

CRITERION TWO: PREPARING FOR THE FUTURE

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

In Criterion Two, Scottsdale Community College demonstrates its commitment to fulfilling its mission, improving the quality of its education, and responding to future challenges and opportunities through effective allocation of resources, careful planning, and regular evaluation.

CORE COMPONENT 2A

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Scottsdale Community College demonstrates the ability to prepare realistically for its future through a well-developed planning process that includes a Strategic Plan and a Facilities Master Plan as well as numerous other planning activities.

STRATEGIC PLANNING

Beginning in 1998, the College implemented a strategic planning process for the purpose of ensuring the institution's overall long-term effectiveness by providing:

- Clear articulation of agreed-upon goals and objectives;
- A catalyst for aligning the efforts of individuals, task forces, and committees;
- Direction on the development of supporting action plans;
- Broad guidance for the allocation and reallocation of the budget and the optimum utilization of the institution's resources; and
- Documentation that serves as the basis for systematically measuring follow-through and effectiveness.

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As a result of this planning process, the College has had a number of successes:

- Enhancement of facilities both aesthetically and technologically;
- Establishment of an employee recognition program;
- Development of a budgeting structure that promotes the allocation and reallocation of resources to enhance technology in response to emerging needs;
- Development of a strong new-faculty orientation program; and
- Efforts to highlight the value of attending educational workshops and conferences.

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The primary driver of SCC's planning is the College's Strategic Planning Committee, which creates the operational plan. Members of this committee include the College President; the Faculty Senate President and President-elect; the Vice Presidents of Academic Affairs, Administrative Services, and Student Affairs; a division chair; and representatives from the Instructional Technology Department, the Ocotillo Committee (the College's technology committee), and the Student Learning Outcomes Assessment Committee. SCC's current strategic plan, *Strategic Directions and Priorities 2005–2008*, contains six major goals, which align with those of the Maricopa County Community College District:

- Maximizing Access
- Enhancing Learning Environments and Delivery Options
- Enhancing Collaboration and Increasing Partnerships
- Pursuing Revenue Sources and Promoting Cost Effectiveness
- Recruiting, Developing and Retaining a Quality Diverse Workforce
- Maintaining a Strong Identity

A goal champion heads each goal to ensure that it is accomplished. *Strategic Directions and Priorities 2005–2008* is available in the Resource Room and online at www.scottsdalecc.edu/about_scc/strategic_plan.html.

Future-Oriented SCC's strategic plan reflects a sound understanding of the College's current capacity. For example, Goal #2 addresses the recognized need to expand the College's current technology as well as to develop alternative delivery systems, such as online courses, to serve the demanding Scottsdale constituency, whose high income and education levels demand state-of-the-art technology and delivery methods. Goal #3 contains a plan to increase classroom space by offering courses in the farther reaches of the community (north Scottsdale, south Scottsdale, and Fountain Hills) and by providing more customized training to the already well-educated Scottsdale community. In one activity to achieve this goal, in the fall of 2005 the College moved its Workforce Development program to the Business Institute in north Scottsdale in order to expand access to non-credit and alternative-delivery credit course offerings. The College has addressed other strategic goals by hiring an Enrollment Manager (Goal #1), creating a Faculty Emeritus Center (Goal #6), continuing development of the SCC Diversity Plan (Goal #5), ongoing efforts to promote the College's identity (Goal #6), and hiring a Director of Development charged with developing financial resources such as scholarships and endowments (Goal #4).

Connected The MCCCDC is currently developing a more systematic process for conducting organization-wide strategic planning. This initiative includes county, state, and regional strengths/weaknesses/opportunities/threats (SWOT) analyses, integration of individual college plans, and strategic direction from the Chancellor and the Governing Board. A feedback loop by means of individual college reports identifies institutional accomplishments and progress toward goal attainment. These reports are submitted periodically, either as monitoring reports to the Board or as



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specific reports through the District Strategic Planning Advisory Council. These efforts present several opportunities. For example, while the Maricopa Strategic Directions and Priorities 2004–2007 cites in its Goals increasing the diversity of the student and faculty population, implementing the Diversity Plan, and providing more technology and training, it does not address setting goals and outcomes for training for a global society. Detailed information concerning the MCCCCD Strategic Plan is available at www.maricopa.edu/stratplan.

