

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

In Criterion Four, Scottsdale Community College examines how it promotes a life of learning for all its constituents through inquiry, creativity, practice, and social responsibility. This broad range of activities conducted in ways consistent with the mission is outlined below and reveals that SCC has a rich tradition of acquisition and discovery of knowledge and a continued growth in its application.

CORE COMPONENT 4A

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

As a member of the Maricopa County Community College District, Scottsdale Community College subscribes to the exemplary Values Statement of MCCCCD, which says, “We value lifelong learning opportunities that respond to the needs of our communities and are accessible, affordable, and of the highest quality,” and “We encourage the exchange of views, be they popular or unpopular. We support academic freedom as a principle that protects open dialogue between all our employees and all our students.” The Values Statement can be found in the College’s General Catalog and Student Handbook 2006–2007 (8) and online at www.maricopa.edu/gvpolicy/policy/vision.htm.

FREEDOM OF INQUIRY

The Governing Board of MCCCCD has disseminated statements supporting freedom of inquiry for the organization’s students, faculty, and staff, and honors those statements in its practices. A variety of published statements and practices support freedom of inquiry for all constituents of MCCCCD. For example, a statement of academic freedom is included in the Residential Faculty Policies (RFP), indicating that faculty members are entitled to academic freedom in the classroom in discussion and method of presentation of the subject taught, provided that the faculty member informs the students that the views presented are those of the faculty member and that reasonable alternative views will be presented. As part of their expression of academic freedom, instructors select textbooks and maintain the right and responsibility to determine grades and other evaluations of students. The RFP is available in the Resource Room and online at www.maricopa.edu/org/faculty/rfp.html.

In addition, SCC faculty and staff are provided numerous professional growth opportunities related to teaching and learning through the Center for Teaching, Learning, and Technology as well as other opportunities. Professional Growth is discussed in detail in Criterion Three, and a list of professional development activities and opportunities is available in the Resource Room.



Criterion 4

PLANNING AND BUDGETING

The College's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff. As seen in Criterion Two, the College allocates nearly 70% of its budget directly or indirectly to instruction.

The SCC faculty and administration have made a long-term commitment to comply with the faculty staffing ratio of 90:10 as outlined in section 5.2 of the Residential Faculty Policies (www.maricopa.edu/hrweb/pol_dwntd.html). This policy provides that 90% of all daytime student credit hours must be taught by full-time Residential Faculty. This policy guides the Faculty Staffing Committee annually as it recommends the allocation of new faculty positions to the departments or programs most in need of additional faculty.

Learning-Centered In November 2004, the voters of Maricopa County approved a \$951,000,000 bond for the construction of facilities at the colleges. Scottsdale Community College will receive about \$62,000,000 and has a well-developed Facilities Master Plan to guide new construction and renovation projects. These plans are discussed in detail in Criterion Two. Over 75% of voters approved this bond issue, providing further evidence of the widespread recognition of the College's commitment to teaching and learning and to serving the needs of the community.

Future-Oriented The priorities of the SCC Strategic Plan provide further evidence of the College's commitment to providing opportunities to students and employees to acquire, discover, and apply knowledge and skills. The first three strategic directions of the SCC Strategic Plan are to maximize access, enhance learning environments and delivery options, and enhance collaboration and increase partnerships. These strategic directions (goals) focus on enhancing the College's commitment to the acquisition, discovery, and application of knowledge. The Strategic Plan is discussed in detail in Criterion Two.

LIFELONG LEARNING

SCC demonstrates its commitment to a life of learning by providing a vast array of educational and cultural opportunities, both curricular and co-curricular, for students, employees, and the community. For example, the College's Continuing Education Program provides meaningful, enjoyable, and varied educational opportunities that respond to the diverse needs of the community and help community members explore their interests, achieve their goals, and enrich their lives in a comfortable, friendly atmosphere. Further information on the program is available at www.scottsdalecc.edu/noncredit.

The SCC Workforce Development effort provides high quality non-credit business and job-training programs at a reasonable cost. The Workforce Development program at Scottsdale Community College provides services in four areas: computer training, job training, custom training, and online training. In 2005–2006, the Workforce Development program had 945 enrollments in 102 classes and generated \$206,233 in student fees. A copy of the 2005–2006 annual report is available in the Resource Room.

