Mohave Community College - AZ

HLC ID 1728

STANDARD PATHWAY: Reaffirmation Review   Review Date: 4/17/2023

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Context and Nature of Review

Review Date

4/17/2023

Review Type:
Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Mohave Community College (MCC) is a 2-year, public, comprehensive community college located in Mohave County, Arizona (the second largest county in the state) and surrounded by the Mohave desert. The main campus is rural and reflects the surrounding landscape with limited vegetation, as the water supply is severely restricted in the area. The college was formally established in 1970 and serves an area of approximately 13,311 square miles, with the central (Neal) campus in Kingman, additional locations in Bullhead City, Lake Havasu City, Colorado City and other facilities offering programs and services to the community. The main campus, locations and service centers play a vital role in the community.

MCC offers associate degrees in arts, business, science, applied science, and general studies and certificates for technical training. With oversight from the AZTransfer Steering Committee, MCC ensures that its students are able to transfer to Arizona public universities to complete their education. Furthermore, by partnering with business and industry leaders and maintaining open channels of communication with other community representatives, MCC offers programs according to workforce need.

The most recent annual unduplicated headcount of students was 5133 (on April 17th, 2023), an increase from 2021-2022 (5078), but a decrease from 2019-2020 (5682). Retention rates decreased from 62% for full-time students and 47% for part-time degree/certificate seeking students in 2020-2021 to 50% (full-time) and 35% (part-time) in 2021-2022. Credit hours have also declined from 76,600 in 2019-2020 and 64772 in 2020-2021 to 62,259 in 2022-2023 (as of April 17th, 2023).

Almost 64% of students are age 25 and older, 63% are white and 26% are Hispanic. MCC was officially designated as a Hispanic Serving Institution (HSI) in December 2022 and has focused on planning and implementing a Diversity, Equity and Inclusion initiative, in line with its HSI designation, during recent months.

The poverty rate in Mohave County, Arizona is significantly higher than the US average. In Mohave County, an estimated 18% of 220,816 people live in poverty (July 2022 U.S. Census). About 70% of students are first

generation, 81% attend part-time and half of the students apply for FAFSA. The college also strives to serve the needs of a population that struggles with educational success.

Mohave Community College has seen a transformation in recent years. The District Board of Governors hired a new President in 2019 who established a new Cabinet. Together, leadership has focused on making improvements to best meet the needs of students and the community. The new comprehensive Strategic Plan (2020-2026), embedding a new mission and mission-related statements, has provided a foundation for systems and operational upgrades and improvements at the college.

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Interactions with Constituencies

Prior to the on-site visit:

contact with the ALO via Zoom and email.

Interactions with constituencies during the HLC visit:

Academic Advisor

Academic Success Coach

Accounts Payable Technician

Adjunct and Dual Enrollment Faculty (11+)

Administrative Assistant of Student Life and Community Engagement

Advancement Manager

Assistant Chief Information Officer

Assistant Director of Facilities

Assistant Director of Institutional Research

Associate Dean of Enrollment Management

Associate Dean of Instruction

Bursar

Campus Computer Specialist

Campus Dean of North Mohave Campus

Chief Advancement Officer

Chief Financial Officer

Chief Officer of Institutional Planning and Advancement

Clinical Coordinator of Radiologic Technology

Community /Advisory Board Members (21)

Compliance Manager of Enrollment Reporting

Coordinator of Campus Facilities

Coordinator of Student Life

Dean of Career and Technical Education

Dean of Enrollment Management and Student Services

Dean of General Education

Dean of Health Professions, Human Services and Public Safety

Dean of North Mohave Campus

Dean of Student and Community Engagement, Bullhead City

Dean of Student Life and Community Engagement, Lake Havasu City

Director of Adult Education

Director of Advising and Testing

Director of Budget

Director of College Advancement

Director of Dental Programs

Director of Educational Outcomes for Health Sciences

Director of Employee Services

Director of Financial Aid

Director of Financial Services

Director of Grants Management

Director of Institutional Research

Director of Physical Therapy Assistant

Director of Recruitment

District Board of Governors (4)

Educational Developer of Center for Teaching and Learning

Enrollment Reporting Compliance Manager

Executive Assistant to the President and Board Recorder

Executive Director of Communications

Executive Director of the Center for Teaching and Learning

Executive Vice President

Facilities Manager

Full-time Faculty, Kingman, Bullhead City, Lake Havasu (40+)

Human Resources Generalist

IT Security

Librarians

Manager of Employee Learning and Development

Manager of Payroll

Manager of Student Services

Network Administrator

Office Manager

Office Technician, Admissions

Office Technician, Center for Teaching and Learning

Office Technician, Employee Services

Office Technician, Health Professions

Office Technician, Registrar's Office

Office Technician, Student Life and Community Engagement

Office Technician, VP Administrative Services

President

Program Director, Radiologic Technology

Program Director, Surgical Technician

Public Information Officer

Recruiter/Campus Support, North Mohave Campus

Registrar

Specialist, EMS Simulation

Specialist, Student Accommodations

Student Accommodation Specialist

Student Life Coordinator

Student Services Manager

Student Success Coach

Systems Administration

Vice President of Administration

Vice President of Student Life and Community Engagement

Website Content Manager

Additional Documents

- 03-10-2023_MCCCDGB_Minutes_Action_Items_AUDIT.pdf
- 2014-HLC-Assessment-Academy-WACm-Project-Report-Final.pdf
- Adjunct__Dual_Faculty_Sign-In_4-17-23.pdf
- ATF_WeldingPQR-blank.pdf
- AZTransfer_ATF_Representatives_22-23.pdf
- CIS_Program_Outcome_Map.pdf
- Criteria_1__2_Sign_in.pdf
- Criteria_3__4_Sign-In_4-17-23_(1).pdf
- Early_Childhood_Program_Outcome_Map.pdf
- EVP_Academic_and_Student_Affairs_FY21.pdf
- Faculty_Sign-In_4-17-23.pdf
- FY20-Year-End_06-04-2020.pdf
- History_Program_Map.pdf
- HLC_Academy_Project_WACm_Report_for_2013_-Social_and_Behavioral_Sciences_and_STU.pdf
- IRB_requests.pdf
- Leadership_Series_Summary_CoCurr.pdf

- MCC_2017-18-Cycle-of-Learning-Reports.pdf
- MCC_Curriculum_Approval_Process_PTA_Example.pdf
- MCC_Dir_Curriculum_and_Assessment_Job_Description.pdf
- MCC_Dual_Enrollment_Fac_Education_Plans.pdf
- MCC_Examples_of_Program_Outcome_Mapping.pdf
- MCC_IEN_agendas_and_proceedings_22.23.pdf
- MCC_IEN_Program_PLAN_-_ASSESS_-_REVIEW_Schedule.pdf
- MCC_SP_EnvironmentalScan_Examples_2019_20.pdf
- MCC_Year-End_2022.pdf
- Mohave_Board_Evaluation_2022_Instrument.pdf
- Mohave_CC__Staff_Credentials.pdf
- Mohave_CC_Academic_Master_Plan_Documentation.pdf
- Mohave_CC_CFI.pdf
- Mohave_CC_Curriculum_Assessment_Reports_2022.pdf
- Mohave_CC_ENG__MAT_Spring_Syllabus.pdf
- Mohave_CC_Federal_Compliance_Course_and_Program_doc.pdf
- Mohave_CC_Five_Year_DEI_Plan.pdf
- Mohave_CC_Program-Review-Reports-21-22.pdf
- Mohave_CC_SPAC_Proceedings_2.9.23.pdf
- Mohave_CC_Specialized_Accreditation_and_Approvals.pdf
- Mohave_Community_College_Modality_breakdown.pdf
- Mohave_Enrollment_Retention_5Yrs.pdf
- MohaveCC__DEI_Strategy_Final.pdf
- MohaveCC_21-22-ACFR-Final.pdf
- MohaveCC_Academic_Standards_22-23.pdf
- MohaveCC_Audit_Report_ACFR.pdf
- MohaveCC_Committee_Structures.pdf
- MohaveCC_CPL_Portfolio_Redacted.pdf
- MohaveCC_DEI_Plan_04-18-2023.pdf
- MohaveCC_Facilities_Master_Plan_Presentations.pdf
- MohaveCC_Graduate_Survey_Results.pdf
- MohaveCC_Grievance_Log..pdf
- MohaveCC_Grievance_Log..pdf
- MohaveCC_Health_Professions_Advisory_Council.pdf
- MohaveCC_Presidential_Evaluation_Package.pdf
- MohaveCC_Program_Review__IEN_Self-Assessment_2023.pdf
- MohaveCC_Recruitment_and_Retention_Plan.pdf
- Monday_LHC__BHC_Tour_Sign-In_4-17-23.pdf
- Office_of_Instruction_Annual_Report_2016.pdf
- Prior_Learning_Assessment_-_Credit_for_Prior_Learning.pdf
- Schabel_Solutions_MCC_Recommended_DEI_Strategy_Sep_2022.pdf
- Staff_Session_Sign-In_4-17-23.pdf
- Steering_Committee-Leadership_Sign-In_4-17-23.pdf
- Student_Success_Sign-In_4-17-23.pdf
- Tuesday_Board_Sign-In_4-18-23.pdf
- Tuesday_Community_Members_-_Zoom_Participants_Sign-In_4-18-23.pdf
- Tuesday_Community-Advisory_Council_Sign-In_4-18-23.pdf
- Tuesday_Criterion_5__Inst_Priorities_Sign-In_4-18-23.pdf
- Tuesday_Curriculum__Assessment_Sign-In_4-18-23.pdf

- Tuesday_Federal_Compliance_Document_Review_Sign-In_4-18-23.pdf
- Tuesday_Federal_Compliance_Document_Review_Sign-In_page_2__4-18-23.pdf
- Tuesday_Federal_Compliance_Interviews_Sign-In_4-18-23.pdf
- Welding_CPL_Crosswalk.pdf
- Welding_Prior_Learning_Assessment.pdf
- Work_Study_CoCurricular.pdf
- 10 full-time faculty transcripts
- 10 dual-credit faculty transcripts
- 10 adjunct faculty transcripts
- 1 educational plan (dual-credit faculty)

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Rationale

Mohave Community College's (MCC) mission is articulated publicly and operationalized through the institution, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

MCC's current mission statement reads: *MCC serves our communities, empowering students to succeed through innovative pathways and quality education.* As part of the Strategic Plan (SP) 2020-2026, the mission, vision, values and student experience statements were adopted by the Board of Governors (BOG) in 2020. The 2019-2020 revision process was documented in the Assurance Argument (AA) and explained during the HLC team visit. Furthermore, MCC devotes a page on its website to the Strategic Plan, including workgroup updates and timelines, videos, SP committee proceedings, and KPIs. Using the public website to document these developments demonstrates MCC's commitment to transparency with its stakeholders and others. MCC provides ample evidence that the 2019-2020 vetting process was inclusive of a broad range of internal and external stakeholders, including board members. During the visit, board members articulated how they contributed to the effort.