FACILITIES MASTER PLAN

SCC will receive over \$62,000,000 from the general obligation bond of 2004, to be used to add or remodel 154,000 square feet of classroom and student activity space and to enhance existing facilities. To ensure maximum long-term benefit from the bond, the College has developed a Facilities Master Plan to prioritize and guide the use of bond funds for building construction and remodeling, development of technology infrastructure, and campus safety. The SCC Facilities Master Plan is available in the Resource Room and online at www.scottsdalecc.edu/collegefacilities/documentation.html. A project construction schedule for the next decade (also available in the Resource Room) will guide the completion of both bond-funded and locally-funded major projects. The most significant of these projects are:

- A new physical sciences building, including classrooms, laboratories, computer laboratories, faculty offices, and support spaces;
- A new student/community center including student activity spaces, food service, conference and meeting rooms, College receiving department, and related storage;
- Expansion of the Music Building and Performing Arts Center to provide new classrooms and technical laboratories, faculty offices, rehearsal rooms, and recording and sound studios;
- A new general-purpose classroom building, including associated faculty offices;
- Remodeling and renovation of existing facilities in numerous locations, including Nursing, Paramedic, Music, Life Science, the Library, and other spaces vacated by functions moving into new buildings; and
- A loop road, expanded parking capacity, and a new traffic light at the main campus entrance.

In addition, the 2004 bond initiative will provide funds for updating and expanding technology, including network infrastructure, instructional computing, classroom environments, and telecommunications; comprehensive facilities maintenance that will add substantially to the life of buildings; upgrading and expansion of safety and security systems for students and employees of the College; and new equipment purchases to support occupational programs that respond to economic and social demands, such as training new nurses.

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OTHER PLANNING

Along with *Strategic Directions and Priorities 2005–2008* and the Facilities Master Plan, many other planning documents at SCC provide evidence of its awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist. For example, SCC’s Student Learning Outcomes Assessment Plan focuses on student learning, with the four identified general education outcomes centering on cultural awareness, information literacy, critical thinking, and written communication, and the College Diversity Plan outlines strategies to demonstrate the College’s commitment to diversity. Student Learning Outcomes Assessment is discussed in detail in Criterion Three, and the Diversity Plan is discussed in Chapter 2 and Criterion One.

ATTENTION TO EMERGING TRENDS

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As part of its ongoing planning processes, SCC considers emerging trends in technology and demographic shifts. Emerging technological trends and the College’s corresponding needs are addressed through the Ocotillo Committee, whose mission is to “support the technological needs of the campus” and to “develop and monitor a plan that establishes priorities regarding the acquisition, maintenance, and support for the use of technology at SCC.” Ocotillo Committee membership includes faculty representatives from each division, administrative representatives from both instruction and student services, and the Dean of Instructional Technology. The committee works closely with the Instructional Technology Department to address the current state of technology at SCC as well as the College’s future needs, and it also participates in the activities of the larger MCCCOC Ocotillo Committee.

The Strategic Planning Committee has coordinated environmental scanning in the form of SWOT analyses generated by a variety of College departments, covering areas such as personnel, technology, curriculum and programs, personnel development, environment, students, and student services. Other environmental scanning documents, including economic and demographic statistics, are available through SCC’s Institutional Research website, www.scottsdalecc.edu/research.

However, the most systematic environmental scanning at SCC is conducted by the occupational and academic departments to determine what new programs or program modifications are needed to meet the community’s needs. For example, the Business Department recognized a demand for business education for working adults in north Scottsdale, and responded by creating the Business Institute, housing the Business Fastrack program and the College’s Workforce Development program in a location in the Scottsdale Airpark. The Business Institute offers accelerated courses that meet once a week and online courses for students who work full-time.

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Another significant example of the College’s response to changing demands is the vast expansion of the English as a Second Language (ESL) program in response to the large and growing population of non-English speakers in Scottsdale. From Fall 1999 to Fall 2005, ESL FTSE grew 170%, and the current unduplicated headcount is over 700. Within the past four years, the ESL program initiated a specialized