The Senior Adult Educational Program at Scottsdale Community College has been in existence for over 25 years, providing courses and lecture series to the local population. Although the program is designed to be of interest to seniors, students of all ages take the classes. As well as the popular computer classes, courses in many other subject areas are offered, such as health and wellness, language and communications, politics, history, world religions, arts, and humanities. Two popular lecture series, the Tuesday Arts and Humanities series of lectures and the free Monday Travel Lecture series, are also available. More information about senior adult education is available at www.scottsdalecc.edu/senior.

In 2003, Scottsdale Community College received a planning grant from The Virginia G. Piper Charitable Trust to begin a new program called Boomerz, designed to provide a welcoming place where maturing adult residents of Scottsdale and surrounding communities will discover a variety of resources to volunteer, pursue civic engagement, re-career, and find employment, as well as to engage in lifelong learning, embark on healthy lifestyles, and enjoy social connections in a community for all ages. Housed at SCC, the Boomerz program is part of a \$317,000 grant involving Gateway Community College, the City of Scottsdale, the Scottsdale Area Chamber of Commerce, and 17 other private agencies in Scottsdale and Tempe. Further information is available at www.BoomerzAz.com.

MCCCD PROFESSIONAL DEVELOPMENT

The organization supports an abundance of professional development opportunities and makes them available to all of its administrators, faculty, and staff. As part of the MCCC, SCC provides its employees access to well-funded professional growth opportunities of various kinds. Full-time faculty at SCC have access to Professional Growth funding which includes half- or full-year sabbaticals, conferences, registration fees for workshops and other events, and travel funds. Employees and their immediate families may take courses tuition-free at any of the Maricopa Community Colleges; in addition, faculty are rewarded for earning upper-division and graduate credits by advancement on the salary schedule. Some summer projects and a wide array of MCCC training opportunities also result in advancement on the faculty salary scale. During academic year 2005–2006, the total District budget for faculty sabbaticals was \$704,331. The College supports an average of five sabbaticals a year, and five faculty at SCC were awarded sabbatical leaves for 2005–2006. In addition, occupational faculty may use Carl Perkins funds for professional development, and adjunct faculty have access to funds for travel and registration fees, may attend MCCC training events, and receive tuition waivers for MCCC classes.

Administrators and staff also have many opportunities for learning. For example, Management/Administrative/Technical (MAT) Professional Growth funds provide employees with the opportunity to participate in seminars and workshops or to complete special projects; these funds are used to cover travel, registration, tuition reimbursement, and related expenses. Professional staff may take advantage of internships for technical training that will be helpful in preparing them for administrative, management and support opportunities, and the Professional Staff Paid Educational Leave offers an opportunity for career and professional growth through the completion of a bachelor's, master's, or doctoral degree. Other employee groups, including Maintenance and Operations, Crafts, and Safety, offer



Criterion 4

employees the opportunity to increase their knowledge, update previous academic learning, and sharpen their thinking as required by the job.

The MCCCCD offers numerous additional opportunities for professional growth, including Creative Pathways, a program of renewal by means of short-term employment opportunities; many technology training classes; the Ocotillo Online Learning Group for technology users at all colleges; dialog days on various topics across the District; the Women’s Leadership Group mentor program for faculty and staff; and District Learning Grants for faculty. The District’s International and Intercultural Education office provides opportunities for foreign travel, including international faculty development programs in Chile and the Czech Republic, staff exchange programs with colleges in the Netherlands, the Salzburg Seminar program, and a language and culture program in Mexico. Further information on these and other programs is available at www.mcli.dist.maricopa.edu/ie. In addition, the District offers a multitude of workshops such as training in the Federal Educational Rights and Privacy Act (FERPA), automobile operations and financial procedures, and conferences on such topics as marketing, student success and hiring practices. The District also supports sabbaticals for faculty, staff, and administrators through the various employee groups.

Located at the District Support Service Center, the Maricopa Center for Learning and Instruction (MCLI) provides faculty with growth funds, supports faculty/ staff development, and offers the Maricopa Institute for Learning, the Maricopa Faculty Internship program, and various programs through the International and Intercultural Education office. Further information may be found at www.mcli.dist.maricopa.edu/programs.php.

