The Restricted fund is a fund used to account for resources that are expendable for operating purposes, but restricted by donors or other outside agencies as to specific purpose for which they may be expended.

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

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

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

Retirement of Indebtedness: A fund within the Plant Funds group used to account for the accumulation of resources for payment of principal, interest, and other debt service charges, including contributions for sinking funds related to plant fund indebtedness.

Returning Student: Student enrolled at CAC after an absence of one or more semesters.

Revenues: Amounts estimated to be received from taxes, state appropriations, tuition, fees and other sources during the fiscal year.

SBDC: Small Business Development Center.

SBS: Social Behavioral Sciences

Scholarships: Money provided to students demonstrating special talents, scholastic achievement or financial need.

Self-study: An instrument by which an institution shows an accrediting body that it is achieving its mission and guides the institution in improving services.

SEOG: Supplemental Educational Opportunity Grant.

Special Populations (Perkins III): Eligible categories of students who may receive services in order to succeed in vocational courses and programs. Services provided must be documented on the student's IVEP. Eligible categories include:

Handicap/Disabled (Perkins III): means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990. (42 U.S.C. 12102).

LEP (Perkins III): a student with Limited English Proficiency: an adult who has limited ability in speaking, writing, or understanding the English language, and —whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language.

Academically Disadvantaged (Perkins III): a student at or below the 25th percentile on a standardized achievement or aptitude test whose grades are below 2 on a 4 scale, where 4.0 equals an A; and/or a student who fails to attain minimal academic and vocational competencies.

Economically Disadvantaged (Perkins III): a family or individual including foster children, whom the institution identifies as low income (on the basis of uniform methods described in the State plan) and who requires financial assistance to succeed in vocational technical education. Examples of eligibility definitions include: Annual income at or below the official poverty line; Eligibility for Aid to Families with Dependent Children or other public assistance programs; and Eligibility for participation in programs assisted under Title I of the WIA.

Nontraditional (Perkins III): a student enrolled in a vocational technical education program that has been identified as a nontraditional program for his or her gender. (see attached list of nontraditional programs)

Single Parent (Perkins III): individual who has custody and responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence. The individual only providing child support, but does not provide custodial care, is not considered a single parent for eligibility purposes. Single pregnant women are included.

Displaced Homemaker (Perkins III): an individual who — (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

SSIG: State Student Incentive Grant.

Standard: Acceptable performance with respect to a quality indicator. Will be considered a benchmark in year one.

Stop Out: CAC student with less than a three-year gap in enrollment.

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

Strategic Planning Objectives: Specific and measurable outcomes that can be completed within one year and are necessary to accomplish Strategic Planning Goals. These are referred to as “goals” in earlier copies of the CAC Institutional Effectiveness Model.

Strategic Planning Tactics: Functional area level details necessary to accomplish objectives.

Student Academic Achievement: The value added to a student’s knowledge and/or skill level upon completion of a given course, certificate, or degree program. The measurable results of a learning activity or process (See also outcomes). Grades alone do not fully reflect student achievement of outcomes.

Student Success: Completion of a student’s educational goals: Personal growth, knowledge of the subject, receiving a passing grade, job placement, acceptance to a university, earning a CAC degree or certificate, and/or ability to critically analyze information as a result of taking a CAC course or courses.

SUG (ISUG): System Users Group. An informal group of data information users at CAC who meet to discuss issues, concerns, and other topics related to CAC computing systems.

Tech-Prep (Perkins III): An education program of study that combines at least two (2) years of a secondary Approved Vocational Technical Education Program, two years of postsecondary career education, and contextual academic education at each level in a non-duplicative sequential course of study. Approved Tech Prep program of study will include documentation of articulation between secondary and postsecondary supervised by the Director of the approved local Consortia.

TGECC: (See Transfer General Education Curriculum)

Transfer General Education Core Curriculum (TGECC): A block of 41 semester credit hours of general education coursework that will transfer as a block to meet the lower division general education requirements at any other public Arizona community college or university. This is superseded by the AGEC.

Transfer In: Student: entering CAC for the first time but known to have previously attended another post-secondary institution (transfers in).

Transfer Out: CAC student who continues their education at another post-secondary institution (transfers out).

Transfer Return: Students who attend CAC, transfer out and then return.

Transfers (of funds): May be made between funds within a fund group or among two or more fund groups, and may be either mandatory or non-mandatory. Mandatory transfers result from legal agreements related to the financing of plant assets and/or from sponsored program agreements with Federal agencies, donors or other organizations to match gifts or grants. Non-mandatory transfers are made at the discretion of the District Governing Board to serve a variety of objectives; such as, additions to loan funds, general or specific plant additions, voluntary renewals and replacement of plant, and prepayments on debt principal.

TRiO: Title IV support programs dedicated to assisting disadvantaged, first generation, low income students.

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

Unduplicated Enrollment (Perkins III): Means that a student is counted only once although he/she may meet more than one criterion.

Unexpended Plant Fund: A fund used to account for resources available to finance the acquisition, construction or improvement of plant assets. Resources restricted for renewals and replacements of existing district assets are also recorded in the Unexpended Plant Fund. Expenditures for construction in progress are accounted for in this fund and the asset is recorded in the Investment in Plant Fund at the end of the fiscal year.

Unit: See functional area.

Upper/Lower Division Course Criteria: Lower-division courses generally focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for more advanced courses. The primary intent of lower-division coursework is to equip students with the general education needed for advanced study, to expose students to the breadth of different fields of study, and to provide a foundation for specialized upper-division coursework in professional fields. Such courses have one or more of the following four purposes:

- a) To acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of professional fields,
- b) To introduce essential skills of literacy (e.g., information gathering, reading, and writing), language (e.g., oral communication and language and culture other than English), numeracy, and sciences to prepare for continuing work in any field of higher education.
- c) To develop specific occupational skills designed to lead directly to employment based on a two-year program of study.
- d) To lay the foundation for upper-division coursework and to begin development of analytical thinking and theoretical applications.

Upper-division courses are specialized, in-depth, and advanced, and emphasize problem-solving, analytical thinking skills, and theoretical applications. These courses often build on the foundation provided by the skills and knowledge of lower-division education. Upper-division courses may require the student to synthesize topics from a variety of sources. Upper-division courses may also require a greater responsibility, or independence on the part of the student. Upper-division courses require instructors with specialized knowledge and preparation. Thus, many intermediate and all advanced baccalaureate courses in a field of study are properly located in the upper-division. In addition, disciplines that depend heavily on prerequisites or the body of knowledge of lower-division education may properly be comprised primarily of upper-division courses. Such courses have one or more of the following three purposes:

- a) The in-depth study or application of theories and methods and the understanding of their scope and limitations.
- b) The refinement of essential skills associated with the baccalaureate.
- c) The development of specific intellectual and professional skills designed to lead to post-baccalaureate employment, graduate study, or professional school.

USAFR: Uniform System of Accounting and Financial Reporting for Arizona Community College Districts - Describes uniform policies and procedures for accounting and financial reporting by Arizona community college districts in conformance with statutory requirements and generally accepted accounting principles as prescribed by the Auditor General in conjunction with the State Board of Directors for Community Colleges of Arizona pursuant to A.R.S. §15-1428.

VA: Veterans Administration.

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

Values Statements: Beliefs held by the College stated specifically and reflected in all guiding documents.

Vocational Technical Education (Perkins III): Organized educational activities that offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare

for further education and for careers in a current or emerging employment sectors (other than careers requiring a baccalaureate, master's or doctoral degree). The program includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills.

Vocational Technical Education Program (Perkins III): A coherent sequence of instruction designed to deliver occupational related competencies. A program is directly related to the preparation of individuals for employment in an occupation. Approved and provisionally approved programs qualify for federal funding.

Western Undergraduate Education Program (W.U.E.): Students from 14 Western states are eligible to participate in the Western Undergraduate Education Program. The program allows full-time students who are seeking degrees or certificates to pay 150 percent resident tuition, rather than out-of-state tuition. CAC participates in the program along with other colleges and universities in Arizona, Alaska, California, Colorado, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington and Wyoming.

Workforce Development: Training, coursework, programs, and other types of assistance for strengthening Pinal County's economy and job force.