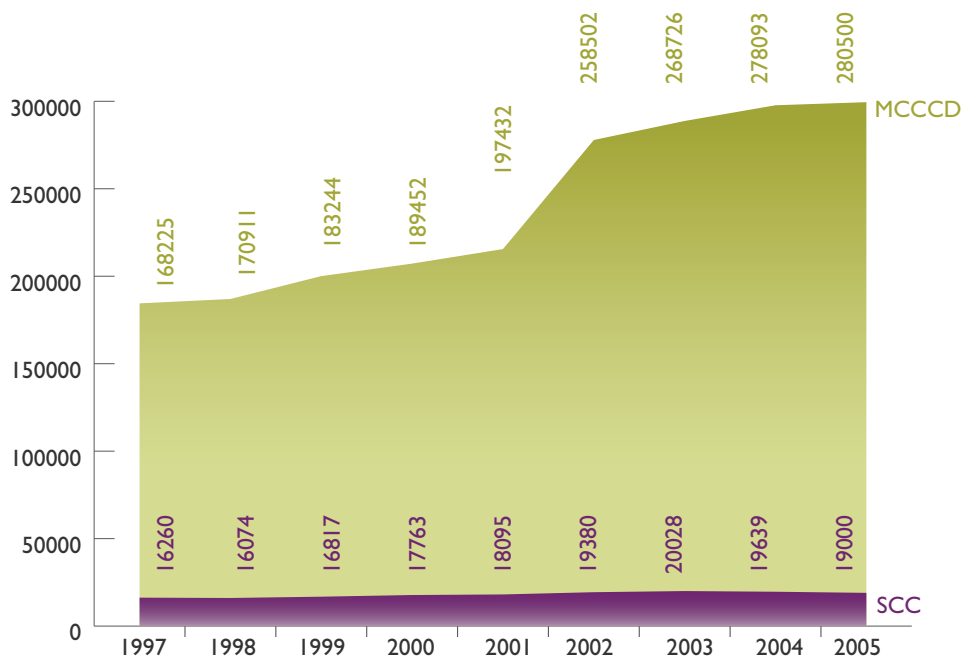
program called “ESL for Hospitality” to serve the needs of the thriving hospitality industry in Scottsdale. This program now offers a certificate of completion through special-purpose ESL courses that serve the large non-English-speaking labor force working at local restaurants, hotels, casinos, and resorts. Further information on the ESL program is available online at www.scottsdalecc.edu/english/esl. Yet another example of the College’s responsiveness is the development of the Post-Baccalaureate Teacher Certification Program to train new elementary teachers needed in the community. These programs, as well as others, were developed as a result of the analysis of demographic and economic data of Scottsdale’s population base.

Although there is no single, routine planning cycle used throughout the College, plans are written in many areas; some departments or programs, such as occupational programs, update their plans annually, but others, particularly in the traditional academic areas, are more informal in their planning. In addition, in the past two years the College has noted trends that suggest that a more systematic approach to environmental scanning would be beneficial to the College.

ENROLLMENT MANAGEMENT

For many years, Scottsdale Community College enjoyed enrollment growth between four and five percent annually. As an outgrowth of a College-wide Noel-Levitz enrollment summit in 1999, the College created the position of Associate Dean of Enrollment Management and filled the position in May 2001. At that time the focus was on responding effectively to the increasing student population. However, as seen in the following table, enrollment has declined approximately 3 percent annually for the past three years.

Figure 4.1: Historical Headcount: SCC and MCCCC



Acknowledging that continued modest growth is critical not only for funding but also for employee morale and students' ability to enjoy a wide array of curriculum offerings, SCC changed the direction of enrollment management.

Environmental scans and analyses of the College's service area pointed out several factors that have negative impact on SCC enrollment:

- The six-mile radius considered to be SCC's prime service area has not experienced the same growth as the greater Phoenix metropolitan area.
- The affluence of Scottsdale encourages many traditional full-time students to attend residential universities outside the metropolitan area.
- Increased efforts by Arizona State University to recruit SCC's traditional population of freshmen and sophomores have been highly effective.

Future-Oriented The College has responded with several efforts to counter the decrease in enrollment:

- Hiring two Outreach program advisors with the goal of increasing enrollment from the College's prime feeder high schools by five percent annually for the next ten years;
- Expanding high school bridge programs through Hoop of Learning and Achieving a College Education (ACE);
- Operating the Business Institute to address the needs of the business community north of the campus and to attract new college clientele;
- Partnering with Notre Dame Preparatory High School for evening classes in the north Scottsdale area;
- Discussing throughout the College the role that course offerings, times, and delivery methods play in attracting and retaining students;
- Involving all academic divisions in issues of recruitment and retention and in developing faculty responses;
- Increasing the responsibilities and expected outcomes of the Enrollment Management Committee;
- Developing a formal Enrollment Management Plan (available in the Resource Room); and
- Hiring a new Director of Marketing and Public Relations, who has responded with a fresh look to promotional materials and increased visibility in the community.

In Fall 2006, when other colleges in the MCCC, in the state, and throughout the country also experienced enrollment decreases, SCC's decline slowed. The College will continue to counter the loss of enrollment through modification of internal practices and through external marketing and promotional efforts. In addition, the number of recent high school graduates, traditionally a strong student cohort for



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SCC, is expected to increase as the Baby Boom Echo (born between 1982 and 1995), one third of the nation’s population, transitions from high school to college or the workplace. SCC is poised to assist in those transitions with strong transfer and workforce development programs.