The Employee and Organizational Learning Team (EOLT) offers workshops covering a number of topics for all employees in the MCCCCD. The current offerings may be viewed at www.maricopa.edu/learn/calendar/. During 2005–2006, 312 SCC employees participated in EOLT-sponsored workshops and training.

SCC PROFESSIONAL DEVELOPMENT

Along with the many opportunities offered by the District, SCC provides a number of training programs and learning opportunities for faculty and staff. For example, the semester-long New Faculty Orientation program, coordinated by the Center for Instructional Technology (CIT), provides faculty with the necessary information and support to begin their teaching experience at Scottsdale Community College in a positive way. The New Faculty Orientation program is discussed in Criterion Three. The CIT also coordinates Blackboard training for faculty teaching online courses and sponsors user groups to support faculty in their use of technology to enhance student learning, such as the Blackboard User Group (BUG) and the Sim Man User Group (SMUG) in the Nursing program. The College also provides training in software, internal data systems (as updates or changes are made), and new-employee orientation to College and District computing systems.

Two additional programs available to all SCC faculty provide for improvement in instructional delivery. The Educational Development Project (EDP) is authorized by the Faculty Grant Program of the District and is funded by SCC to foster creation during the summer of improved instructional methods and programs, innovative techniques, and specialized instructional materials. Funds may be granted to



4 Criterion

individual faculty members or to groups of faculty to collaborate on a project. During the 2005–2006 academic year, seven EDP projects were funded for a total of \$13,936.50.

Another significant program, the Instructional Skills Workshop (ISW), developed in conjunction with SCC’s Communication and Performance Arts Department, educates faculty in the use and methodology of modern instructional techniques, presentation styles, student learning styles, and peer faculty assessment. These four-day intensive workshops, which originated as a project of the Ministry of Education in British Columbia, have been offered at the College since 1990, and over 90 SCC faculty members have participated. In addition to the full-time, part-time, and temporary SCC faculty who have benefited from this skill-building workshop, the ISW has supported the MCCCCD Faculty Internship program, offering workshops to over 40 faculty interns since 2003.Distinctive

Other College-sponsored training is provided in CPR and the use of defibrillators, available to all employees at SCC; use of SCC’s Fitness and Wellness Center, also available to all employees; and “brown bag” sessions on various specific topics. Clearly, all employees can find ample means of professional growth in many areas within College life, and some activities are directly rewarded by advancement on salary schedules.

In the case of faculty, however, a large percentage of long-term instructors are at the top of the salary scale. While professional growth offers opportunities to increase knowledge, upgrade skills, learn new skills, and a variety of other benefits, these mature faculty see no financial incentive to participate. In addition, since the bulk of professional growth funds come from District allotments, SCC faculty must compete with faculty from nine other colleges for the opportunities.



RECOGNITION OF ACHIEVEMENT

SCC does an outstanding job of publicly recognizing students, staff, and faculty for achievement in acquiring, discovering, and applying knowledge in a variety of ways. For example, at the annual Excellence under the Stars awards ceremony, individual faculty members honor students for achievement and improvement at a festive public ceremony featuring entertainment by SCC students and staff. In addition, various departments at SCC honor their students for high achievement. A few of the many such awards are the annual Hypatia Award for the top female mathematics student; recognition of student work by the English and Art departments with a dinner at the Desert Oasis dining room and publication in the *Vortex*, an award-winning magazine; the Beth Ells Scholarship for a deserving art student; an annual film festival to showcase student work in the Motion Picture/Television Department; and yearly awards given by the Interior Design Department based on competitions and special community service projects.Distinctive

Individual faculty and staff in each employee group are honored each year with peer-nominated awards for outstanding service to SCC. In addition, the MCCCCD and the League for Innovation in the Community College co-sponsor the annual Innovation of the Year awards to recognize an individual or team who have designed and implemented a significant innovation that has had a positive impact on the education of students. One innovation is selected from each college, the skill centers, and the District Office. A district-wide innovation is then selected

to receive the Dr. Paul M. Pair Innovation of the Year Award, which includes \$2,000 to be used to further the winning innovation. Full details can be found as entries in the Maricopa Learning exchange at www.mcli.dist.maricopa.edu/innovate/index.php. Innovation winners at SCC in recent years were:

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- The Student to Student Scholarship Program, a unique and creative program that provides an opportunity for current students to assist future SCC students through modest donations to a scholarship fund. It simultaneously cultivates students as future supporters of community college initiatives (2002).
- The Department of Physical Sciences for its classroom-sized planetarium jointly funded through a grant from the National Science Foundation and the College. The planetarium provides free astronomy shows for the public and serves as a teaching aid (2003).
- The Computer Information Systems team, which developed a Student Orientation Program and Faculty Orientation Program for online courses in their discipline. The programs' goals were to prepare students and increase success and retention and also to provide faculty with tools and resources to improve courses (2004).
- The ESL Program, which has planned and implemented English language training for such diverse businesses as hospitality, landscaping, construction, and the automobile industry since January 2000, responding to the needs of the community. This innovative effort has contributed to an increase of over 1000% in ESL enrollment (2005).

The College also formally recognizes other achievements of faculty and staff. Some of the 2005–2006 achievements honored were:

- Katherine Herbert's third book, *The Perfect Screenplay: Writing It And Selling It*, was released in April. She was also asked to teach at the sixth annual Screenwriting Conference at Santa Fe. One of the eight students she took to the conference won the "Actors' Choice" award for his screenplay.
- Dr. Bonnie Gray and Dr. Paul Grocoff have announced a partnership with McGraw-Hill to author a psychology text. Dr. Jeff Ricker will also be collaborating on the project, writing all of the teaching aids and ancillary materials for the textbook.
- Dr. Virginia Stahl, Vice President of Student Affairs, received the Arizona Region of Phi Theta Kappa Distinguished Advisor Award. Further, Dr. Stahl was recognized by the Maricopa Foundation for her work to support students with a \$1,000 student scholarship in her name.
- Regina Mannix was named the National Junior College Athletic Association District Coach of the Year 2005. She was also named the American Volleyball Coaches' Association Southwest Region Coach of the Year and won the American Volleyball Coaches' Association 300th Victory Club Award for 2005.



4 Criterion

- Jon Levy, Men's Golf Coach, was named Conference Coach of the Year.
- Dave Critchley, Men's Tennis Coach, was named Conference Coach of the Year.

A complete list of the individuals recognized for their achievements in 2005–2006 is available in the Resource Room.

A variety of other activities recognize achievements of both faculty and students, including the Retro Muse Coffeehouse, a bi-weekly showcase of writing and performance, the Honors program, the Campus News, fine arts exhibits, and the Model UN. Each of these programs allows students to apply what they have learned in the classroom to a public product with a set of skills that can be used in the workplace, in further education, or for personal enrichment.

FACULTY EVALUATION PLAN

One way in which the College uses scholarship and research to stimulate educational improvement is the Faculty Evaluation Plan (FEP), an ongoing process that actively engages both experienced and new faculty in teaching and/or course or program development. In the FEP, the faculty member works with a small team of colleagues to improve a specific element of his or her teaching, using various assessment techniques to document improvement. Faculty complete FEP projects annually for their first five years and every three years thereafter. As discussed in Criterion Three, an added dimension to the FEP process is the increasing integration of criteria drawn from Student Learning Outcomes Assessment. For example, a number of faculty have developed ways to infuse critical thinking into their courses in response to the College's adoption of critical thinking as a significant General Education outcome. By the creative use of the FEP process, faculty scholarship, faculty research, and student learning are enhanced. The document *CT Across Disciplines*, located in the Resource Room, provides detailed examples from 21 faculty members representing 15 disciplines explaining how they teach critical thinking within their discipline.

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SABBATICALS

For many faculty at SCC, the sabbatical is a path to scholarship and research. Faculty propose a range of creative projects that involve study, examination, and practical application of knowledge in their discipline areas, and the results of these projects stimulate educational improvement and inform course development choices as faculty return from sabbatical. Recent faculty sabbatical projects include the development of a self-study to become accredited by the National Association of Schools of Theatre; participating as an intern at two local bioscience laboratories; completion of a textbook; and conducting research on amplified biochemical oscillations in cellular systems. Reports of these and other sabbatical projects are available in the Resource Room.