Strategic Goals are student/community oriented; for example, the Bighorn Intrepid Goal (B.I.G.) reads: *All adults who have not yet completed a post-secondary degree will be inspired to attain the*

credential, certificate, or degree they seek from Mohave Community College by 2030. The visiting team learned during the Strategic Planning meeting that the MCC President along with members of the SP committee decided to include this goal because "educational achievement is of great concern" for the institution. Personnel at MCC shared that by being "strategic" with the community, the college is able to inspire community members. Strategies include providing services, events and programs to engage community members, that are held on-campus and in the county. Recruitment officers attend recruitment events and are stationed at local job centers in the community to help students with the enrollment process. The college has also adopted a new Enterprise Resource Planning (ERP) system that will allow students to complete the enrollment process in one day.

The student experience statement includes actual words of MCC students, demonstrating to students that their words are meaningful and empowering. During meetings with students, the visiting team confirmed that there is a clear understanding of what the students need to accomplish to reach their academic goals. A student, for example, spoke about the pathway to completion for the Dental Hygiene program and the array of student support services that have supported her along the way.

In congruence with the mission, MCC offers programs in the transfer and CTE area, ensuring that students are prepared to transfer to a 4-year university or enter the workforce. Support services are provided to ensure faculty support and student success. These services include (but are not limited to) the Teaching and Learning Center, student orientation, guided pathways, Bighorn Leadership, program advisory committees in the CTE area, tutoring and advising.

Students spoke about their experience with accessing student services that are offered on-line and in person. One issue mentioned was that, at times, it took a protracted period for support staff to respond to student need for assistance. For example, one student commented that she had tried unsuccessfully for over 2 months to get in touch with an advisor. Students did not seem to know whether visiting an advisor was required or not. The visiting team recommends that MCC hosts sessions between student services personnel and students that will encourage discussion about these and other opportunities for improvement.

While the Assurance Argument includes information about MCC's strategic enrollment master (SEM) plan evolving out of the strategic planning effort and its alignment with Arizona Vision, personnel from the Enrollment and Retention session confirmed that there is no specific strategic enrollment plan. In fact, the Recruitment and Retention Plan 2021-2022 having "emerged early as a subordinate step of the SEM plan" (AA), has become inclusive of the SEM.

MCC's enrollment profile is more diverse than Mohave County (according to 2020 U.S.Census records). Having student enrollment that is 25% Hispanic, the college was designated as a Hispanic Serving Institution in December 2020. Personnel from the college confirmed to the visiting team that recruitment, while traditionally geared toward high school students, is now inclusive of the adult market. In addition to the 3 recruitment officers embedded in the area high schools, 3 more were recently hired to focus on the adult population. It was also shared that recruiting efforts are different at each location, depending on the ethnic make-up of the surrounding community.

The college has made numerous technological upgrades and changes. These improvements are clearly made to better supporting students and other stakeholders. The team was able to ascertain, while on campus, that numerous stakeholder groups provided input into the process of adopting new technologies. For example, students mentioned that they were involved in the process of choosing the LMS (Canvas) to replace the former platform. Students commented that they were familiar with the new product because it was used in high school, for example. They felt that Canvas is user-friendly

and appreciated the special functions, such as its ability to report course data. Personnel mentioned that the new LMS could be used for program review, as well. The visiting team heard about the formal and inclusive process of consideration, comparison, and testing that led to the adoption of the new product. It was clear that those involved in this process (most importantly students) were cognizant of the reason for the upgrade-supporting and promoting student success.

MCC has demonstrated that it articulates the mission and mission statements publicly, in flyers, publications and mission documents, such as the college catalog, that are included on the college website. Personnel shared that there are also billboards in the community and the team noted signs pointing the way to the college. The team found, though, that there were very few permanent displays of the mission on walls of the college. It would benefit the college to have the mission and related statements on permanent display at the entrance and throughout the institution to serve as a reminder of purpose and importance.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Mohave Community College's (MCC) mission demonstrates commitment to the public good, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

MCC's mission statement, vision and strategic objectives make specific reference to the relationship between the college and the community. MCC provides educational opportunities, health services and resources, and holds events that promote community engagement. The HLC visiting team found that an outstanding strength of the college is its connection with the surrounding community, which is evident at the Kingman campus, Bullhead City and Lake Havasu City (locations visited by the team).

MCC develops programs in response to community need. Recently added programs include the Associate of Applied Science Degrees in Entrepreneurship and Organizational Management and the Organizational Management certificate, which were established in response to employer feedback. Furthermore, in response to a shortage of teachers in the county, MCC developed an alternative elementary licensure program, that fast tracks licensure in the county and the state. The visiting team learned about the formal process for identifying need and feasibility through focus groups with external and internal constituencies, securing partnerships and economic support, planning and budgeting, and navigating through formal channels for approval and development of new programs that serve the community. The new Welding program, which is rapidly expanding, was used as an example during several sessions.

In the Strategic Visions Outcomes report (2022), the college notes that it "offers degrees and/or certificate programs that train workers for 72 percent (18 of 25) of the highest-demand occupations in Mohave County." The college offers a broad range of non-credit educational programs, provided through the Workforce and Regional Partnerships Division. The five areas of focus are: Community Education, Career Training and Professional Development, Corporate Training and Business Development, Small Business Development Center, Regional Partnerships. Career Training includes

occupational programs, such as Manufacturing, Construction Trades, Transportation, Information Technology, Health Professions, Business & Finance, and Hospitality & Tourism, preparing students to work in the community. The decision to offer a non-credit welding certificate was made in response to community and industrial need.

Partnering with Mohave Health Coalition, MCC hosted the First Annual Family Health Fair in 2022, held at the Bullhead City location. Through this event, community members were able to take advantage of health resources, tutorials and demonstrations. Furthermore, MCC staff participate in professional organizations through the Small Business Development Center, helping to enhance MCC's connection to the community. The college encourages staff to support local organizations through its MCC Cares program that is geared toward meeting community needs. Additional events and opportunities demonstrate that the college supports the community it serves.

In 2021, a new division was created through the establishment of the Vice President of Student and Community Engagement and Dean of Student and Community Engagement position. On the webpage entitled "Mohave Community College: Respect, Support and Acceptance" the college notes that the new dean position serves as a "conduit" to community leaders who can help promote action and find solutions for students.

In support of the mission and mission-related statements, the new division was established to ensure student engagement, success and "empowerment." This new division provides a connection with the community and fosters partnerships with constituencies within the community, including business, industry, government, and K-12 leaders.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

Mohave Community College (MCC) provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

Through its course offerings, cocurricular activities, Diversity and Equity and Inclusion (DEI) initiative, partnerships and outreach, MCC ensures that its students experience and are prepared for civic engagement in a diverse, multicultural society and globally connected world. The main campus in Kingman and other locations have adapted their culture to the diverse communities they serve. Kingman and Bullhead City, for example, are focused on providing educational opportunities that are geared toward meeting the needs of an underserved community. Their community events and programs are also designed to meet the needs of this populations. The location in Colorado City (North Mohave Campus) serves a significant population of religious fundamentalists. As such, the campus educational offerings focus on health care programs in order to best serve a community that needs expertise in the fields in order to better provide for themselves. Additionally, the team heard about programs, such as Give Kids a Smile Day hosted by the College's Dental Hygiene program at the Bullhead City location. This event provides free dental services to children throughout Mohave County without dental insurance. Furthermore, MCC partners with Arizona@Work to offer student and community opportunities, focusing on the local workforce.

Course Learning Outcomes are mapped to general education outcomes, that are designed to build skills and prepare students for a diverse and global society. There are four guiding principles that fall under the general education philosophy for cocurricular activities and efforts. Clubs and organizations that are tied to the cocurricular principles promote "human diversity and active citizenship." Students engage with the community by participating in community events and service opportunities.

The Diversity, Equity and Inclusion (DEI) strategic plan was in draft form at the time of the HLC

visit. College personnel shared that the development of the initiative was guided by an outside consultant firm (Schabel Solutions) in collaboration with a broad range of MCC stakeholders. This initiative began in May 2021 and, according to evidence provided in the Assurance Argument, went through various stages of development, including the adoption of strategic goals in November 2022.

The DEI statement is included on syllabi (although some syllabi reviewed included a previous statement). Seven strategic goals, objectives and 5 years of Prioritized Activations Steps are embedded in the plan and align with the DEI statement.

The Board of Governors members articulated commitment to the initiative and explained their involvement in its development. One board member noted that the DEI initiative is "critical for the times." It was also noted by the board members that while racism exists in the surrounding area (Kingman), the board has not received complaints about racism at the college. Students also confirmed that they did not encounter or witness any discrimination while at MCC.

MCC is forging relationships with tribal communities and reservations by providing opportunities for the population in its region. The college has supported clubs that focus on DEI (including 2 new ones in Fall 2022 that focus on LGBTQ+ and Students of Color). The college also makes accommodations for students with disabilities on a case-by-case basis.

The full-time faculty shared with the visiting team that they appreciate the fact that MCC administrators "are not afraid to have the difficult conversations" surrounding the DEI initiative and that when there is push-back from the community, the administration stands its ground. The faculty shared one example of how the college demonstrates sensitivity and support for diverse populations, explaining that the title of a course was changed from "History of American Indians" to "History of Indigenous Americans."

