Assurance Argument

Review date: 10/25/2021

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious

In Fall 2020, EMCC conducted a [gap analysis](#) to report

strategies that enhance developmental education instruction. EMCC's Developmental Education Coordinator also serves as the Developmental Education Co-Chair for MCCCD.

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

EMCC has seen consistent or improved success rates in developmental education

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

EMCC's Academic Success Center, Library, and Computer Commons support learning throughout the College. The facilities are centrally located in Estrella Hall. The Academic Success Center and Computer Commons centralize tutoring services that include Embedded Tutoring, the Math Success Center, the Science Success Center, the Writing Success Center, and the Reading, Languages, and Occupational Success Center. Students ca t

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

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

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

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

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

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

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

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

1.A.5.

Estrella Mountain Community College clearly arc

Estrella Mountain Community College clearly arc

- Crit 1A EMCC Fast Facts 2021
- Crit 1A EMCC SEM Plan 2016-2020
- Crit 1A Enrollment Fall 2020
- Crit 1A Equity Athletics Report 2017-2018
- Crit 1A Executive Summary of SA SLOs
- Crit 1A FAFSA Session Appointment
- Crit 1A Fall 2020 Embedded Student Visits by Class
- Crit 1A Fall 2020 Embedded Tutoring Results
- Crit 1A Fields of Interest
- Crit 1A Financial Aid Disb

- Crit 2A Learning Plan 2017-2020

1.B - Core Component 1.B

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

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

Argument

1.B.1.

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

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

1.B.2.

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

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

1.B.3.

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

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

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

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

The student voice is a significant component when gathering feedback. Communication with students is ongoing and dynamic. To obtain candid and relevant input from students, student forums are held throughout the academic year. These forums provide students an open platform to express concerns, opinions, and ideas about various issues affecting them. Student Ambassadors facilitate discussions, and topics have included financial aid, advisement/transfer, tuition increases, administrative updates, campus climate for public, buablecand student f Thudent Aare hevol ᶜto ᶠhscussio

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

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

Summary

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

Estrella Mountain Community College's mission statement was developed to drive the college's practices, culture, climate, and operations. The mission statement is clearly articulated and supported through EMCC's vision, purposes, and values, all of which are accessible through the college's website and reinforce Estrella Mountain's commitment to being a learning-centered institution that prepares all learners to achieve their educational dreams. EMCC's academic and non-academic offerings are consistent with the college's stated mission to provide exceptional and creative learning experiences responsive to the diverse needs

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2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

2.A.1.

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

2.A.2.

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

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

MCCCD's Governing Board exercises accountability to the public, ensuring the organization operates uis dal (legally, responsibly, and with fiscal honesty. Increased accountability measures include Acknowledgements and Disclosures (e.g., Travel Acknowledgement, Enrollment, FERPA, etc.). Once every three to four years, EMCC conducts an all-employee survey that assists the College in assessing how well its core val dal dag eg eg asxecall Ai g eg agdal   w ssesF w sses g w sses g   g

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

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

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

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

[Results](#) obtained through the Core Values Survey are shared with all employees. Issues identified are addressed through campus improvement processes.

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

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

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

EMCC's [College Research Review Committee](#) (CRRC) operates under MCCCD's y

2.B - Core Component 2.B

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

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

Argument

2.B.1.

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

EMCC ensures comprehensive accountability to students and the public through Maricopa County Community College District (MCCCD) Ad t bilitit ns

information and details, including:

1. Accreditation
   - EMCC is accredited by and is a member of the Higher Learning Commission.
   - EMCC's Nursing Program accreditation is by the National Leagu ˝ *

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

Sources

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

2.C - Core Component 2.C

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

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

- Crit 2C Governing Board Resolution 2-28-17 (page number 43)
- Crit 2C Maricopa Integrated Risk Assessment
- Crit 2C MCCCD Office of General Counsel grat Counselg number أن ms C

2.D - Core Component 2.D

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

Argument

2.D

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

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

College-wide aesthetic and imaginative learning opportunities are broadly supported through EMCC's Fine Arts Exhibition Program, written publications, and the Performing Arts Center, among others. The Fine Arts Exhibition Program showcases work by local and regional artists. Numerous exhibits include monthly exhibitions that coincide with and celebrate history/heritage months, annually hosted Juried Student Art Show, and the Tolleson Union High School District Student Show to support freedom of expression. Campus-wide Fine Art exhibition cases are located in they/he t /he in c

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

2.E - Core Component 2.E

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

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

Argument

2.E.1.