An innovative use of the sabbatical is The Maricopa Project, a groundbreaking effort to revitalize instruction in foundation mathematics. Begun in 1993, the Project joined area high schools, MCCC, and Arizona State University to determine challenges and goals in mathematics instruction. Six student outcomes

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were identified and instructional modules were developed, based on the philosophy that “learning mathematics means to build strong connections among various topics of mathematics.” The resulting modules present mathematics in “fresh and engaging ways” and allow students multiple access points. Several SCC Mathematics faculty members have participated in this innovative program as their sabbatical projects, with one completing research and publishing two peer-reviewed articles regarding problem solving in mathematics in the past year.

CORE COMPONENT 4B

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The MCCCDC is exemplary in its integration of general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

GENERAL EDUCATION

In 2002, the MCCCDC Curriculum Committee adopted a General Education Statement, which appears in each college’s catalog. In part, this statement says:

The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students’ personal development by opening them to new directions, perspectives, and processes. (2006–2007 General Catalog and Student Handbook 63).

General education requirements are part of every degree program offered at SCC and include the general skills (reading, writing, oral communication, literacy and critical inquiry, mathematics, and computer/statistics/quantitative applications), the multiple kinds of learning (humanities and fine arts, natural sciences, social and behavioral sciences), and the awareness of diversity (global, historical, and multicultural) [for transfer degrees only] necessary to a life of learning. Courses that satisfy the components of the general education requirements come from a variety of disciplines; for example, the humanities and fine arts component can be satisfied by courses in fourteen disciplines, and the global awareness component can be satisfied by a course in any of eighteen disciplines (2006–2007 General Catalog and Student Handbook 33–40).

Scottsdale Community College integrates general education into its degree programs through experiential offerings as well, including many options listed under Credit for Prior Learning in the College catalog (2006–2007 General Catalog



4 Criterion

and Student Handbook 13–20). These options include credit by evaluation, college-level equivalency examinations, Servicemen’s Opportunity College, and transfer credit. SCC also offers many unique opportunities for gaining knowledge and skills related to general education, including Student Public Policy Forum, Arizona Town Hall, and many Honors and Phi Theta Kappa service events, including an annual study trip to Mexico.

Students must satisfy two Awareness Areas in order to meet the graduation requirements of the Arizona General Education Curriculum (AGEC): Cultural Diversity in the United States and either Global Awareness or Historical Awareness. For fall 2006, SCC offers 66 courses that meet the requirements related to global awareness, historical awareness, and cultural awareness.

The wide variety of occupational degree and certificate programs offered by SCC makes the College a resource for the acquisition of considerable breadth of education (2006–2007 General Catalog and Student Handbook 69–72). Moreover, cooperative education is available to all students (2006–2007 General Catalog and Student Handbook 142–143), and SCC offers a wealth of noncredit classes which enhance the attitudes and skills requisite for a life of learning in a diverse society. In addition, the College attempts to integrate its four General Education student learning outcomes across the curriculum. This effort is discussed in detail in Criterion Three.

STUDENT LEARNING OUTCOMES

One basis for ensuring positive student learning outcomes is the use of course competencies at SCC. These competencies are the result of concentrated work by the District instructional councils, discipline specialists who assess academic standards, transfer requirements, workplace needs, and lifelong learning goals as they develop the competencies. The competencies state specific goals for each course and assure that the transfer courses are in agreement with university requirements. This means that students taking and passing English 101, for example, have achieved the same learning goals in any section of the course. While the method of delivery varies in different classes, the outcomes are comparable. The course competencies are separate from but complementary to the General Education outcomes described previously.

Student learning outcomes demonstrate that graduates have achieved a breadth of knowledge and skills and the capacity to exercise intellectual inquiry. The Student Learning Outcomes Assessment Committee, which is comprised of representatives from every academic department, systematically conducts research to determine the extent to which students are mastering general education skills, and results are communicated in the Outcomes Assessment Annual Report. The assessment of General Education at SCC is discussed in detail in Criterion Three, and the annual reports are available in the Resource Room.