The graduate survey asks prior students to reflect on whether their experience at MCC improved their appreciation for cultural differences. Survey results between 2017-2022 indicate that most students experienced either "much improvement" or "moderate improvement." The Employee Engagement Survey also includes a statement regarding employees' perceptions of the "relationships between employees in the workplace, including trust, respect, care, and diversity among colleagues." The 2021-2022 results indicated that employees were in agreement with the statement.

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Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

MCC's mission is clear and articulated publicly; it guides the institution's operations, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

As previously mentioned in Criterion 1, the Strategic Plan (2020-2026) and its embedded mission and mission-related statements guide all operations at the college. The college has demonstrated that it has embraced the new mission with its attention to improving (by upgrading and replacing) systems and operations in order to best serve students and other stakeholders.

The DEI initiative is an improvement measure that is supported by the administration, staff, faculty, students, board members and other stakeholders. The college is planning to align this initiative with MCC's status as a Hispanic Serving Institution (HSI) in the future. It is clear that MCC personnel maintain a broad understanding of diversity and endorse policies that ensure equal treatment of all stakeholder groups.

The mission and related statements are clearly focused on community engagement and are articulated publicly on the MCC website, in promotional material, and on bulletin boards at the college. The mission is meaningful and important to stakeholders; as such, the visiting team recommends that the college find a way to permanently display its message on the walls of the institution.

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.

Rating

Met

Rationale

Mohave Community College (MCC) establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

MCC recently revised its strategic plan and mission, vision, values and student experience statements. Strategic Planning committee minutes reflect active engagement of various campus constituents. Campus meetings with the HLC visiting team also provided evidence that all constituents were able to provide input through multiple avenues.

It should be noted that there was not much interaction between the visiting team and employees who work specifically at the North Mohave Campus in Colorado City, AZ. The team observed that much of the interaction with other campuses and the North Campus, including student services, is often done online/virtually due to the distance between locations. The visiting team encourages MCC to be mindful about prioritizing equal services and communication with the North Mohave Campus.

MCC has a well-defined Policy and Procedure manual (PPM) that is reviewed and updated every three years.

A number of committees ensure there is systematic checks and balances for institutional effectiveness and compliance. Campus interviews with employees verified processes and procedures are adhered to by various committees. Interviews with students confirmed they have an understanding of ethical behavior and academic integrity and that relevant training is provided by the college for students wishing to participate.

The Assurance Argument noted that all financial operations are conducted according to guidance

from Generally Accepted Accounting Principles (GAAP) and the Governmental Accounting Standards Boards (GASB). The Business Services department has been awarded the Certificate of Achievement for Excellence in Financial Reporting since 2011.

Employees have procedures in place to improve practices such as an update to the PCard manual. They also have appropriate policies and procedures that reflect best practices regarding integrity for financial and business services, student financial aid, and the student grievance policy. Through a review of the grievance log, the visiting team was able to determine that the college adheres to the grievance process as described in mission documents.

The college has several resources for training, communication and internal controls to promote the integrity and ethical behavior of its constituents, including the employee handbook and annual employee training. The board receives ethical guidance from the Arizona Association of Community College Trustees, legal guidelines are provided by Arizona Revised Statues and board by-laws. There are clearly defined board administrative duty outlines and a conflict-of-interest policy. Team discussions with board members highlighted their knowledge base, level of engagement and unwavering commitment to operating with integrity. MCC also has a foundation that is a non-profit organization and provides financial support for MCC. The Mohave Community College Foundation maintains its own performance-based strategic plan.

The MCC webpage, academic catalog and student handbook reflect a commitment to integrity in relation to fair and ethical policies and procedures. The employee handbook has a policy with the expectation that "employees model ethical behavior in their daily work and maintain high standards in their working relationships."

Consumer information is prominently placed on the MCC website. MCC also has an Institutional Review Board (IRB) with information on the website and a well-developed IRB handbook. The MCC IRB log indicates that activity is limited to faculty use at this time.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Mohave Community College (MCC) presents itself clearly and completely to its students and to the public, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

The MCC webpage, employee handbook, academic catalog and student handbook provide clear and complete information about the institution. The MCC public webpage serves as a central information resource that is used by many constituents of the college community. In 2022, a new Website Content Manager position was created. The net price calculator on the website appears to be archived and referenced the 2016-2017 year. This should be updated as it is a DOE requirement.

Accreditation affiliations are clearly articulated for all specialized accredited programs and HLC. To ensure transparency in fiscal obligations, the college administration publicly posts fiduciary reports for public review on the Trustees Resource page. Team meetings with various constituencies on campus reflect good transparency of fiscal operations. Board and Campus Advisory Council members articulated an understanding of the institution and spoke highly of MCC's increased reputation in recent years.

Evidence from a SCAN report, Student Experience survey, and Employment Engagement Survey show contributions MCC is making to the educational experience through research, community engagement, experiential learning and economic development. Team visits with students on campus indicated that students generally have a positive perception of MCC.

MCC administered the Community College Survey of Student Engagement (CCSSE) in 2022. The college rated above average in active and collaborative learning as well as student-faculty interaction. Survey results have prompted discussion about how to improve identified areas of concern, such as support for learners. Some students, while meeting with the visiting team, articulated that there is a need for more tutoring and quicker response to academic advising as mentioned in Criterion 1 of this report. It was also noted and acknowledged by MCC employees that there is no Career Services for students.

MCC has excellent community engagement as reported by the Campus Advisory Council members attending meetings with the HLC visiting team. Campus advisory councils provide an opportunity for representative members of each community to meet with MCC campus leadership and share advice, general recommendations and information, as well as receive updates and information from the campuses. There are community advisory councils for each of the four campuses.

An example of another community engagement initiative is the recent Hualapai Tribe partnership with MCC's Workforce Development and Regional Partnership Development Division and Small Business Development Center to develop a business incubator located on the reservation in Peach Springs, Arizona. The Assurance Argument noted, "In 2021 the MCC SBDC served more than 250 clients, created 69 new jobs and helped retain 30 existing jobs. They helped raise more than $5.9 million in new capital for new business startups and business expansions, assisted clients in starting 40 new businesses, and helped increase business revenues by more than $1.7 million." A 2020 report on Economic Impact Analysis showed that MCC added $214 in income to the county's economy and supported over 4,000 jobs. The team toured the SBDC during the campus visit. It is noted that the center provides community meeting rooms and space for community activities and reflects good practice in community collaboration and engagement in the Kingman, AZ area.

MCC has several councils and committees that meet regularly to ensure that there is effective communication among all employees, students, and community members regarding a myriad of topics. These include three advisory committees - Executive Advisory Council, Campus Advisory Council and Campus Communication Council that report directly to the President. Team meetings with the campus advisory council members indicated that the public has an excellent perception of MCC. Formal committee minutes are published online for public and institutional dissemination and archived annually by the Office of the President.

Other communication includes Big Horn Roundup sessions for staff, Mohave Wire, a written press release site, and Mohave Minute, a monthly newscast video of institutional updates. Regroup, a mass notification system, is also used to provide clear and concise information to students, faculty, and staff regarding emergency situations and other general announcements.

The chief financial officer annually hosts information sessions on budget process and tax levy as confirmed during the campus visit.

Tuition and fee charges for all classes, supplemental, and auxiliary functions are transparent and accessible to all students and community members.

As mentioned in Criterion 1, in Fall 2022, MCC began utilizing a secured Enterprise Resource Planning (ERP) system that centralizes student and employee information. The college also transitioned to a new LMS system, Canvas. Students reported they preferred Canvas to Schoology (previously used) during the on-campus visit.

MCC actively engages with students and the public through multiple social media platforms including Facebook, Instagram, Twitter, LinkedIn, TikTok, and YouTube.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Rationale

At Mohave Community College the governing board is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

As a political subdivision of the state of Arizona, the Mohave County Community College District Governing Board (MCCCDGB) consists of five elected officials who represent their respective precincts for six-year terms. The authority and responsibilities of the Governing Board are established by Arizona Revised Statutes (ARS) and enforced by college policies and procedures. Regulations, such as the board's general and administrative powers and duties, clearly define its responsibility to adopt college policies and practices that preserve or enhance the integrity of the institution. Bylaws, non-conflicted loyalty and conflict-of-interest policies further ensure ethical and professional conduct. Five women serve on the MCC Board and reflect the ethnic diversity of the area served by MCC. During a meeting with the board, the visiting team determined that members are very knowledgeable, engaged and committed to enhancing and preserving the institution. They were also very vocal about supporting DEI efforts, as mentioned in Criterion 1.

At least once a year, the MCCCDGB participates in a workshop that includes budget training. The HLC visiting team learned about the different types of training that the board members engage in while on campus. A newer board member noted that there are monthly orientation trainings, set up by the President, to meet with various departments around the college. A Trustee Resource page is maintained on the MCC webpage and open to internal and external constituents.

The MCCCDGB holds monthly meetings, including opportunities for both internal and external

constituents to bring forward items of reasonable and relevant interest to the board. The board rotates its meeting location to provide local residents and college employees the opportunity to attend in person. Review of monthly agenda items and meeting minutes reflect continuous transparency and communication as well as control of budgeting approvals and financial operation. The board's standing agenda includes reports from the faculty council, staff council, President's office, strategic planning, instruction, enrollment, student and community engagement, financial services, and human resources. The HLC visiting team found the board meets its legal and fiduciary responsibilities.

The President's job description delegates day-to-day management of the college to the institution's administration. The HLC visiting team confirmed during a meeting with board members and through a review of meeting minutes that the board conducts an annual evaluation of the President. The President is the only employee authorized to accept gifts in the name of the college. They are also registered with the Arizona Secretary of State as the Designated Public Lobbyist. The 2022 charge of the President's Cabinet maintains that it serves as the leadership team, providing the Chief Executive Officer with recommendations and guidance on college issues. Faculty oversee most academic matters and have an appropriate level of shared governance. However, the team confirmed while on campus that the Curriculum Committee does not approve or deny curricular changes brought to the committee prior to moving them on for administrative review. The team strongly suggests that faculty have the authority to approve or deny curricular changes before the administration makes final decisions. A strong example of shared governance, noted by the team, was that a faculty member served as the co-chair of the Strategic Planning Committee.