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

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

2.E.2.

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

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

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

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

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

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

Faculty can uti and probationary

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

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

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

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

EMCC's Library staff members play an active and significant role in educating students about the importance of integrity in research and scholarly practice. In 2018/2019, The bho EMCC hot ; b iergno emb

Sources

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

3 - Teachi

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

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

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

During [Academic Year 2018-2019](#), EMCC also conferred 882 AGEC Transfer Certificates and 246 Certificates of Completion.

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

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

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

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

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

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

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

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

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

- Eight (8) University Transfer Pathway Degrees (e.g., Associate in Arts in Elementary Education)

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

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

EMCC conducted a Core Values survey during Spring 2019. Survey results showed that employees positively viewed the Diversity Core Value, the second most demonstrated (25%) of the five Core Values. Survey responses also indicated that sharing goals among diverse populations positively influences students' academic sucahay   c

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

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

3.B.4.

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

Estrella Mountain Community College's (EMCC's) robust professional growth opportunities significantly contribute to the classroom and the campus. Faculty use knowledge and skills g e a pu and r i

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

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

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

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

Sources

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

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

3.C - Core Component 3.C

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

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

Argument

3.C.1.

Estrella Mountain Community College llége/llége/hVlicen

Data from t

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

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

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

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

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

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

3.C.5.

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

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

The CTL supports the following services:

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

- Estrella Leadership Developmmm ˝˝˝

3.C.6.

Instructors are accessible for student inquiry.

EMCC's Learning College philosophy emphasizes to faculty the importance of [being available to students](#) to support student learning. All faculty list their contact and accessibility information in the course syllabus and the learning system (Canvas) section of every class they teach. Residential faculty may also post thisTdenÙearni o post thisTd Ò

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

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

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

Additionally, the following are desired qualifications:

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

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

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

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

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

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

community education, and registration). A Learning Associate is academical

3.D - Core Component 3.D

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

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

Argument

3.D.1.

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

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

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

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

multiple virtual servers and associated Cisco devices. Additionally

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

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

EMCC provides specific academic program support for learners through the Writing Center and tutorial ass   w²l

technology.

The College's Maker Space facility provides learning op

- Crit 3D Noel Levitz and Student Satisfaction with Resources
- Crit 3D Number of Computers
- Crit 3D Nursing Advising
- Crit 3D Open Door
- Crit 3D Performing Arts Center
- Crit 3D Phi Theta Kappa
- Crit 3D Placement Chart
- Crit 3D ROAR Homepage
- Crit 3D ROAR Spring 2020 Persistance
- Crit 3D Science Labs
- Crit 3D Student Services List
- Crit 3D Tech Tutoring Visits
- Crit 3D Testing Services
- Crit 3D Tutoring Center
- Crit 3D Variety of Formats
- Crit 3D Veterans Services Center
- Crit 3D Welcome Center
- Crit 3D West-MEC
- Crit 3D Writing Center
- Crit 3D-veterans-advising-enrollment-guide

3.S - Criterion 3 - Summary

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

Summary

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

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

Sources

There are no sources.

4.A.2.

Estrella Mountain Community College evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The Maricopa Community Colleges District (MCCCD) and Estrella Mountain Community College (EMCC) maintain active partnerships with many n e CC

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

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

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

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

4.A.5.

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

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

4.A.6.

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

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

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

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

4.B.3.

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

Program Reviews are required from all areas of the College and m . rr

- Crit 4B HLC Assessment Academy Prompts
- Crit 4B HLC S2020 Assessment Academy LOA
- Crit 4B HLC SAC Summary of Workshops
- Crit 4B ILO Feedback_Suggestions Results_Pros_Cons
- Crit 4B ILO notes and discussions
- Crit 4B ILO Rubrics_CT_Oral_Written
- Crit 4B ILO Survey Report SAC Summary
- Crit 4B ILO Tableau
- Crit 4B Information Literacy Assessment
- Crit 4B Learning Centered College
- Crit 4B Learning Community
- Crit 4B Learning Inquiry_Food Pantry
- Crit 4B Life Sciences Division Assessment
- Crit 4B Math Engagement during Covid
- Crit 4B Math Program Review
- Crit 4B Math WIG
- Crit 4B Noel Levitz
- Crit 4B Program Information PLOs FOI
- Crit 4B Program Level Assessment_Life Sciences Division Assessment _ Comprehensive Assessment Tracking System
- Crit 4B Program Level Assessment_Mathematics_Diffeq Summary

4.C - Core Component 4.C

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

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

Argument

4.C.1.

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

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

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

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

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

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

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

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

4.C.2.

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

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

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

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

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

The above metrics track new students

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

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

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

with the following:

- [Multiple-Measures Placement-Math](#)
- [MCCCD Modular Math (Dev Math)](#)
- MCCCD Student Success Initiative – Mandatory

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

- Remote tutoring allows students to engage with a tutor face-to-face via the use of virtual conferencing. EMCC tutors utilize WebEx to communicate using a webcam and microphone. Screen sharing capabilities also support online homework assignments through

4.S - Criterion 4 - Summary

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

Summary

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

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

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's res

actions, from several internal MCCCD constituents. Noted in the MCCCD's [October 29, 2018 response](#) to the complaints, the Governing Board cited that actions complied with st c to th

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evaluations were conducted for [EXCEL](), [Peer Mentors](), and the E2 Employee/Student Mentoring

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

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

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

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

Sources

- Crit 5A 3-5-2020 Communication to Chancellor and GB President BEC Closure
- Crit 2A Learning Plan 2017-2020
- Crit 3A Definition and Purpose of ICs
- Crit 5 Coffee Talk _ Estrella Mountain Community College Web Page
- Crit 5 2017-18 Technology Purchase Plan
- Crit 5 LC-Classroom Usage Spring 2017
- Crit 5 Spring 2020 COVID-19_Online_Readiness_Survey_Results
- Crit 5A 2020-2021 Leadership Council Membership Policies and Procedures
- Crit 5A 1-22-19 Governing Board Agenda and Packet
- Crit 5A 1-22-19 Governing Board Agenda and Packet (page number 5)
- Crit 5A 1-22-19 Governing Board Agenda Packet EMCC New Building
- Crit 5A 1-22-19 GB Meeting
- Crit 5A 1-22-19 Summary Board Action
- Crit 5A 2016-2017 Persistence and Rentention Program Inventory Data Summary
- Crit 5A 2018 EMCC EXCEL Student Retention Program Evaluation Report Revised
- Crit 5A 2018 Peer Mentor Student Retention Program Evaluation Report
- Crit 5A 2019 EMCC College Plan
- Crit 5A 2019-2020 Faculty Staffing Proposal Rubric
- Crit 5A 2019-2020 Faculty Staffing Timeline
- Crit 5A 2-15-18 Policy Development Process
- Crit 5A 2-23-2021 LC Minutes
- Crit 5A 2-27-18 Summary Board Action
- Crit 5A 3-28-2019 Coffee Talk Q and A
- Crit 5A 4-3-2019 AIT CPD Meeting Agenda and Minutes.docx
- Crit 5a 6-4-2020 Letter to City of Buckeye from MCCCD
- Crit 5A 9-18-17 GB Resolution
- Crit 5A Academic Solutions Team Site
- Crit 5A AST Minutes 2021.04.07
- Crit 5A Chancellor Response 10-29-18
- Crit 5A Charter of DCC
- Crit 5A E2 2013 Evaluation Summary
- Crit 5A E2-Mission for Employee student Mentor Program
- Crit 5A EMCC Governance Structure
- Crit 5A Employee Representation Structure
- Crit 5A FACT Meetings Agendas Minutes
- Crit 5A Fall 2009 to Fall 2020 Enrollment Growth
- Crit 5A Financial Resource Team Purpose and Membership

- Crit

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

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

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

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

Details on the types of professional development offered by the CTL are available and posted on the CTL website. Programs offer skills credentialing, workshops, innovation grants, and various training courses designed to support teaching and learning. The College encourages adjunct Faculty members to attend targeted learning opportunities with hourly rate compensation fe onli ˝e onliurly rat

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

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

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

5.B.4.