INNOVATION

Recent SWOT analyses identify two particular strengths of Scottsdale Community College: the hiring of forward-thinking administrators and the consistent support for faculty in instructional innovation and new program creation. For example, Carl Perkins III and Arizona Proposition 301 funds provide over \$250,000 annually for the development of new occupational programs. The College has also received State grant funding and partnered with Scottsdale Healthcare to expand its Nursing program at an offsite facility operated by Scottsdale Healthcare.

The Ocotillo Committee also fosters innovation and change, with two of its goals being to “examine and make recommendations for consistent implementation, evaluation, and assessment of online courses at SCC” and to “develop guidelines for computer security at SCC.” One result of these Ocotillo’s activities is the implementation and support behind Blackboard, an online course management system that allows faculty to either enhance a traditional course with Web-based content or create an entirely online course. The college facilitates innovation and change in many additional ways, including:

- Instructional Skills Workshops, which help faculty develop and enhance their teaching skills;
- A Faculty Evaluation Plan that encourages faculty to implement changes in their teaching to enhance student learning;
- Selection of the Innovator of the Year, an award from the League for Innovation;
- Educational Development Projects, which provide funding to faculty for the creation of learning experiences outside the normal scope of class preparation; and
- Summer Projects, which provide mini-grants to faculty for professional training, workshop participation, work experience, or scholarly research during the summer.

These and other programs are discussed in detail in Criterion Four.

Innovation and change will affect enrollment, and the former Vice President of Academic Affairs’ “Long Term Enrollment Planning” position paper analyzes the factors that will influence SCC’s enrollment growth for the next 20 years. “Position Paper on Long-Term Enrollment Planning, August 12, 2004,” is available in the Resource Room.



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HISTORY AND HERITAGE

Distinctive A plan to develop a strong identity reflecting SCC’s role as an educational leader in the community is identified as Goal #6 of *Strategic Directions and Priorities 2005–2008*. As one response to this goal, the College recently celebrated its 35th anniversary with ceremonies that both reflected on the past and looked to the future. The celebration included the unveiling of a new logo, which graphically identifies the College as a provider of higher education to the community. SCC also incorporates in its planning its desire to preserve as part of its heritage “Artie the Artichoke,” the College mascot. Dating from the early 1970s, the “artichoke” established SCC as a college that emphasizes academics over athletics.

Significantly, the College honors its history and acknowledges the value of its long-time employees through its ongoing participation in MCCCCD’s Active Retirement program. Participating retirees may work up to 49% of their previous commitments for a comparable proportion of their previous salary. In 2005–2006, 32 faculty and 27 other employees took advantage of this opportunity. In the fall of 2005, the college opened the Emeritus Center in the newly-renovated Faculty Office Building to provide active faculty retirees with offices, a conference room, a lounge area, and secretarial service. These activities illustrate SCC’s efforts to bridge its history to its future, a necessary component to capitalizing on its strengths as an institution.

CORE COMPONENT 2B

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Scottsdale Community College benefits from outstanding physical, financial, and human resources, and the College utilizes those resources effectively to maintain and strengthen its educational programs. As a unit of the Maricopa County Community College District, the College shares in the benefits of the District’s sound financial management, evidence of which can be found in its Financial Stability Policy, which requires maintenance of an 8% resource reserve. The District consistently maintains a bond rating of AAA among the three primary rating services, the only community college district in Arizona to achieve this outstanding rating.

SCC participates fully in the many resource allocation programs maintained by the MCCCCD. These include funding for the impact of enrollment growth, to offset increases in negotiated wages (both salary and benefit changes), to mitigate the impact of inflation, and to support new program initiatives. The Maricopa County tax base continues to grow consistently, and with property tax representing over half the annual income to the District, MCCCCD enjoys a revenue base that is not only stable, but is likewise growing. Thus, the College is exceptionally well funded by community college standards and is able to provide quality education with its current human, capital, and physical resources.



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HUMAN RESOURCES

In addition to its physical resources, SCC maintains a highly qualified faculty and a large support staff to provide quality service to its students. The following table illustrates the primary SCC employee groups in fall 2006:Learning-Centered

Table 4.1: SCC Employee Groups

Employee Group	Number
Residential Faculty	168
Adjunct Faculty	461
Professional Staff (PSA)	145
Management/Administrative/Technical (MAT)	65
Maintenance/Operations/Crafts	35
Safety	4

(Source: Scottsdale Community College Human Resources Database.)