Learning outcomes demonstrate effective preparation for continued learning. Many of the assessment efforts at SCC are focused within the institution itself, but it would be valuable to be able to follow the progress of students as they continue their education. One of the biggest challenges, then, is to develop reliable survey and tracking methods. Reports on student tracking are regularly compiled by the

office of the Dean of Instruction in occupational programs, including Nursing, Interior Design, Architectural Technology, Culinary Arts, and Business Fastrack. Results are then compiled with student surveys and included in the College's annual Assessment Report.

CORE COMPONENT 4C

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Scottsdale Community College demonstrates outstanding performance in regularly assessing the usefulness of its curricula.

PROGRAM REVIEWS

Connected Regular program reviews consider the currency and relevance of courses and programs in both academic and occupational areas. Each academic and occupational program has a district-level instructional council that coordinates changes within the discipline and sends representatives to serve on statewide articulation task forces. This structure enables regular program review and monitoring of course objectives, course transfer capability, and higher education synergy for the benefit of students and faculty. Academic departments at SCC have positive relationships with area baccalaureate degree-granting institutions, especially with Arizona State University. This relationship has been built over many years of interaction via instructional councils, articulation task forces, and statewide curriculum councils. Further discussion of program reviews, which were identified as a concern by the HLC team in 1997, may be found in Chapter 2.

SCC also utilizes advisory councils to assess the usefulness of occupational curricula. Feedback from regular meetings of these councils is used to adjust program curriculum, and the councils also provide contacts that the department may use to develop student internships. Meeting agendas and minutes are available in the Resource Room.

Since 2003, SCC has conducted annual follow-up surveys of occupational students, alternating between graduates and "occasional" students, occupational students who take less than nine credit hours but at least one occupational course during the spring semester. Generally, these surveys have provided very positive feedback regarding students' satisfaction with SCC's programs. Because the surveys are conducted by telephone and responses are reported in the aggregate, SCC is able to assess overall perceptions of students concerning programs and the students' intent, as well as student satisfaction. Specific program data can be sorted for the programs in the Graduate Follow-up Survey, providing needed feedback to these programs that may not be provided by other satisfaction reports.

The Graduate Follow-up Survey conducted in Spring 2005 indicated that 46% of the graduates from the previous year had taken developmental coursework, but that only 34% of the graduates believed this coursework was helpful or very important to their success. As a result of this information and other research data, SCC is moving forward with a committee to analyze and make recommendations for the function of developmental courses at SCC.

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4 Criterion

The Occasional Student Survey provides the College with an understanding of students' purpose for taking classes and their intention of taking more classes. Generally, this survey reflected that students are working full-time, taking classes not related to their current employment, and are very satisfied with SCC. The results of the survey are shared with all occupational program directors, division chairs, and the administration. Copies of both survey instruments and results are available in the Resource Room.

CREATION AND USE OF SCHOLARSHIP

SCC supports creation and use of scholarship by students, in keeping with its mission, in numerous ways. For example, the student newspaper, the *Campus News*, is created and produced by SCC students. In the process, students apply skills and theory learned in journalism classes as they research, write, and publish original work that is distributed to the College and the community. The Motion Picture/Television Department completes several special projects every semester, collaborations between faculty and the best graduating students. One project was shown at the Sundance Film Festival in 2005. Other examples of applied scholarship include the Retro Muse, the Creative Writing and Art competition which culminates in *The Vortex*, fine arts exhibits, and theater performances.

Faculty also expect students to master the knowledge and skills necessary for independent learning in programs of applied practice. For example:

- Students in the Culinary Arts program operate two restaurants located on campus. Culinary Arts students have participated in "SkillsUSA" (formerly VICA) at the state level for 16 years and have won gold medals in each of those years. Since 1985, SCC students have earned three gold medals as well as one silver and one bronze in Culinary Arts and a bronze in Commercial Baking at the National SkillsUSA competition.
- Interior Design students compete in local and national design competitions, and in 2002 and 2003 SCC students placed first in national design competitions sponsored by *Southern Accents* and the American Society of Interior Designers.
- The Arizona Jazz Band at SCC has traveled to many countries to perform and recently released a CD.
- In March of 2006, AVNET, an \$11 billion corporation headquartered in Maricopa County, hosted a total of seven competitions for MCCC students in the first annual AVNET Tech Games, with winning teams receiving \$500 per person for scholarships to attend the university of their choice. A team of SCC film production and editing students took first place.
- In the spring of 2006, SCC dance students were invited to perform at the Kennedy Center in Washington, D.C. The applications were very competitive, and SCC is very proud to have its students recognized in this way.
- The Eastman Kodak Company invited the Motion Picture/Television (MPTV) program to participate in an opportunity to shoot a 5- to 10-minute film.