MCC has an independent foundation whose "sole purpose... shall be to promote the growth, development, and strength of Mohave Community College and its students, faculty, staff, and programs." The MCC Foundation is a non-profit, tax-exempt 501(c)(3) charitable organization. The foundation's Board of Directors are members of the community who believe in the mission of MCC and guide the foundation's activities and investments. Each campus has a foundation chapter. The HLC visiting team did note that of the directors listed on the webpage, four of the nine positions are open including secretary and chair. The visiting team also noted that there appears to be inconsistent engagement and offerings by different campus chapters. As such, the team suggests a focused project or signature event on each campus that may help bolster the less active chapters.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Mohave Community College (MCC) demonstrates commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

MCC has well developed policies on Freedom of Expression, Academic Freedom, Anti-Discrimination, and Anti-Retaliation. These policies can be found in the catalog, student handbook, student code of conduct, new student orientation as well as online.

After a new bill was signed into law in 2018, the college administration revised the freedom of expression policy. The revision allowed the college to reaffirm its commitment to freedom of expression and address the need to promote the discovery of knowledge and open dialogue. The college administration also established a process for convening the Freedom of Expression Committee as a part of the Policy and Procedures Committee.

Academic freedom is evident through the support of faculty's right to determine their pedagogical practices, classroom procedures, instructional design, student assessments, and curriculum development, as confirmed by the team while on campus.

Students are able to appeal grades through the grade grievance process and an academic integrity policy is noted on course syllabi. Students acknowledged their awareness of the policies and processes during the campus visit.

The MCC Values statement includes Create the Future, Engage Fearlessly, Build Together, and Live Authentically. Their definitions include "cultivating curiosity in their students, engineering new ideas, fostering a caring environment, seeking input and ensure every voice is heard, work toward a common vision, and communicate with utmost respect." The visiting team confirmed while on campus that values are known to employees and cited during meetings with various constituents.

MCC collects $1 per credit hour for general courses as student activity fees to be used to "support and facilitate the expression and activities of campus students." These funds are allocated based on campus enrollment and held in custody by the college in separate campus Student Activity Council (SAC) accounts. The campus visit confirmed students have control over these funds and funds rollover from year to year.

The college administration released a public statement reinforcing the priority to "provide a social

and educational environment free of harassment that encourages diversity in points of view to enhance the quality of the educational experience" following the national unrest in June 2020.

Per college policies, MCC does not endorse any religious or political organization, candidate, philosophical belief or position on students, staff, and faculty. Although the college does not endorse a political or religious position, it welcomes all members of the community to engage in college or community events and has a policy on campus demonstrations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

 MCC's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

 As mentioned in 2.A, MCC has an Institutional Review Board with information on the college website and a well-developed IRB handbook. The IRB is federally approved by the Office for Human Research Protections (OHRP).

There is a student honor policy outlined in the Student Code of Conduct in the student handbook. Faculty and staff are expected to fully support the honor policy as outlined in the employee standards of professional conduct and the faculty handbook.

The student honor policy addresses academic integrity. Minutes of the Academic Standards Committee include discussion and suggested improvements to the student honor code. The academic integrity policy was last updated in June 2022. Discussion with students during the team's visit reflected their understanding of the student honor code and processes.

The library holds virtual research workshops to review citation and proper research and writing. The MCC website advertises a number of offerings provided in recent years. MCC also has a copyright policy. Faculty support academic integrity by using measures including proctoring, anti-plagiarism software (Turnitin,com) and secure testing software (Respondus). There is also additional assistance for students online through the TutorMe tutoring platform and in-person through the student success center.

Visits to the libraries on three of the campuses and discussion with the reference librarians during the visit reflected a focus on providing a variety of services for students, including tutoring and writing help, resume and cover letter assistance, research methods information, copyright information, and

opportunities to borrow technology equipment. The library also offers faculty services and a physical book collection, computer access for students and community members, course reserve textbooks for students, database and eBook access, reference, research and citation assistance and virtual chat assistance. Students can also utilize interlibrary loan and intercampus loan services.

All course syllabi include references to academic integrity. Sample syllabi, provided by the college, included reference to the student handbook policies, such as the academic integrity and plagiarism policy as well as the copyright compliance and the grievance process.

There is also mandatory cybersecurity training for all employees and it is also offered to students on a voluntary basis.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

MCC acts with integrity and its conduct is ethical and responsible as determined by the HLC visiting team during the visit and in review of the Assurance Argument.

MCC shows evidence of establishing and following polices and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff. MCC presents itself clearly and completely to students and the public. The new Strategic Plan (2020-2026) includes revised mission, vision, values and student experience statements. The HLC visiting team commends MCC on its strong strategic planning development and encourages MCC to utilize metrics for tracking the plan's progress, annually. Careful tracking will ensure continuous improvement.

MCC has a foundation that is a non-profit organization which provides financial support for MCC. The Mohave Community College Foundation maintains its own performance-based strategic plan. The team found that while some campus chapters of the foundation are active and engaged, others are not performing at the same level.

Board members and the Campus Advisory Council noted a good understanding of the institution, and all spoke highly of MCC's increased reputation in recent years.

MCC shows evidence that 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. During the meeting with the board, the team determined that members are knowledgeable, engaged, committed and supportive of the DEI initiative. The board delegates day-to-day management of the institution to the President, who is evaluated on an annual basis. The team found that the board and employees were very happy with the President's leadership thus far in his tenure. Faculty shared that they generally oversee academic matters and are part of shared governance, but that it may be beneficial to provide faculty decision-making opportunities with regard to the curriculum. The team recommends that faculty approve or deny curricular change and other related matters before submission to the administration for final approval. Overall, employees and board members were enthusiastic and positive about MCC and its current endeavors. The team commends the excellent morale found while conducting the campus visit.

It should be noted that there was not much interaction or engagement between the team and employees who work specifically at the North Mohave Campus. The team noted that much of the interaction with other campuses and the North Mohave Campus, including student services, is often done online/virtually due to the distance between the campuses. The team encourages MCC to be mindful about prioritizing and providing equal services to the North Campus.

MCC shows evidence of commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning. MCC Values statements promote integrity, and ethical and responsible behavior.

MCC shows evidence that the institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students. There is a student honor policy outlined in the Student Code of Conduct in the student handbook. All course syllabi include reference to academic integrity. There is a college library on three of the campuses with digital access to the library on the fourth. Visits to three of the campus libraries provided evidence of strong library services for reference, research and citation assistance.

The HLC visiting team commends MCC on a strong campus culture of integrity. The team also notes a very committed board and an equally committed College Advisory Council.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Rating

Met

Rationale

The rigor of MCC's academic offerings is appropriate to higher education, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

MCC awards certificates and degrees at the associates level. Appropriate rigor is maintained through review processes conducted by faculty, administrators, the curriculum committee, and specialized accrediting agencies where appropriate. Evidence demonstrates that programs in Dental Hygeine, Registered Nursing, Paramedics, Physical Therapy Assisting, Radiologic Technology, Substance Abuse Counseling, and Surgical Technology are all in good standing with the appropriate accrediting bodies.

The Arizona Transfer System identifies how classes transfer between public post-secondary institutions in Arizona. The AZTransfer Steering Committee reviews classes and establishes appropriate transfer equivalencies. This process provides evidence that MCC classes are offered at an appropriate level and fulfill college requirements not only at MCC but at 4 year institutions in the state. Equivalencies are determined through the work of the Articulation Task Force which includes faculty from all public colleges in Arizona. The ATF examines curriculum and determines transfer equivalencies between classes. MCC faculty serve on the ATF and described their active participation during meetings with the visiting team.

MCC requires all faculty to use approved course packages and standardized syllabi regardless of delivery modality, course length, or location. Course syllabi examined by the visiting team provided evidence that course outcomes, assessments, and college information is consistent across all class

sections. Lead faculty and appropriate administrators review class syllabi to ensure consistency is maintained.

MCC has mechanisms in place to communicate expectations for rigor to faculty and to ensure rigor is maintained. All faculty have access to the Center for Teaching and Learning which offers instructional resources and workshops to improve teaching. Full-time and part-time faculty must meet the same hiring qualifications, and the institution has effective faculty evaluation procedures in place.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Rationale

MCC offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

MCC has identified 6 general education outcomes as a part of their General Education Philosophy. Program outcomes at MCC are mapped to the 6 general education outcomes. These outcomes are appropriate to the mission of the college and guide the development of classes which are transferrable through AZTransfer. Evidence provided in curriculum documents indicates how course level outcomes are aligned with the 6 general education outcomes.

MCC's general education imparts broad knowledge and builds skills in students which college educated people should possess. The general education requirements are based on a framework of established principles as evidenced by transferability to public universities in the state. Additionally, any student who completes the Arizona General Education Curriculum and meets gpa guidelines will be admitted to any public university in Arizona.

MCC has developed a comprehensive DEI Strategic Plan. One of the DEI strategic goals is, "Build and promote inclusive and equitable access to successful educational outcomes and overall college experiences for all MCC students." One strategy is to include in every course syllabus at MCC a diversity statement which demonstrates the college's commitment to diversity and celebrates the

differences between people as a source of learning and opportunity. Examination of several sample syllabi confirmed the inclusion of the diversity statement.

MCC faculty displayed a high level of commitment and enthusiasm to ensuring students engaged in the subject matter they teach and are prepared for future learning and work. The faculty do extensive assessment of course level learning outcomes and use the information they find to improve courses so students are better prepared to succeed. MCC is developing new methods for program level assessment. It is clear from meetings with the visiting team that faculty are engaged with the process and will work with academic administrators to develop program outcome assessments that are meaningful and lead to improvements in the academic offerings of the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The institution has the faculty and staff needed for effective, high-quality programs and student services, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

MCC utilizes a variety of strategies in an attempt to ensure the composition of its employee base is diverse and reflective of the communities it serves. Evidence shows that open positions are posted on a variety of websites and that, where available, efforts are made to promote openings in diversity related avenues, such as the diversity and inclusion email list associated with Higher Ed Jobs. "Grow and maintain a diverse, inclusive and equitable workforce," is a stated goal in the DEI Strategic Plan and action steps have been developed to continue working toward this goal.