SCC also supports the recruitment, development, and retention of a diverse workforce. The following table illustrates gender and ethnic diversity for each employee group:

Table 4.2: Ethnicity of SCC Employees

Percentage of the SCC Workforce That Is:	Male	Female	White	Black	Hispanic	Asian or Pacific Islander	Native American
Residential Faculty	53.5	46.5	87.9	1.3	5.1	3.2	2.5
Adjunct Faculty	47.9	52.1	90.5	2.4	4.8	1.6	.7
Professional Staff (PSA)	24.8	75.2	78.7	1.4	11.3	3.5	5.0
Management/Administrative/Technical (MAT)	51.4	48.6	80	7.1	7.1	2.9	2.9
Maintenance/Operations/Crafts	77.1	22.9	51.4	2.9	42.9	2.9	0
Safety	100	0	100	0	0	0	0

More information about workforce diversity can be found in Chapter 2, in Criterion One, and online at SCC Employee Demographics web site at www.maricopa.edu/hrweb/emprel/stats/demo_college/demo_scc.html. Because SCC is part of MCCCDC, many personnel functions, including hiring procedures, compensation, benefits, and evaluation processes, are determined at the District level. Corresponding policies and procedures are outlined in individual employee group policy manuals. Policy manuals are available in the Resource Room and online at www.maricopa.edu/hrweb/pol_pdf.html.

Both residential and adjunct faculty must meet minimum qualifications as shown in the following table:

Table 4.3: Faculty Qualifications in MCCCCD

ACADEMIC TEACHING FIELDS (e.g., English, sciences, math, humanities)	OCCUPATIONAL TEACHING FIELDS (e.g., nursing, business, interior design)
A master's degree in the teaching field, or	The same qualifications as those listed for academic teaching fields, or
A master's in any teaching field with 24 upper division and/or graduate semester hours in the teaching field, or	A bachelor's degree plus three years' work experience in the field to be taught, or
A master's in any teaching field with 18 graduate semester hours in the teaching field, and	An associate degree or 64 semester hours and five years' work experience in the field to be taught,
Completion of EDU 250 (Overview of the Community Colleges) or equivalent within two years of date of hire.	and Completion of EDU 250 (Overview of the Community Colleges) or equivalent within two years of date of hire.

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SCC complies with the MCCCCD Residential Faculty Policies (section 5.2.2) by maintaining designated instructional ratios. The college actually exceeds the mandated 90:10 ratio of full-time to adjunct staffing levels in the day academic program. Student to faculty ratios are: Academic 27:1; Occupational 20:1; and Health Care (10:1). Thus, the College supports its student body with a solid faculty base in all educational areas.

Faculty and staff at SCC have numerous opportunities to grow professionally, as detailed in Criterion Four, and in order to provide additional developmental opportunities the College plans to expand the Center for Teaching, Learning, and Technology (CTLT), which provides assistance with instructional design and instructional technology. The larger facility will include a computer-equipped faculty/staff training room.

FINANCIAL RESOURCES

The college's financial resources are ample to maintain and to strengthen its educational programs.

GENERAL FUND

The Current Unrestricted Fund (General Fund) provides the primary operating revenues for SCC, covering the basic operating costs of salaries, benefits, utilities, and supplies. The following charts show the sources of General Fund Revenues by percentage for MCCCCD and the allocation of the General Fund budget at SCC by function and by object:



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Figure 4.2: General Fund Revenues