Criterion 4

Kodak provided film, camera, and process, for a total of over \$20,000. MPTV engaged students to create the script, choose a director and producer, and build a crew. Lead positions, such as director, producer, art director, cinematographer, and screenwriter, all were provided with a professional mentor to help guide their work. The uniqueness of the project is that it gives students the opportunity to work in the 35mm format, which is the professional standard but too expensive for typical classroom applications.

SCC was the only community college film program to be included, and the SCC film will be screened in Fall 2006.

- A number of SCC's MPTV students have been very successful in the industry. The department's Spring 2006 honor roll featured 23 graduates who work as reporters, editors, directors, and producers in the motion picture industry.
- The College participates in the International Consortium for Educational and Economic Development (ICEED), which promotes student and faculty exchanges between and among institutions in Canada, the US, and Mexico. SCC has used ICEED mini-grants to explore EMT programming with the Instituto Tecnológico in Hermosillo, Sonora, Mexico, and to promote golf management with an Instituto in Cancun, Mexico. SCC's Vice President of Student Affairs is one of four US members of the Board of Directors of ICEED.
- The Cooperative Education program at SCC serves approximately 125 students per year. In 2000 and again in 2005, five-year studies were completed to assess the success of the College's efforts to link with community employers. In each study it was found that nearly two-thirds (66%) of the cooperative education students placed in jobs were offered full-time employment. This number far exceeded expectations and is a tribute to the quality of SCC's occupational programs.

Each year, over 120 students participate in faculty-led short-term education abroad programs which provide opportunities for SCC students to learn foreign languages, cross-cultural communication skills, and cultural knowledge in a global setting. Examples in past years have included:

- Language and culture study in Italy;
- A dual-discipline learning community of photography and interior design in Paris;
- Choir performances at Mozart celebrations in Salzburg; and
- A unique program in which Native American and non-Native American SCC students learn digital storytelling, complete community service projects, and study comparative indigenous arts with the Aborigine of Australia and Maori of New Zealand.

In 2005–2006, the College saw a 39% increase in education abroad advising appointments and a 108% increase in classroom presentations by the advisor, resulting in a 21% increase in enrollment.



CORE COMPONENT 4D

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The College's academic and student support programs contribute to the development of student skills and attitudes fundamental to the responsible use of knowledge.

ETHICAL USE OF KNOWLEDGE

Issues concerning the ethical use of knowledge are directly addressed in courses across the curriculum, including administration of justice, biology, business, communication, composition, journalism, motion picture/television, philosophy, and psychology. Examples of coursework include debates in biology classes on the ethical use of genetic knowledge and on the world-wide impact of population growth; lessons in composition classes on appropriate paraphrasing, quoting and attribution of information from sources; and lessons in film classes on the philosophical issues faced by makers of social documentary films.

Scottsdale Community College has a strong general anti-plagiarism policy (2006–2007 General Catalog and Student Handbook 205), which is supported by more specifically stated policies in individual divisions and departments. A challenge for SCC, which is common to all institutions of higher learning, is the relative ease with which modern technology can be used for academic cheating. One of several ways that SCC addresses this problem is by making turnitin.com, a web-based plagiarism-detection service, available to all instructors. In addition, student writing and learning are facilitated by the Writing Center, which provides professional tutoring and handouts relating to the responsible use of knowledge, and the SCC Library, which provides workshops focusing on the responsible acquisition of information from internet and print sources.