MCC maintains adequate numbers of full-time faculty and staff to support the functions of the college. There are adequate full-time faculty across general education and workforce development units of the college. The full-time faculty serve in leadership roles of the curriculum committee, academic standards committee, and assessment structures at the college. Faculty lead the process of curriculum development and revision and coordinate program reviews for academic programs at the college. Evidence from minutes of Curriculum committee meetings and Academic Standards meetings, and from course assessment reports demonstrate active faculty participation in these

college functions.

Evidence from Curriculum committee minutes and discussions with faculty and academic administrators indicates that the Curriculum committee does not formally vote on curriculum proposals. The committee engages faculty proposing curriculum in a process of revisions and edits until the committee is satisfied the proposal meets the needs of the college, the community, and students. Then the committee forwards curriculum proposals to the President's Council for approval. It may be valuable for the Curriculum committee to formalize procedures and hold votes to approve or recommend approval to the President's Council thereby creating a clear trail of evidence that proposed curricular changes have been validated and are ready for final approval.

Evidence from meetings with faculty and administrators indicated that there are a small number of dual credit faculty who remain on education plans to completely meet faculty qualification guidelines. Associate Deans work with these faculty to monitor progress toward completion of the plans. The visiting team examined transcripts and plans while on campus, as part of the federal compliance review, and they demonstrated the progress of faculty toward completion of required graduate hours. MCC must continue to carefully monitor dual credit faculty progress towards being fully qualified to teach college level courses and ensure completion by the Sept 1, 2025 deadline for those faculty to continue teaching dual credit courses for the college.

Faculty are regularly evaluated. Performance reviews for faculty consist of four components: 1) professional development and service activities, 2) classroom observations, 3) student evaluations, and 4) self-evaluation. During meetings with the visiting team faculty confirmed the evaluation process and indicated that it provides constructive feedback in a collegial manner which supports the development of good instructors.

Full-time faculty are required to complete a minimum of 20 hours of professional development a year, including in-house professional development activities, conferences; earning and maintaining professional certifications, credentials, and licenses; and continuing education. Part-time faculty are encouraged to participate in professional development activities as well and MCC provides a stipend to promote engagement in these activities. Part-time faculty who met with the visiting team had received invitations to participate in workshops, trainings, and college hosted professional development activities. They expressed satisfaction with the support and training received during the recent LMS transition from Schoology to Canvas.

Faculty provide formal office hour times in syllabi. Students can access these hours both in person and virtually. Faculty also serve as advisors for student organizations and clubs which provides additional student-teacher interactions in an educationally focused environment. In meetings with the visiting team it was apparent faculty are accessible to students through multiple avenues including face-to-face meetings and virtually via Zoom.

MCC staff demonstrate competence and a commitment to student centered services. College staff discussed in meetings with the visiting team that as MCC implements a new ERP, the removal of barriers is a guiding principle for the development of new procedures for student application, admission, and enrollment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Met

Rationale

The institution provides support for student learning and resources for effective teaching, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

MCC provides a broad range of services to support student learning and student's needs outside of the classroom. These include the services of academic advisors, financial aid support coordinators, veterans services, counseling services, testing and placement services, and student accommodation services. As evidenced during the team visit, these services are easily accessible and visible to students.

Academic support on each campus includes library services with physical libraries and a robust catalog of digital databases for students to access academic sources to support coursework. Physical collections are available at the three southern campuses and digital access is available at all four campuses. The library's services also include laptop computer check-outs and course textbook reserves. Library staff are present to support students, and open hours are sufficient to ensure student access to materials they may need.

MCC has designated Student Success Centers at three of its campuses and remote access for the North Mohave Campus students. This creates a one stop shop for academic support services. Services provided include life coaching, tutoring, academic support, study skills, life skills, and assistance with making connections across departments. Student Success Center staff are connected to faculty and work cooperatively and proactively to identify students who may be in need of academic support to encourage those students to utilize their services.

MCC established the Center for Teaching and Learning in 2021 to support faculty by providing instructional resources and to provide professional development opportunities that focus on enhancing student engagement and accessibility through effective instructional design and

development. Discussions with faculty during the team visit suggest faculty are engaged and utilize the resources provided by the Center for Teaching and Learning.

Students and Faculty are provided resources and infrastructure to adequately support effective teaching and learning. Each campus has dedicated labs for science classes. Health Sciences programs and Career and Technical programs have been provided with learning spaces appropriate for the success of students pursuing credentials in those areas. Specialized accreditations in all of those programs provide evidence that external agencies have reviewed facilities and determined them to be appropriate for teaching and learning in those fields of study. During a tour of facilities, the visiting team was able to observe modern educational infrastructure and campus spaces conducive for student learning.

MCC has decided to make several major changes of institutional technology platforms in the past year. One major change was changing the Learning Management System from Schoology to Canvas. In making the decision to change to a new LMS students were included in the decision-making process to ensure a new system would best support student learning needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The institution provides quality education, wherever and however its offerings are delivered, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

Mohave Community College demonstrates a clear commitment to providing a quality education. The college offers classes and programs, including face-to-face classes at all four campuses in Mohave County, AZ. Classes are offered in a variety of length formats to meet student needs. The college offers high quality online courses and remote synchronous learning opportunities via Zoom.

MCC faculty, staff, and administrators are actively engaged in providing opportunities to the students. There is a strong sense of cooperation and employee groups work well together to achieve common goals. Overall, the visiting team observed campus culture to be positive and this culture promotes a student-centered approach to learning.

MCC has implemented a number of technology and systems upgrades over the past few years. The primary focus in all of these changes is on improving college services to enhance the learning experience for students. Where appropriate, MCC included students in the decision- making process and integrates student input as those decisions are made.

It is clear that quality education is a guiding principle for MCC. In documents provided as evidence and in meetings with faculty it was clearly demonstrated that the college does extensive evaluation of programs and assesses student learning at the course level. The college will want to leverage that commitment to self-reflection to build stronger program level assessments of student learning as part of future improvement.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Rating

Met

Rationale

The institution ensures the quality of its educational offerings, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

In 2021, MCC personnel identified a need to develop a new program review process that aligned with the new college strategic plan and would also include resource allocation analysis and requests. This redevelopment process was verified in onsite meetings. The result was an established program review process with an established schedule to ensure all programs are reviewed every three years. A comprehensive program review template serves as the guide for completion and analysis of data. Evidence was shared indicating all programs are on an established 3-year cycle. The upcoming

academic year will provide the first cohort to complete the full cycle of Plan, Assess, and Final Review.

Examples from the first cohort were reviewed by the review team. Of the samples provided by the institution, there were several reports containing data that were 4 or more years old, had missing entries in the program review template, and contained only course level data instead of program level data and analysis. Faculty indicated involvement in the program review process.

MCC has processes for determining credit in the following areas: Credit for Prior Learning (CPL), College-Level Examination Program (CLEP), formal military education, high school Advanced Placement (AP), and International Baccalaureate (IB). Policy 4.050 was provided as evidence of the procedure.

A new process to evaluate CPL will be rolled out in fall 2023. Current processes were discussed onsite and verified through documents provided during the campus visit. Sample student portfolios were reviewed by the visiting team and certification crosswalks were verified. It was confirmed during meetings that faculty approve all student portfolios for credit and faculty also develop and approve all certification crosswalks. Several credit for prior learning checklists and/or rubric examples were provided for welding and culinary.

MCC has received specialized accreditation for several of its academic programs. This provides an additional level of oversight and continuous improvement for the individual program. Specialized accreditations are available to the public on the program website.

MCC has several mechanisms in place to ensure the quality of transfer credits. The State of Arizona has course equivalencies in place that guide MCC in transfer credits within the state. Additionally, general education is transfer-friendly within the state due to the AGEC as described in the Assurance Argument.

The college annually surveys graduates to determine the following information: future plans after graduating from MCC, satisfaction with various student support services, satisfaction with academic preparation for the workplace, and the self-reported improvement of general education competencies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met With Concerns

Rationale

While MCC engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students, the HLC visiting team had concerns during and subsequent to the on-campus visit and review of the Assurance Argument.

Assessment at MCC has undergone several changes over the past few years. There has been progress towards formalizing program level assessment and college-wide reporting of assessment data for continuous improvement, but it was acknowledged onsite that the college is still progressing towards this model.

As indicated in onsite meetings, the new Director of Assessment will join the college in May 2023 after the previous director left the position in January. The previous Director of Assessment, who has taken on a new role with MCC, discussed the college had been engaged in discussions to reach consensus in defining what a program "is" as well as gathering CAR reports and then meeting with Associate Deans to discuss with a primary focus on the achievement of Gen Ed competencies within the courses.

Additionally, the college's participation in HLC's Assessment Academy (2014) focused on developing and implementing a Writing Across the Curriculum (WAC) program. As discussed by faculty during onsite meetings, the WAC program has been discontinued because the college found process concerns with maintaining it. Other initiatives from the Assessment Academy, such as the development of PLOs and CLOs for all programs and regular cycle of assessment are still in place.

The college provided evidence of program level outcomes, curriculum mapping of program courses to PLOs and assessment data at the course level. Currently, all programs complete a Course Assessment Report (CAR) which only captures course level data and the achievement of course level outcomes. Of the CARs reviewed by the site team, a majority of the assessments were quizzes and exams with minimal use of rubric based or skill level assessment tools.

It was confirmed that all academic programs have program level outcomes (PLO) that are mapped to specific courses within the program. These maps also indicate where PLOs will be introduced, reinforced, and assessed. However, the curriculum maps did not indicate what key assessment within a designated course would be used to measure the PLO. Additionally, the alignment of the CAR reports/data to program level assessment to ensure that program level outcomes are being achieved by students was lacking. For example, there was no evidence provided that a student graduating with an Associate of Arts in Administration of Justice had achieved the stated program level outcomes. There were also no established thresholds for the successful achievement of PLOs.