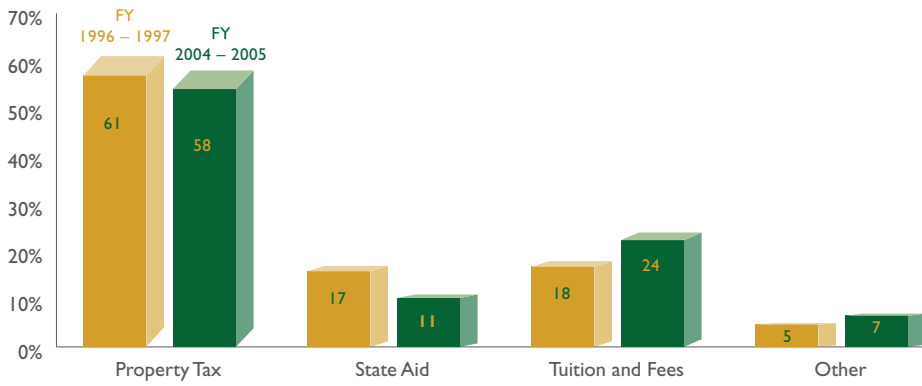
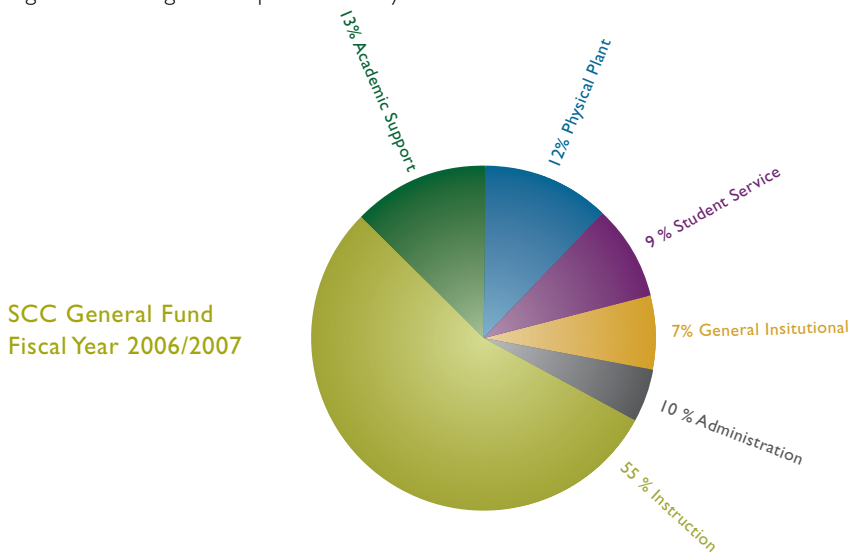
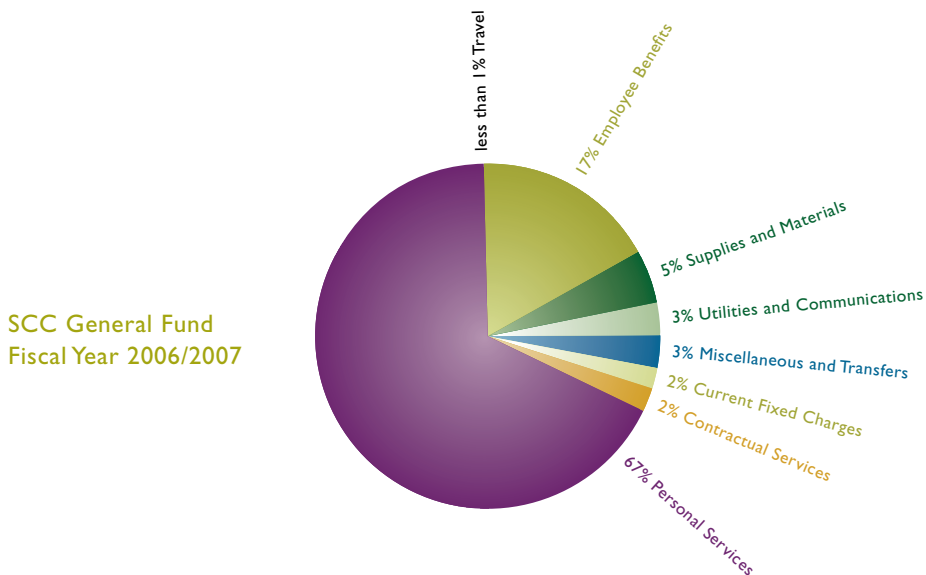


Figure 4.3: Budgeted Expenditures by Function



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- 2
- 3
- 4
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Figure 4.4: Budgeted Expenditures by Object



Learning-Centered At the District level, the General Fund budget for FY 2006–07 is \$540,939,456, from which SCC receives \$42,725,624 to support a projected FTSE of 6,025. Instruction and academic support account for 68% of the budget, demonstrating the College’s commitment to funding activities that contribute directly to student learning.

Although tuition has increased from \$34 per credit hour in 1996–97 to \$65 per credit hour for 2006–07, it is still below the national average for two-year institutions. SCC ranks in the 14th percentile among 152 community colleges across the US Data from 2004 showed SCC’s tuition at \$51/credit, while the national average was \$69/credit. (The 2006 National Community College Benchmark Project, showing data from 2004, is available in the Resource Room.) In addition, the most recent Noel-Levitz survey and Community College Survey of Student Engagement both indicate that students rate admissions and financial aid less important than did students nationally. Thus, not only are SCC students relatively affluent, but they also enjoy a quality education at an institution with abundant resources and relatively low tuition.

A number of departments and occupational programs at SCC require students to pay additional course fees in order to provide special supplies or equipment for a given class. In most cases these fees range between \$10 and \$25, but in programs such as Culinary Arts or Motion Picture/Television, where expensive equipment is required to maintain educational quality and relevancy, these fees can amount to over \$200. Course fees are subject to approval by the Governing Board, and the College fiscal office carefully monitors the use of these funds to ensure that they are used only for their intended purpose.