Criterion 4

POLICIES AND PROCEDURES

SCC follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities. For example, the MCCC website provides clear and concise guidelines related to copyright law, and the Office of General Counsel sponsors workshops and includes articles related to this topic in its publication, *In Brief*. At SCC, information about the proper use of copyrighted material in the classroom has been presented in all-faculty meetings and is included in the 2006–2007 General Catalog and Student Handbook (221–22), and a notice with basic information regarding copyright law is posted next to each copy machine on campus. In addition, policies regarding proper use of computing resources (MCCC's Technology Resources Standards) are also stated in the 2006–2007 General Catalog and Student Handbook (222–23), and the policies governing acceptable use are vigorously applied.

The Student Services Institute provides training for student services personnel in the responsible use of information, and all faculty and staff who come into contact with student data are required to complete a Family Educational Rights and Privacy Act (FERPA) tutorial. The College and the District issue periodic reminders

and updates regarding the proper use of student information, including grades and other class-related information. At this time, the MCCCDC does not have a policy related to Human Subjects research, but the Legal Services Office formed a committee in the spring of 2006 and is moving forward with developing such a policy.

The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights. The Residential Faculty Policy, in section 3.2. Intellectual Property Rights, recognizes “the academic exception of the Works Made for Hire Doctrine” for faculty whose work is created independently. This policy also provides parameters for work “commissioned or sponsored” by the College. Intellectual property right policies are also provided on the District website (www.maricopa.edu/legal/ip) by the Office of General Counsel as these policies relate to copyright guidelines, including the Digital Millennium Copyright Act of 1998. In addition, the Office of General Counsel offers an online tutorial for College personnel and students regarding intellectual property rights related to copyright.

SOCIAL RESPONSIBILITY

SCC provides many curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility. For example, students, faculty, and staff in the Biology Department created and maintain a wildlife demonstration garden on campus, putting into practice the principles of environmental conservation. They also maintain the Center for Native and Urban Wildlife (CNUW), providing educational experiences for elementary students and instructional support for educators. Further information about CNUW is available at www.scottsdalecc.edu/cnuw.

Connected Another example is the Model UN class offered by the Political Science Department, which prepares students for participation in the national Model United Nations Conference each spring in New York City along with representatives from over 200 colleges and universities from around the world. This activity enables students to have a real-world experience learning about a political institution that helps shape the world in which they live and to gain an understanding of perspectives and views from around the world. In addition, the Student Public Policy Forum provides an opportunity for students to work directly with local government personnel and public policy officials.

Future-Oriented Student Life and Leadership also offers many programs that encourage social responsibility and put that philosophy into action. Emerging Leaders provides “an opportunity for participants to identify, develop and practice leadership skills in order to make positive social change.” A related program, the LeaderShape Institute, “develops participants to lead with integrity.” LeaderShape, which has been identified as “exemplary” by the W.K. Kellogg Foundation, includes a week-long session for 60 to 70 students from “diverse ethnic, religious, and cultural backgrounds.” During the week, students are encouraged to develop a personal vision and consider how they can make a positive contribution to their community. Students return to the College with a plan that includes “goals, relationships, and action steps” which encourage implementation of their newly learned skills.



4 Criterion

Opportunities for practical application of leadership skills are available to students on campus through the SCC Student Leadership Forum (SLF). This elected group serves as a type of student government intended to “preserve students’ rights, serve students’ needs, provide funding for student projects, and . . . serve as the official voice of the students.” SLF members participate in a variety of activities including special projects, volunteer events, serving as student representatives, and interacting with the campus and surrounding community. Students may serve in a variety of official positions or as students-at-large representing the student body.

SUMMARY

Scottsdale Community College fulfills Criterion Four in exemplary fashion. The College values a life of learning and supports educational programs that enable students to acquire a breadth of knowledge and to exercise intellectual inquiry, so that they may function in a global, diverse, and technological society, and it supports faculty, staff, and students in the responsible acquisition, discovery, and application of knowledge.

STRENGTHS

- The College’s allocation of resources demonstrates its commitment to a life of learning.
- The College provides a wide variety of programs and services to its constituents.
- The College recognizes and celebrates the achievements of faculty, staff, and students in a variety of ways.
- MCCCCD provides significant legal support to all colleges in the District.

CHALLENGE

- While the College has an effective means of tracking and surveying its occupational graduates, it has not yet developed a method of gathering information from graduates of its academic programs.



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4 Criterion