It should be noted that the CAR reports do indicate some improvements at the course-level based on review of data by faculty and administration.

Disaggregation of data to reflect the four locations of MCC as well as the diverse student populations represented at the college was not found by the visiting team after reviewing evidence and through meetings with faculty. Without this best practice, it is difficult for MCC to determine continuous improvement processes that align with specific locations or demographic groups. As discussed in other areas of the review team report, the four locations are diverse by student population as well as community needs.

The college has limited evidence of co-curricular assessment, but no evidence was provided to show how consistent this assessment is and if it is used for continuous improvement. The example provided: The Bighorn Student Leadership series at Mohave Community College (MCC) is a year-long leadership training and exploration for emerging and current student leaders, as well as students who want to develop leadership skills for life or work purposes. A 2022-2023 summary report with data was provided from a pre and post survey of participating students. The college stated in a summary report, "it is unwise to make too many assumptions based on the data collected due to nature of participation and the small number of participants." Continuous improvement identified by the college after data analysis included "for future series, it will be important to administer the Leadership Practices Inventory as a cohort, so all changes in behavior can be adequately reflected and tracked. In addition, cost per student could be reflected to properly assess financial sustainability."

There was no other evidence of assessment of co-curricular at the college. During an assessment and curriculum focused meeting with faculty and staff, the participants were not able to share a common definition of co-curricular activities. The HLC definition of co-curricular activity is commonly utilized by institutions to guide this process. The college needs to adopt a definition of co-curricular activity (or use the HLC definition) that would be used as a basis for developing a standardized co-curricular assessment plan focused on data analysis for continuous improvement.

One program, Nursing, has made strides towards a systematic data-driven assessment model. It was learned during onsite review that a position was added for Nursing to help faculty with data and also to combine and disseminate NCLEX pass data in a formal way for program improvement. The position was created to fill a gap identified by Nursing for enhanced assessment processes. Nursing program representatives shared positive feedback over the enhanced data focus and the position offering that has been expanded to include program assessment of all health sciences programs. This may serve as a model on how program level assessment across all college programs can be improved.

The college shared that in 2021 the Institutional Effectiveness Network (IEN) was established as part of the next steps in continuing to improve assessment. The IEN consists of five pillars each with a specific charge: Academic Program and Prioritization Process, Non-academic Programs and Services Review, Strategic Plan Key Performance Indicators, Academic Student Learning Outcomes, and Co-

curricular Student Learning Outcomes. This structure provides a way for the college to collect, analyze, and improve processes at the institutional level, but no evidence was provided for the site team to determine if this was occurring in a systematic, sustainable manner. The site team confirmed that there has been no college-wide assessment report generated to date.

As learned onsite, the review team verified that MCC has a Curriculum and Assessment committee in place. An assessment only focused committee would provide a formal way to improve program level assessment documentation and analysis as well as formalize the informal conversations that were often mentioned during onsite meetings. This committee could also facilitate the disaggregation of assessment data to enhance data-driven decision-making and continuous improvement processes around student learning. Meeting minutes should consistently document progress and that assessment is on-going.

Finally, MCC has some components in place, but should work towards an overarching and integrated plan for assessment (including program, course level, institutional level and general education, co-curricular), unlike the siloed attempts that are currently taking place.

Interim Monitoring (if applicable)

The HLC Peer Review Team recommends an interim monitoring report addressing concerns identified in Core Component 4.B. The team recommends that Mohave Community College submit this report by June 30, 2025. The report will provide details on progress made in the following areas:

The development and implementation of a formalized, cohesive, systematic and integrated planning process for academic and co-curricular assessment. It is also recommended that the college provides evidence that data collected and analyzed is used to make improvements.

This process should include details and evidence of the development of program level assessment practices. For example, MCC would provide evidence that it aligns data and information from CARS reports to the mapping of PLOs, utilizing a key assessment to ensure that students are achieving PLOs as they navigate through their academic program.

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.)

Rating

Met

Rationale

MCC pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

College goals for retention, persistence, and completion are well defined through the current college strategic plan. There are teams assigned for each of the strategic priorities with strategies two and three teams of the 2020-2026 Strategic Plan heavily focused on the retention, persistence, and completion rates at MCC. The college provided evidence of continuous monitoring of progress on these goals. The College Recruitment and Retention plan provides details on goals for retention, persistence, and completion as well as achievement of the determined metrics.

The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. The addition of student success coaches was a direct outcome of the analysis of these metrics. The college carefully monitors student success in courses, as tracked by Tableau Dashboards. During on-site meetings, the value of the IR provided Tableau reports was repeatedly emphasized by faculty, staff and administration as key to informed data-driven decision-making. The Office of Institutional Research collects, analyzes, and disseminates internal and external data/information to respond to all the strategic information and analytical needs of MCC. Evidence was provided that the college uses the IR data to inform improvements in the strategic plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

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, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

As stated in each section of Criterion 4, the college has shown evidence of effective program review processes, evaluation of credit that it transcripts, maintenance of specialized accreditation, and processes to monitor retention, persistence and completion.

There is a recommendation for an Interim Report on Assessment as detailed in the rationale for Criteria 4.B.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

Through its administrative structures and collaborative processes, MCC's leadership demonstrates that it is effective and enables the institution to fulfill its mission, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

The visiting team found that there is a strong sense of administrative commitment and support for faculty, staff, and students. Employees shared that they are listened to and can communicate their personal opinions without fear of reprisal or other negative consequences. The college has a recently created strategic plan that serves as a guiding document for related initiatives and procedures. During meetings with stakeholders, the visiting team learned that the strategic plan is the driving force behind institutional growth and improvement. The development of new operational plans and procedures are aligned with and, in many cases, emanate from the strategic plan.

An effort has been made at Mohave Community College to be inclusive and collaborative across the campus. Students are given the opportunity to participate in activities that are designed to broaden their experience through group participation, such as the Student Activities Council, Strategic Planning Team, and others. Students also serve on the President's Cabinet and Executive Advisory Council, allowing them to contribute to the conversation that is relevant to their own experience at the college.

The visiting team found that there is an awareness of the mission, vision, and institutional strategic priorities, as demonstrated and articulated by internal and external constituents. Shared governance is evident, as mentioned in other parts of this report. Committee composition and structure is inclusive of appropriate stakeholders (i.e., staff and faculty), who explained that they have a voice at the college. On the other hand, the faculty articulated that they would enjoy more autonomy over curriculum decisions.

The use of institutional data to make impactful decisions is seen as necessary. This is demonstrated by the creation of the Data and Analytics Committee. Over time, this committee has evolved to become more involved in the decision-making process. Communication flow has been utilized by senior administration for an overall better understanding of the use of data in decision-making. The Director of IR spent a significant amount of time describing how data is used in making decisions. An example was how the institution's Institutional Research department effectively uses a ticket system in providing requested data in a timely manner for departments to use in making decisions.

The institution's administration ensures that faculty and staff are included in setting policy when appropriate. It was clear to the HLC visiting team that students were utilized in the creation of the strategic plan and the timeline for implementation. Furthermore, students were involved in testing the new LMS before it was implemented by the institution. Committee structure and composition, stakeholder contributions to creating new policy and processes (such as the DEI initiative), inviting both formal and informal input, demonstrates a commitment to ensuring transparency and collaboration at the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Rationale

MCC's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future, as verified by the HLC visiting team while on campus and through review of the Assurance Argument.

Mohave Community College has made an effort to ensure proper hiring practices. MCC recruitment, selection, and hiring policies have been established to ensure that qualified candidates are brought on board to meet the needs of the college and its stakeholders. Standardized on-boarding occurs with new employees regardless of the position that they are filling. New employees are made aware of the resources available to them and where to go when questions arise. In addition, a monthly newsletter is published to ensure that all faculty and staff are aware of current events. The HLC visiting team also learned that the IT department provides regular cyber security training to all personnel at the college. This training is required several times per year so that employees stay current on the prevention of cyber-attacks.

MCC requires 25 hours of professional development for staff. In addition to scheduled internal training, the college provides opportunities for staff to participate in numerous other professional development activities. For example, the college sends teams to the HLC Annual Conference each year. Several staff members spoke highly of The Bighorn Leadership Academy, which "provides a series of opportunities for employees in different college units to develop a more comprehensive awareness of college operations and to develop leadership skills." Staff members shared that this experience was helpful and gave them the motivation to progress on their career pathway. Furthermore, as mentioned in 3.A., the college has an effective process for evaluating faculty members.

Mohave Community College's mission and vision statements were updated with the design of the strategic plan during the 2019-2020 academic year. This process included feedback from community members, students, employees, and governing board members.

Beginning in 2020, a plan to reformat the budget process was instituted. This process has been incorporated into the 2020-2026 Strategic Plan. Budget Managers are expected to manage departmental accounts with assistance from the college's Business Office. MCC began transitioning to a new budgetary software in the 2021-2022 academic year called "College Finance." The visiting team learned, while on campus, that the previous administration had been overly fiscally conservative and had not used the resources that were available to the departments. Both the Business Office Manager and the VP of Administrative Services described the current process for personnel to request additional funds to meet the needs of individual departments. Contingency funds have been set aside for emergency use.

It was presented to the HLC visiting team that the college's salary structure had recently been adjusted. This was put in motion by the creation of the Employee Compensation Team and was associated with responses to the 2021-2022 Employee Engagement Survey. When asked during a staff session, it was expressed that increasing salaries had a large impact upon overall morale at the college. Again, the college employees saw that their voices were heard and adjustments were made.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Rating

Met With Concerns

Rationale

While MCC engages in systematic and integrated planning and improvement, the HLC visiting team had concerns during and subsequent to the on-campus visit and review of the Assurance Argument.

The strategic plan at Mohave Community College serves as the primary document in providing forward direction for the institution. Initiatives that align with the plan include Guided Pathways, Academic Master Plan, Recruitment and Retention Plan, and AZ Talent Pipeline Network.