OTHER FUNDS

The Current Auxiliary Fund (Fund 2) is designated for services that are primarily self-supporting, including non-credit course offerings and athletic programs. The 2006–07 Fund 2 budget is \$22,308,989. The Current Restricted Fund (Fund 3) includes Financial Aid, grants, and AZ Proposition 301 funding for new occupational programs. The 2006–07 budget for this fund is \$8,473,993. Finally, the Plant Fund (Fund 7) is SCC’s capital fund, which accounts for building upgrades and renovation, new construction, and capital equipment purchases. As the College begins participating in annual allocations of capital equipment funds from the 2004 bond, available funding for equipment will dramatically increase. Over seven or eight years (depending on designation), the College will receive annual allocations that will peak in 2008–09 at \$3,300,000. These resources, in addition to those funds held by the MCCCCD for system-wide equipment purchases (such as \$90,000,000 for new and emerging technologies), represent a generous reservoir of resources to meet needs for both replacement and new equipment. Therefore, plans for the development and allocation of resources rest on a firm foundation and document the College’s commitment to supporting and strengthening the quality of the education it provides.

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CORE COMPONENT 2C

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Scottsdale Community College has a well-developed system for collecting data, the first step to evaluating its effectiveness as an academic institution. The College's Institutional Research Office issues periodic reports, including the highpoint enrollment and FTSE report (every fall and spring semester), 45th day enrollment and FTSE reports (fall and spring), year-end reports (every year), staffing reports (every year), attrition and grade distribution reports (every fall and spring), and graduate survey analyses (every term). The office also tracks attrition and completion rates in specific courses, prefixes, and departments. In addition to institutional data collection, departments and programs conduct periodic reviews and make improvements on the basis of their findings. The Institutional Research Office maintains an online resource of information at www.scottsdalecc.edu/research which includes historic and projected enrollments, student demographics, and other relevant information needed to make informed institutional decisions. Access to this data is limited to employees of the College, though some summary data will soon be available to the public.

As a unit of MCCCDC, the College undergoes organization-wide evaluations, such as the annual financial audit, periodic audits performed by the District Internal Audit personnel, and evaluations performed by ad hoc committees of the District. Financial data are available to all users through access to the District's College Financial System (CFS) and a web-based inquiry version. While access to both systems is limited, it is routinely granted for any user with a legitimate need. These systems provide access to historic financial information at both program and institutional levels.

PERIODIC REVIEWS

The College's academic, student service, and administrative subunits conduct periodic reviews, and the appropriate Vice President then establishes a structure to ensure ongoing operational improvement. In addition, each occupational program conducts an annual review to ensure that its objectives are being achieved, and external advisory boards ensure that occupational curriculum responds to current and anticipated industry needs. Periodic surveys of both graduates and employers ensure that the occupational educational experience at SCC is relevant to the workplace.

The Student Learning Outcomes Assessment program, encompassing both academic and occupational programs, measures SCC's effectiveness in achieving its primary purpose, student learning. Outcome measures assist individual faculty members, department and division chairs, the deans, and the Vice President of Academic Affairs in their regular and ongoing evaluation of the instructional program. Student Learning Outcomes Assessment at SCC is discussed in detail in Criterion Three.

Each student service area prepares a comprehensive annual report of accomplishments and goals for review by the Vice President of Student Affairs.

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Periodic surveys using Noel Levitz, CCSSE, and the Graduate Survey provide data on students' satisfaction with the services provided by the College, and the College has taken action based on survey results, particularly in the area of student services. One example of student service improvement is the hiring of a new Director of Advisement, who has created a more extensive training program for advisors, group advisement and transfer sessions for students, and a system for tracking student progress. The next scheduled implementation of the Noel-Levitz survey is 2007, and the next scheduled implementation of CCSSE is in 2009. Survey results are discussed further in Criterion Four, and recent results are available in the Resource Room.

The Administrative Services area is in the process of developing departmental vision and mission statements, which will become the basis for identifying individual departmental goals. By the winter of 2006–2007, all vision, mission, and goals statements are expected to be in place, along with agreed-upon assessment techniques. These assessments will benchmark performance standards internally and, where applicable, against District, regional, or national standards. One result of the improved planning efforts in the Administrative Services area is the recent shift in the College's grounds maintenance program from a primarily employee-staffed model to a blended employee/contract service provider model. Another result is the transition from a self-operated food service facility to a contract service provider in August 2006.

COLLECTING, ANALYZING, AND USING ORGANIZATIONAL INFORMATION

The College and the District have myriad methods of collecting, analyzing, and using organizational information, and MCCCDC is currently in the process of streamlining and expanding access by means of a new Student Information System, expected to be fully functional in 2007. The new system will provide users district-wide with an expansive Decision Support System (DSS) and query tools, and expanded access to enrollment information will further inform decision-making. Several SCC faculty and staff have already been trained to use the new system.