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

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

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

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

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

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

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

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

In March 2020, the Coronavirus Aid, Relief, and Economic Security Act, or CARES Act, was passed by Congress creating the Higher Education Emer ˝Highe z have

- Crit 1B Leadership Council Membership
- Crit 1C Core Values 2019 Survey
- Crit 2A Budget Proposal Form and Instructions
- Crit 2A Capital Budget Proposal Rubric
- Crit 2A Financial Resource Planning
- Crit 2A Non-Capital Budget Proposal Rubric
- Crit 3C Workshops and Training
- Crit 3D Facilities Planning
- Crit 4B Program Review Template
- Crit 4C Dashboards Metrics with Targets
- Crit 4C FY23 EMCC Strategic Plan - Super Goals
- Crit 5 Technology and Learning Plan 2015-18
- Crit 5A 2005-14 Buildout
- Crit 5A 5C EMCC 2015-2018 Strategic Plan
- Crit 5A BDST Nov 2015 PowerPoint
- Crit 5A EMCC & SW ˝

- Crit 5B SEM Plan FY16-20
- Crit 5B SEM Plan FY16-20 (page number 11)
- Crit 5B V eC   5B V er

- [The budget request narrative form](#) includes a scored area on student learning and outcomes as well as operation assessment. Two-thirds (66%) of the points are related to these components. The questions include:
    - Describe how the proposal will: A) improve and expand learning, or or

planned a 3% reduction in budget starting in 2021-2022 based on enrollment [declines](#) due to the COVID-19 Pandemic. All Maricopa County Community Colleges were required to send a [budget reduction report](#) to District Office based on the prescribed percentage cut for each College. To address oOffi

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

Sources

- Crit 3A Program Review - Full List
- Crit 4C Dashboards Metrics with Targets
- Crit 4C EMCC SEM Plan 2020-2023
- Crit 4C FY23 EMCC Strategic Plan - Super Goals
- Crit 4C Persistence and Completion Summary
- Crit 5 2019-2020 Nursing Program Review
- Crit 5 2019-2020 SA Recruitment and Outreach Program Review
- Crit 5 EMCC Master WIG List_exceprt
- Crit 5A 2020-2021 Leadership Council Membership Policies and Procedures
- Crit 5A 2019 EMCC College5n o   5   C

- Crit 5C EM 2020-2023 Strategic Plan with June 2021 Super Goals Update
- Crit 5C EMCC 4DX Team Plan Overview
- Crit 5C EMCC Environmental Scan - website
- Crit 5C EMCC Fall Student Distributions Data
- Crit 5C EMCC FY23 Strategic Plan - Super Goals
- Crit 5C EMCC Service Area Data Education Level 25 plus Census Data
- Crit 5C EMCC Strategic Plan 2020-2023 9-17-2020
- Crit 5C EMCC Strategic Planning Model 2020-2023
- Crit 5C EMCC_SEM_Plan 2018-2021_Final_9_24_21
- Crit 5C Environmental Scan
- Crit 5C Fall 2018 Planning Budget Training Online Course and PowerPoint
- Crit 5C Fall 2020 SEM Minutes Examples
- Crit 5C Feeder High School Enrollment Trends
- Crit 5C FY18-19 BDST Proposal Rubric
- Crit 5c May 2020 BIO Student Retention and Completion Project Proposal
- Crit 5C MCCD Strategic Priorities and Metrics
- Crit 5C PCP Inventory
- Crit 5C PCP Lessons Learned
- Crit 5C PCP Process
- Crit 5C PCP Program Vetting Form
- Crit 5C Program Review Template
- Crit 5C Spring 2020 May 29 2020 PC Mini Retreat Strategic Plan
- Crit 5C Strategic Plans 2009-2020
- Crit 5C Student Academic Achievement Plan 2011-2020
- Crti 5C SmithGroup Env Facilities Plan EMCC