Improved integration of planning processes was and continues to be an intended outcome of the institutional strategic plan, including assessment of student learning, evaluation of systems, operations, initiatives and budgeting. Key Performance Indicators have been identified through the creation of the strategic plan. An example of data linked to decision-making is based on Fall to Spring retention. From this data, introductory courses that impact retention rates are identified. A dashboard was created that assists in looking at students enrolled in specific courses.

The HLC visiting team had concerns about the limited evidence of a formal, documented plan to measure the effectiveness of systems, operations, initiatives and student learning. Furthermore, there was little evidence showing that the institution consistently links its process for assessment of student learning and evaluation of operations, planning, and budgeting.

MCC faculty analyze student learning data when completing the Curriculum and Assessment report. Departments meet to review the outcomes and discuss any changes needed in course competencies and/or student learning outcomes. However, concerns remain with regard to overall institutional assessment, including the assessment of co-curricular activity.

It would benefit the college (and demonstrate compliance) if mechanisms were in place to ensure that the multiple projects taking place are being evaluated by the institution. When asked about evaluation, plans for summative (year-end) efforts were mentioned by the administration, but formative evaluation (collecting input from involved stakeholders through a formal and frequent process) was not identified. It is important to collect and document this data, especially when so many new projects are being implemented at the same time. The frequent evaluation of processes for effectiveness will help the college to know whether it is best meeting the needs of the stakeholder. If this practice is frequent and on-going, the college will be able to collect trend data to compare results from different stages of development and implementation. It is clear that MCC is mindful of listening to informal feedback; however, collecting, analyzing and documenting information through a formal process will lead to data-driven improvement.

The HLC visiting team recommends the implementation of an all-encompassing, systematic, and documented approach to performing both formative and summative evaluation that leads to improvement for systems and processes.

A financial modeling tool is currently in development to allow senior personnel the ability to project changes in the financial environment. Major sources of income such as property taxes, tuition and fees, government grants, and state appropriations, are differentiated in part by the relative degree of local control. MCC has strong financial stability as evidenced by its its CFI rating and GASB rating.

Several groups that include the Staff Council, Executive Advisory Council, Campus Communication Council, and Student Activities Council work to make sure that multiple voices are included in making decisions. The College President sits as a nonvoting director on the MCC Foundation Board and meets on a regular basis with local leadership in carrying out the functions of the board.

Interim Monitoring (if applicable)

The HLC Peer Review team is recommending an Interim Monitoring Report that addresses concerns raised in Core Component 5 C. The team recommends that Mohave Community College embeds this report in the 2027 Mid-Cycle Assurance Argument. The report should provide:

Evidence of the implementation of an all-encompassing, systematic, integrated and documented approach to performing both formative and summative evaluation that leads to operational continuous improvement at the college.

Evidence that MCC is consistently linking its process for assessment of student learning and evaluation of operations, planning, and budgeting through formal processes.

The HLC visiting team recognizes that transformation involving the implementation of many new and upgraded systems, initiatives and procedures is mostly at an early stage of development (year 0, 1 or 2) and that this has been a positive experience for the college. In order to ensure that these changes continue to best serve stakeholders, it is important to also have a formal mechanism for evaluating and assessing effectiveness along the way.

5.S - Criterion 5 - Summary

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

Rationale

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities, as verified by the HLC visiting team while on campus and through a review of the Assurance Argument.

Mohave Community College has been successful in working with the area community. It was evident from the partners and Advisory Board representatives that the visiting team spoke with that they were supportive of the college's mission and believed that the institution was indeed meeting the Vision Statement of "Improving Lives, Improving Communities, and Bridging Possibility to Purpose and Prosperity." A goal has been set by the institution that all adults will have a certificate or post-secondary degree by the year 2030.

The current administration of the college has brought with them a sense of purpose with the creation and implementation of the strategic plan. This plan was mentioned throughout the team's visit as the guiding document with college personnel of all levels involved in its creation.

The use of institutional data to make impactful decisions is seen as important. This was evident with the creation of the Data and Analytics Committee. Senior administration understand the need for the use of current data in making decisions that will impact the institution as a whole.

Beginning in 2020, a plan to reformat the budget process was instituted. This process has been incorporated in the 2020-2026 Strategic Plan. Both the Business Office Manager and VP of Administration discussed the improved communication flow from the Budget Managers.

Concerns remain related to overall institutional evaluation of the effectiveness of new and upgraded initiatives, systems and operations (i.e., LMS, ERP, IEN, DEI). With multiple projects underway at one time, the visiting team has concerns about maintenance and management of these projects. Collecting data and making improvements based on that data with allow MCC to better gauge whether it continues to sufficiently and efficiently serve the needs of its stakeholders.

FC - Federal Compliance

Rating

Met

Federal Compliance Filing Form

- MohaveCC_Fed_Comp_Appendix_2023

Rationale

Federal Compliance Rationale

Instructions: When an evaluation that includes a Federal Compliance Review is released to the peer review team in the Assurance System, copy and paste the text below into the Rationale section of the Federal Compliance tab.

1. **ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The Mohave Community College (MCC) Credit Definition policy and procedure 2.020-A found in the Policy and Procedures Manual (pg. 53) outlines the course and program credit assignment procedures (https://www.mohave.edu/assets/2022/06/PP_Manual.pdf).

The college offers associate degree programs in the arts, sciences, and humanities leading to transfer to a four-year college or university and associate degrees and certificates in occupational and technical subjects.

MCC aligns with Arizona Board of Regents (ABOR) Policy on Credit Definition, maintaining that "an hour of work is the equivalent of 50 minutes of class time (often called a "contact hour") or 60 minutes of independent study work." The Policy was adopted in July 2008 and revised in November 2022.

Mohave Community College provided information and course syllabi for several programs:

- **PROGRAM COURSE PATHWAY for Programs:** *Education, A.A;* Social and Behavioral Science, AA; Business Administration, ABUS; *CHEMISTRY, AS; Computer Information Systems; Physical Therapist Assistant, AAS; CTE Organizational Management; Surgical*

Technology, AAS;
- **GUIDED PATHWAY for** *Programs: Life Science, AS; Associate of General Studies courses;*
- **CERTIFICATE COURSE PATHWAY for:** *Programs: Baking Certificate; Automotive Collision Bodywork Certificate; HVAC Installation Certificate*

For each program course pathway, the following information is being provided to students: student learning outcomes, schedule of courses by semester, number of credits required, required and elective courses.

Evidence: For example, Education, A.A. program is 60 credits; Social and Behavioral Science, AA program is 64 credits.

The sample syllabi provided for each program identify the modality, credit, faculty, SLO, expectation, grading system, course materials, course requirements and college policies. All syllabi follow the same format and have the same information independent of course modality (on-ground, online, hybrid). Syllabi also include the Diversity, Equity and Inclusion (DEI) statement and a reminder to "Never Share your Password."

Credit calculation: Total General Ed credits: 15; Total Program credits: 45-62; Total credits: 60-77. Clarification provided: Student must complete one or more CTE certificate that equals to 26 credits or more in order to achieve the AAS degree. Some certificates have duplicate courses, and those duplicates will count only once toward meeting the CTE credit requirement.

Evidence of credit calculation for PATHWAY TO NURSING (Catalog 2023-24) Gen Ed requirements: 35-40, Elective options 27, Total program: 62-67

Non-credit courses provide the same syllabi information as credit courses and similar academic requirements. Evidence: Assisted Living Care Giver Course - Non-Credit ALC 101 required that students must pass all chapter tests and final examinations with a score of 75% or greater to pass the course. The final exam may be taken a second time if a minimum of 75% is not achieved.

Tuition and fee charges for all classes, supplemental, and auxiliary functions are transparent and accessible to all students and community members.

In Fall 2022, MCC began utilizing a secured Enterprise Resource Planning (ERP) system which centralizes student and employee information.   The college also transitioned to a new LMS system, Canvas. The HLC visiting team learned, during an interview with students, that they prefer Canvas to Schoology, the LMS that was previously used at MCC. The team also found that the students who were interviewed were knowledgeable about the requirements for completing their respective programs.

2. INSTITUTIONAL MECHANISMS FOR HANDLING STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The Student Handbook is provided in the Catalog (link was provided for the 2022-2023 Catalog), it includes three parts:

1. Student Code of Conduct
2. Honor Code
3. Sexual Harassment and Sexual Misconduct

For example, 1. The Student Code of Conduct expectations includes information pertaining to how the code is being implemented, the procedures for reporting alleged Code of Conduct violations; information about the Student Conduct Hearing Board, the composition of the Hearing Board. The process used is clear and well-defined. (http://catalog.mohave.edu/content.php?catoid=64&navoid=20746#Student%20Code%20of%20Conduct%20Procedures)

The student handbook provides a list of definitions for each term used, i.e., complaint, disruptive behavior, hazing, etc. in appendix 1 of the Student Code of Conduct section.

The student handbook separates grade grievances from non-grade related grievances. The formal grievance process is clearly outlined for both types and includes links to appropriate documents that need to be submitted to start the process. In both cases, the student "MUST meet with the MCC faculty or staff member and, if applicable, the program director that is directly related to the situation."

The HLC visiting team confirmed, while on-site, that there have been 50 grade appeals between 2019-2023 and one non-grade grievance that was resolved in 2023. The Dean of Students and Community Engagement documents all relevant information, including resolutions.

3. **PUBLICATION OF TRANSFER POLICIES**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale: MCC is part of AZTransfer (transfer within Arizona academic institutions). The 2022 Annual Report provides information about the community colleges and universities who are part of the transfer network. Pg. 24-25 of the report provides information about number of transfers from MCC.

The list of transfer partners is on MCC's website: https://www.mohave.edu/admission-to-mcc/transfer-partners/#

Students can transfer to Arizona State U; Norther Arizona U and University of Arizona, all of which accept Arizona General Education Core (AGEC) classes from MCC as a transfer block and Associate of Arts, Business and Science in fulfillment of the first two years of a bachelor's degree.