FEEDBACK LOOPS

Connected In accordance with its long tradition of shared governance, the College has historically relied on college-wide committees to oversee various aspects of operational activity. Each committee is comprised of representatives from faculty, administration, Management/Administrative/Technology (MAT), and Professional Staff (PSA), as appropriate. The President's Administrative Council serves as a capstone committee that oversees operations of all aspects of the institution. This structure of overlapping and linking committee assignments ensures monitoring and coordination of key areas such as outcomes assessment, staffing, technology, facilities, and diversity.

SUPPORT FOR EVALUATION AND ASSESSMENT PROCESSES

The College provides solid financial and human support for its various assessment efforts. The Office of Institutional Research was established in 1999–2000 with



an initial budget allocation of \$65,765, and its budget has more than tripled to \$197,904 for 2006–2007. A modest initial budget of \$3,000 was established in 1999–2000 for Student Learning Outcomes Assessment, and that amount has more than doubled to \$7,500 in 2006–2007. It should be noted that actual spending on student learning outcomes assessment, including reassigned time for faculty leaders, has increased more than tenfold to \$30,984. The College also supports a permanent standing Outcomes Assessment Committee of 34 members. The increased financial support, along with the permanent committee, illustrates the College’s serious long-term commitment to the outcomes assessment process.

CORE COMPONENT 2D

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Scottsdale Community College aligns its planning efforts with the College’s mission. The mission guides all levels of planning, and the SCC Strategic Planning Committee periodically updates the operational plan to ensure alignment with the District Strategic Plan and the College’s mission of creating accessible and effective environments for teaching and learning. Each specific discipline and department plans and implements curricula designed to fulfill the College’s mission, and division chairs also consider the broader mission of serving the community by being sensitive to the emergence of the community’s needs for education and training.

LINK WITH BUDGETING

Planning processes, driven by the College’s mission and strategic priorities, in turn drive the budgeting processes at the division and department levels. Since several of the Strategic Planning Committee’s goal champions are also members of the Administrative Council, they have an opportunity to further explain alignment and details noted in funding requests. At the division and department levels, annual capital and operational requests require the identification of the College’s and/or District’s Strategic Goals that will be furthered by the funding of that request. To allow for continuity in technology development, divisions and departments also explain how funding of a particular item might have future capital implications. An example of the Capital Request form is available in the Resource Room.

Future-Oriented

INVOLVEMENT OF CONSTITUENTS IN PLANNING

SCC’s planning processes involve both internal and external constituents. Internal constituents are involved in many aspects of planning through participation in various College committees. For example, the International Education Program created a strategic plan with input from the International Education Committee, which includes faculty participants, PSA representatives, MAT representatives, and international students. The International Education Program Strategic Plan is available in the Resource Room. Another example is the planning done by the Division Chairs Committee, composed of all the elected chairs of the eleven academic divisions. As delineated in the College Governance Plan, each division

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chair is responsible for the educational programs of the division. External constituents participate in planning primarily through advisory committees comprised of community and industry members representing specific occupational programs. Advisory committee members provide occupational program directors with updates on the job market and salaries as well as with advice on curriculum revisions. This valuable information from external constituents helps program directors develop their own program plans.

Strategic planning at SCC is a flexible and fluid process. As environments change, the College's goals and strategies adapt to change. For example, the growing demand for online and hybrid course delivery strategies drives technology planning at SCC, as well as the budget to support these programs. In response to this budget goal and budget constraints, in 2003–04 all divisions agreed to forgo their capital equipment requests, diverting the funds to cover needed improvements in technology infrastructure. This incident is further evidence of the strong commitment to shared governance at SCC, as well as a clear demonstration of the College's flexibility in responding to changing demands and environments.



2 Criterion

SUMMARY

Scottsdale Community College demonstrates outstanding performance in fulfilling Criterion Two. The College's planning is informed by its understanding of multiple societal and economic trends, such as the need for workplace development and online course delivery. The College also benefits from an exceptionally strong resource base to support and strengthen its educational programs, resulting from both District and College stewardship. The College's processes for evaluation and assessment provide evidence of institutional effectiveness that shapes its strategies for continuous improvement, and all levels of planning align with the College's mission.

STRENGTHS

- The College enjoys an exceptionally strong resource base, including outstanding financial, physical and human resources.
- The College has established an effective Institutional Research Office, which has played a critical role in college-wide assessment and data collection to improve institutional effectiveness in the past seven years.
- The College exceeds the 90:10 ratio of full-time to part-time instructors as stipulated by the Residential Faculty Policy.
- The College offers substantial support for innovation.

CHALLENGES

- A coordinated planning, assessment, and reporting process involving all divisions, departments, and programs and a routine planning cycle would provide better coordination of planning college-wide.
- A more systematic approach to environmental scanning would be beneficial to the College.



Criterion 2

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Criterion