

## Higher Learning Commission (HLC) Index

### Criterion 1 Mission and Integrity

- **Core Component 1a** - The organization's Mission documents are clear and articulate publicly the organization's commitments.
  - CAC's mission, vision, values statements, and strategic goals were revised by a college-wide task force (including representation from the Governing Board and all employee groups, as well as input from community stakeholders) in 2005-2006. [O1]
  - The College's Mission documents clearly stress the institution's commitment to learning and service. [O1]
  - CAC's Mission statement, documents, and leadership messages are available to the public through a variety of sources. [5P4, 5P6, 5P7]
- **Core Component 1b** - In its Mission documents, the organization recognizes the diversity of learners, other constituencies, and the greater society it serves.
  - CAC's Mission documents reflect a commitment to dynamic community needs, employee needs, and learners. [3C2, 3P1, 3P4, 4P9]
  - CAC's Mission documents recognize the diversity of learners and stakeholders. [5C3]
  - CAC recognizes that learners must be prepared to live and work in a diverse world. [1C4]
- **Core Component 1c** - Understanding of and support for the Mission pervade the organization.
  - CAC administration, faculty, and staff jointly developed and understand CAC's Mission, Values, and Guiding Documents statements. [O5, 4P5, 5C3]
  - All new staff receive an orientation to the Learning College Philosophy and CAC's Guiding Documents. [4C4, O1]
  - Curricular objectives align with student learning outcomes. [1C1,1C2,1C4]
  - All planning and budgeting for student learning programs is tied to the Mission. [3P1]
  - The CAC work environment is divided into sections that support the CAC Mission and goals. [4C1, 4R3]
- **Core component 1d** - The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its Mission.
  - CAC's decision making process align with the Mission documents. [5P3, 5P4]
  - CAC's leadership structures support internal activities, processes, and the College's Mission. [5C2]
- **Core component 1e** - The organization upholds and protects its integrity.
  - CAC's Value Statements reflect the institution's commitment to the integrity of learning, student development, and college wide processes. [O1]
  - CAC staff understands and support the institution's commitment to the Learning College Philosophy and the value of each individual. [O1]
  - The College continues to promote an image of integrity by working with stakeholders to see their needs are met. [O8, 3R3, 3R4]
  - CAC staff receive training concerning confidentially issues related to student and other data. [7P6]

- Course and credit transfer integrity are upheld by careful articulation with appropriate universities and other organizations. [1C3, 1P12]
- The Mission and Values statements emphasize a student culture stressing rights and responsibility. [5C3]

**Criterion Two – Preparing for the Future** The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the Mission, improve the quality of its education, and respond to future challenges and opportunities.

- ***Core Component 2a*** - The organization realistically prepares for a future shaped by multiple societal and economic trends.
  - The College continues to gather feedback and data concerning county demographics and stakeholder needs. [2C1, 2C2, 2P5, 3R1, 8C1, 8C2, 8P1, 8P2 8P3, 8P4]
  - Because of its service area’s rapid growth, CAC has placed a Bond measure, for improving college infrastructure, on the November ballot [5I2, 5P2, 3P7].
  - The College has developed several successful “early entry to college” programs. [9C1, 9C2, 5P4]
  - The College is closely monitoring its host county’s demographic trends. [O3, 3C2]
- ***Core component 2b*** - The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
  - CAC’s funding sources support ongoing quality for learning and community programs. [6R2, 6R3]
  - Institutional professional development is available for faculty and staff on an ongoing basis. [4C4]
  - The College’s collaborative partnerships with local, state, and federal entities, as well as industry, help sustain program development and quality. [9C1, 9C2]
- ***Core component 2c*** - The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
  - CAC continues to improve its evaluation and assessment process using clearly defined strategies. [7C2, 7P1, 7P5, 8P5, 8P6 8P8]
  - The College continues to collect evidence of student and teaching effectiveness. [1P6, 1P13]
  - Several measures of institutional effectiveness are used to assess student progress. [1P13]
- ***Core component 2d*** - All levels of planning align with the organization’s Mission, thereby enhancing its capacity to fulfill that Mission.
  - CAC has focused efforts to ensure planning and Mission alignment. [1C1, 1C2, 5C2, 8C2, 8P3]
  - CAC has a clearly defined curriculum development and monitoring process that aligns with the College’s Mission. [1C2, 1P8]
  - The College’s annual process for developing operational plans aligns with Mission documents. [5P1, 8P3, 8P4, 8P5]

**Criterion Three – Student Learning and Effective Teaching** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational Mission.

- **Core component 3a** - The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
  - The College has clearly articulated learning outcomes for its courses and programs. [1C1,1C2, 1P1, 1 P4,1R1, 3C2, 5R1, 6C2, 8C2]
  - Curriculum continues to be updated and standardized. [1P8]
  - CAC has standardized syllabi format (including learning outcomes) throughout courses and programs. [1P11, 3P6]
  - Outcomes are assessed at the classroom level using formative and summative measures. [1P11]
- **Core component 3b** - The organization values and supports effective teaching.
  - CAC faculty are hired based on 1) demonstrated teaching ability and 2) credentials which reflect NCA guidelines. [4P1]
  - CAC continues to measure the effectiveness of curriculum and program alignment to the College's Mission. [1P1, 1I1, 1I2, 1P7, 1P8, 7P5]
  - The College recognizes and rewards excellence in teaching. [1P6, 4P7, 5R2]
  - The institution continues to upgrade technology and technology training to support effective instruction and provide other forms of training to faculty. [1C3, 4P4]
- **Core component 3c** - The organization creates effective learning environments.
  - CAC has standardized and supported learning environments as it moves from a site centric to a district wide model. [1P7, 9C1, 9C2]
  - CAC is committed to using technology to improve learning and learning environments. [1P7,6C1]
  - The College continues to develop and strengthen online learning environments. [1I1, 1P7, 6PI]
  - The College has implemented services to provide academic support and other learning related services online. [6P1, 1P7]
- **Core component 3d** - The organization's learning resources support student learning and effective teaching.
  - CAC provides learning support at each campus and most centers. [1P9]
  - CAC continues to improve online library resources including full text data bases. [1P7, 8R1]
  - CAC has developed online support services including advising, registration, and tutoring. [6P1]
  - CAC leadership is committed to maintaining and nurturing a quality learning environment. [5P2]
  - Full time and adjunct faculty are provided ongoing faculty development experiences. [4C2, 8R1]

**Criterion Four: Acquisition, Discovery, and Application of Knowledge** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its Mission.

- **Core Component 4a** - The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
  - CAC is committed to the lifelong learning concept. [8C1, 3R4, 9I2]

- CAC is committed to developing the “whole person” in each student. [1C1, 1C2, 1C4, 1P1, 3C2]
- CAC Learning Centers throughout the district provide robust opportunities for lifelong learners. [1P9]
- CAC provides several programs that allow college credit for students who are still enrolled in high school. [9C1, 9C2]
- CAC has several scholarship based programs such as Promise for the Future that emphasize the importance of higher learning to middle school aged students. [9C1, 9C2]
- CAC continues to emphasize and expand learning for older lifelong learners in the CALL (Central Arizona Lifelong Learning) program. [3R4]
- CAC recognizes that learners must be prepared to live and work in a diverse and complicated world. [1C4]
- **Core Component 4b** - The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
  - The College promotes “a vibrant environment centered on learning and learning success necessary for success in a diverse world requiring a breadth of knowledge and skills. [1C4]
  - Board policy 402 outlines a broad list of learning outcome requirements for degree seeking students. [1C1,1C2]
  - CAC student feedback has demonstrated that the College is very much interested in their personal intellectual development. [1R2]
  - The College works closely with industry, such as John Deere, to ensure students receive the breadth of training to be successful. [1P12, 9C1, 9C2]
  - The CAC Honors Program continues to provide enhanced learning experiences. [9C1, 9C2]
- **Core Component 4c** - The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
  - CAC provides internal surveys to students to gather information about its programs and curricula at different states in their academic careers. [1P11, 1P12,3R1]
  - CAC uses an orchestrated Program Review process to assess currency and appropriateness of curriculum. [1P8, 1P13]
  - CAC administers the CSSSE to determine student satisfaction with their engagement at the institution. [1P12, 3R1]
  - The College’s 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. [1P1]
- **Core component 4d** -The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
  - The College’s Guiding Documents stress the institutions commitment to ethics and social responsibility. [01, 5C3]
  - The College’s Strategic Goals reflect the emphasis college leadership has given to responsibility and ethics. [5C3]
  - The CAC Athletic Program promotes a culture that reflects the development of social responsibility, citizenship, respect, honesty, and competitiveness—all values esteemed by the College. [2C2]

- CAC has a well defined employee development program. [4C4, 4P4]

**Criterion Five: Engagement and Service** As called for by its Mission, the organization identifies its constituencies and serves them in ways both value.

- ***Core Component 5a*** - The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
  - New courses and programs are frequently collaborative efforts between CAC staff and local communities that are assessed for appropriateness and alignment with the College's Mission. [1P2]
  - The College continues to survey students to understand their needs. [391]
  - As part of the process used for the development of its Strategic Goals, the College identified stakeholder and student expectations. [3C2]
  - The College's spring 2008 Bond feasibility study provided useful information about the stakeholders' perceptions of the College's programs and services. [3R3]
  - Workforce Development and the Small Business Development Center work closely with the county constituency to promote programs and respond to local needs. [2P1]
- ***Core Component 5b*** - The organization has the capacity and the commitment to engage with its identified constituencies and communities.
  - CAC is committed to providing higher education and work force training access to the residents of Pinal County. [5C1, 4R3].
  - CAC's planning process and commitment to performance aligns with its commitment to fully serve county residents. [4R3, 5P1]
  - By improving accessibility to learning programs (online offerings and physical sites), CAC continues to better engage students and stakeholders. [1C3, 1P7]
- ***Core Component 5c*** - The organization demonstrates its responsiveness to those constituencies that depend on it for service.
  - CAC has processes in place that respond to external stakeholder needs. [1P2, 4R3, 5C2, 5P5, 5R1]
  - The Small Business Development Center measures its effectiveness in responding to community economic and business development needs. [2P4, 2P5]
  - The College has processes in place that respond to student needs. [1P2]
  - CAC's response process aligns with its overall planning strategies and Guiding Documents. [5P4]
- ***Core Component 5d*** - Internal and external constituencies value the services the organization provides.
  - The College gathers feedback from staff, students, and other stakeholders that demonstrate satisfaction with CAC services. [3R1]
  - A 2008 Bond feasibility study indicated stakeholder satisfaction with CAC. [3R3]
  - National research/polling firms have data to support a favorable view of CAC and its social and economic benefits. [5R1]