The registrar's webpage provides a link to the Course Equivalence Guide to provide information about course transfer within the AZTransfer (https://aztransmac2.asu.edu/cgi-bin/WebObjects/CEG)

4. **PRACTICES FOR VERIFICATION OF STUDENT IDENTITY**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

MCC has clearly outlined policies and processes to ensure student privacy and security of student data. The HLC visiting team verified that the college uses a multi-factor verification program for student identification. Full-time faculty also spoke about using Lockdown Browsers during on-line assessment exercises.

5. PROTECTION OF STUDENT PRIVACY

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The college's Disclosure of Information webpage (https://www.mohave.edu/about/disclosure-of-information/#) provides information about MCC's disclosure information; protection of student records, security measures to ensure that information collected is secure.

The HLC visiting team verified that employees are obligated to attend annual mandatory Family Education Rights and Privacy Act (FERPA) of 1974 and other training focusing on the protection of students' personal information. During a Federal Compliance meeting, the visiting team learned that engaging in cyber security training is required by contract for employees and that students learn about these measures during student orientation.

The college also provides training for identifying phishing email and passwords are changed every 90 days. The IT department representatives reported that there have not been any security breaches at MCC.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

Information about student enrollment by student type (FT; PT, Gender), graduation and transfer rates, retention rates is found on the Institutional Research webpage, easily accessible:

(https://www.mohave.edu/about/institutional-research/#)

7. STANDING WITH STATE AND OTHER ACCREDITORS

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

MCC provides information about all its accrediting agencies and their contact information on its website (https://www.mohave.edu/about/hlc/accreditations/#). Information provided includes

membership in the Council for Higher Education Accreditation and the Higher Learning Commission.

MCC provides links to information about licensure and its qualifying for licensure programs: Dental Hygiene, Nursing, Paramedic –Arizona EMT, Physical Therapist Assistant, Radiologic Technology, Surgical Technology (https://www.mohave.edu/about/hlc/accreditation-state-regulatory-authorization/#).

Information provided to the HLC visiting team included Specialized Accreditor approval letters and other relevant information, such as statement of compliance.

8. **RECRUITING, ADMISSIONS AND RELATED INSTITUTIONAL PRACTICES**

Conclusion (Choose one of the following statements and delete the other.):

The institution meets HLC's requirements.

Rationale:

The admissions webpage (https://www.mohave.edu/admission-to-mcc/#) provides information about the value of an MCC degree (alumni stories).

Information about financial aid (availability, application process, eligibility) is accessible and easy to read (http://catalog.mohave.edu/content.php?catoid=61&navoid=18491&hl=financial+aid&returnto=search#)

The HLC visiting team learned through interviews with administration, staff and the Assurance Argument that recruiters have traditionally focused on recruiting high school students, but that the focus has shifted to include the adult population of Mohave County. This shift is encouraged in the 2021/2022 Recruitment and Retention Plan (also addressing enrollment), noting that the adult population "has not been actively recruited over the past five years. For Fall of 2021, the Recruitment Office renewed focus on partnering with MCC's Dean of Workforce development to expand offerings suited for adult learners and the local economy." In order to ensure sufficient support, the college has added 3 community-focused recruiters to its staff of 3 recruiters located in the high schools. The team also learned, while on site, that it is possible to navigate through the admissions process in a single day. Student services are centralized on campus, helping staff and students to easily navigate the admissions process.

As the 2021/2022 Recruitment and Retention Plan includes Implementation Schedules/Timetables that end in the year 2022, the college is encouraged to replace these with updated information.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met With Concerns
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Met

Review Summary

Interim Report(s) Required

Due Date
6/30/2025

Report Focus
The HLC Peer Review Team recommends an interim monitoring report addressing concerns identified in Core Component 4.B. The team recommends that Mohave Community College submit this report by June 30, 2025. The report will provide details on progress made in the following areas:

The development and implementation of a formalized, cohesive, systematic and integrated planning process for academic and co-curricular assessment. It is also recommended that the college provides evidence that data collected and analyzed is used to make improvements.

This process should include details and evidence of the development of program level assessment practices. For example, MCC would provide evidence that it aligns data and information from CARS reports to the mapping of PLOs, utilizing a key assessment to ensure that students are achieving PLOs as they navigate through their academic program.

Due Date
9/1/2026

Report Focus
The HLC Peer Review team is recommending an Interim Monitoring Report that addresses concerns raised in Core Component 5 C. The team recommends that Mohave Community College embeds this report in the 2026-2027 Mid-Cycle Assurance Argument. The report should provide:

Evidence of the implementation of an all-encompassing, systematic, integrated and documented approach to performing both formative and summative evaluation that leads to operational continuous improvement at the college.

Evidence that MCC is consistently linking its process for assessment of student learning and evaluation of operations, planning, and budgeting through formal processes.

The HLC visiting team recognizes that transformation involving the implementation of many new and upgraded systems, initiatives and procedures is mostly at an early stage of development (year 0, 1 or 2) and that this has been a positive experience for the college. In order to ensure that these changes continue to best serve stakeholders, it is important to also have a formal mechanism for evaluating and assessing effectiveness along the way.

Conclusion

The HLC review team has verified that Mohave Community College has made progress

since its last Mid-Term review in 2017. In addition to conducting a campus visit in April 2023, the HLC visiting team reviewed the Assurance Argument and Federal Compliance filing, finding evidence that the college is in compliance with HLC requirements.

At the time of the HLC team visit, MCC had recently undergone a major transformation including a transition to new leadership, creation of new positions, implementation of a strategic plan and other planning initiatives and the development of new and upgraded systems, processes and procedures, all in an effort to better serve students and other stakeholders. While development and implementation goals have mostly been met, the college is in a position to evaluate and assess the effectiveness of this transformation. Identifying the strengths and areas of opportunity will allow MCC to better understand whether it continues to meet the needs of its stakeholders.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

Federal Compliance
Met

INTERNAL

Higher Learning Commission

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Mohave Community College, Arizona

Type of Review: Standard Pathway - Comprehensive Evaluation Visit

Description: Specific review of compliance with faculty qualifications requirements solely for dual credit faculty has been suspended until the first evaluation occurring on or after September 1, 2025.

Review Dates: 04/17/2023 - 04/18/2023

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change
☐ Recommended Change:

Degrees Awarded: Associates

✓ No Change
☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013
Year of Next Reaffirmation of Accreditation: 2022 - 2023

☐ No Change
✓ Recommended Change: 2032-2033

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

✓ No Change
☐ Recommended Change:

Additional Locations:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

✓ No Change
☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

✓ No Change
☐ Recommended Change:

Competency-Based Education:

Approved for credit-based competency based education.

✓ No Change
☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

☐ No Change
✓ Recommended Change: Eligible to choose

Upcoming Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change
☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

☐ No Change
✓ Recommended Change: 6/30/25 report due on 4B; 9/1/26 report due on 5C

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	38	✓ No Change ☐ Recommended Change:
Baccalaureate Degrees:	0	✓ No Change ☐ Recommended Change:
Graduate Programs		
Master's Degrees:	0	✓ No Change ☐ Recommended Change:
Specialist Degrees:	0	✓ No Change ☐ Recommended Change:
Doctoral Degrees:	0	✓ No Change ☐ Recommended Change:
Certificate Programs		

Certificates:	41	✓ No Change ☐ Recommended Change:

Contractual Arrangements:

51.0806 Physical Therapy Assistant - Associate - Physical Therapist Assistant - Mesa View Physical Rehab

51.0806 Physical Therapy Assistant - Associate - Physical Therapist Assistant - Aquatic Rehab & Wellness Center

51.0806 Physical Therapy Assistant - Associate - Physical Therapist Assistant - Advanced Care PT

51.0806 Physical Therapy Assistant - Associate - Physical Therapist Assistant - Adrienne Parry Physical Therapy

51.0806 Physical Therapy Assistant - Associate - Physical Therapist Assistant - White Mountain Regional Medical Center

51.0911 Radiologic Technology/Science - Radiographer - Associate - Radiologic Technology AAS - Kingman Regional Medical Center

51.0911 Radiologic Technology/Science - Radiographer - Associate - Radiologic Technology AAS - Mountain West Imaging Center

51.0911 Radiologic Technology/Science - Radiographer - Associate - Radiologic Technology AAS - Valley View Medical Center

51.0911 Radiologic Technology/Science - Radiographer - Associate - Radiologic Technology AAS - Western Arizona Regional Medical Center

✓ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

✓ No Change
☐ Recommended Change:

Additional Locations:

Bullhead City Campus, 3400 Highway 95, Bullhead City, Arizona 864428200 UNITED STATES

Mohave High School, Colorado River Union High School District

2251 HWY 95, Bullhead City, Arizona 86442 UNITED STATES

Mohave Accelerated Learning Center, 25 Marina Blvd, Bullhead City, Arizona 86442 UNITED STATES

North Mohave Campus, 480 South Central, Colorado City, Arizona 86021 UNITED STATES

Bee's Marketplace, 1045 S. Central St., Colorado City, Arizona 86021 UNITED STATES

Arizona State Prison Complex-Kingman, 4626 W. English Drive, Golden Valley, Arizona 86414 UNITED STATES

Kingman High School, Kingman Unified School District

4182 N Bank Street, Kingman, Arizona 86409 UNITED STATES

Kingman Fire Department Station 2, 1605 Harrison Street, Kingman, Arizona 86401 UNITED STATES

Lee Williams High School, 400 Grandview Avenue, Kingman, Arizona 86401 UNITED STATES

Kingman Academy of Learning, 3420 N. Burbank Street, Kingman, Arizona 86409 UNITED STATES

Lake Havasu City Campus, 1977 West Acoma Blvd, Lake Havasu City, Arizona 864032958 UNITED STATES

Western Arizona Law Enforcement Training Academy, 1081 Highway 95, Lake Havasu City, Arizona 86406 UNITED STATES

River Valley High School, Colorado River Union High School District

2250 Laguna Road, Mohave Valley, Arizona 86440 UNITED STATES

Sevier County Emergency Medical Services, 50 Westview Drive, Richfield, Utah 84701 UNITED STATES

✓ No Change
☐ Recommended Change: