

CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

In Criterion Five, Scottsdale Community College examines how it strives to fulfill its mission as well as honoring the responsibility established in the College President's observation that "Community' is our middle name."

CORE COMPONENT 5A

The organization learns from the constituencies that it serves and analyzes its capacity to serve their needs and expectations.

Scottsdale Community College does an outstanding job of responding to the needs of its varied constituencies.

DIVERSITY OF CONSTITUENCIES

Scottsdale Community College serves a population of approximately 250,000 residents of the communities of Scottsdale and northeast Phoenix. While the diversity of the service area is growing, in general it is one of the more affluent areas of the Phoenix metropolitan area. The northern portion of Scottsdale is growing rapidly and is populated by citizens with a high level of discretionary income. Students from this geographical area generally seek transfer education and/or lifelong learning experiences. In addition to offering a strong transfer curriculum, the College provides a vibrant Continuing Education program, through which 6,030 students participated in 527 courses in 2005–2006. In order to serve the needs of an aging population, the College has established the Boomerz program to promote civic engagement and deliberate retirement planning for the coming swell of Baby Boomers reaching traditional retirement age. Continuing Education and Boomerz are discussed in detail in Criterion Four. The College also addresses the fitness and health needs of the large number of senior adults in its service area through individualized fitness regimens and wellness seminars in the Fitness and Wellness Center.

The southern portion of the city of Scottsdale has become home to many recent immigrants whose first language is most often Spanish or Korean. The College has developed a strong program to serve the growing educational needs of these families through English as a Second Language (ESL) courses taught on campus, at churches serving the immigrant population, and on site at numerous employment locations, particularly hotels and resorts. The College has also responded to a request from a local refugee program to provide ESL classes throughout the metropolitan area. The number of students in ESL classes has steadily increased in recent years, from 35 FTSE in 1999 to 223 FTSE in 2005–2006, and the program continues to grow. One recent addition to the program is the offering of classes to the College's own employees. Custodial staff are learning English, and several members of the faculty and staff are learning Spanish in an effort to serve Spanish-speaking students and employees more effectively.

Distinctive One of the unique aspects of Scottsdale Community College is its physical location on land leased from the Salt River Pima-Maricopa Indian Community (SRPMIC). Although the resident population is small (approximately 5,000), the College responds to the needs of the SRPMIC in several ways, including waiving tuition and fees for members of the Community; serving on the SRPMIC Education Committee; providing educational programs in the Community; making space available for Community meetings; providing an office with computer and telephone for the Community Police; and working with the Family and Children’s Education program and Temporary Assistance for Needy Families programs. Liaisons with the SRPMIC include the College President, who works directly with the Community President; the Vice President of Academic Affairs, who works directly with the Education Committee; and the Vice President of Administrative Services, who oversees facilities and lease agreements. The American Indian Program Office continues to build formal and informal relationships that strengthen the ties between the College and the community.

ENVIRONMENTAL SCANNING AND COLLEGE PLANNING

Through the Strategic Planning and Facilities Master Planning processes, the College examines both its curricular capacity and its physical capacity to address the current and future educational goals and needs of students and faculty. Strategic planning and the Facilities Master Plan are discussed in detail in Criterion Two. Satisfaction and engagement of currently-enrolled students are assessed through the Noel-Levitz Satisfaction Survey and the Community College Survey of Student Engagement, and additional analyses are conducted through the annual review of all student services areas.

In order to respond to community needs, the Institutional Research Office regularly conducts environmental scans to assess enrollment patterns, demographic data, shifts in scheduling patterns, preferences of delivery methods, and the effects of tuition costs on ability to attend Scottsdale Community College. Recent responses to these changes include the creation of the Boomerz program described in Criterion Four and the development of an Enrollment Management Plan in response to a reduction in enrollment since 2004, which is discussed in Criterion Two. Another example is the closing of the former Airpark site in the fall of 2004 and the subsequent creation of the Business Institute to deliver specialized training with responsive delivery methods in north Scottsdale. Further information about the Business Institute is available in Criterion Two and online at www.scottsdalecc.edu/institute.

OUTREACH PROGRAMS

Connected The College supports a wide variety of outreach programs to provide ongoing service to its communities, including Achieving a College Education (ACE), which works with students from high school through attainment of a community College degree; Hoop of Learning, which provides academic support for Native American students; Disability Resources and Services; Boomerz; the work of the Center for Native and Urban Wildlife in restoration of the environment at Cole’s Ranch; and Computers for Kids, which provides refurbished and recycled computers for Boys’ and Girls’ Clubs and for Supai Middle School. A complete list of outreach programs is available in the Resource Room.



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Outreach programs result in a greater diversity of the curriculum and a multicultural student population, both of which enrich the College environment. Other benefits to the College include the development of a stronger presence in the business community through Business Fastrack and the Business Institute, and stronger partnerships with public schools in Scottsdale, Mesa, and Phoenix through the ACE and Hoop of Learning programs. The community expresses its appreciation for these outreach programs, as well as the other services provided by the College and the MCCCDC, through scholarship support, donations, partnerships, and the overwhelming support of the November 2004 bond referendum as discussed in Criterion Two. Of particular note, in 2006 the Salt River Pima-Maricopa Indian Community presented a \$1,000,000 donation to the MCCCDC to support the ACE and Junior ACE programs.

CORE COMPONENT 5B

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Scottsdale Community College demonstrates outstanding capacity and commitment to maintain collaborative relationships with its communities on several levels. The College has the physical capacity on campus for many of these activities, but it also employs sites throughout the communities to bring the College closer to those served.

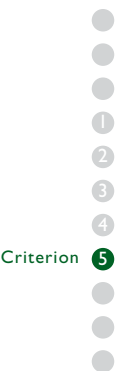
ON-CAMPUS ACTIVITIES

SCC sponsors numerous activities that bring community members to the College,Connected

beginning at an early age with Head Start and other children’s programs in the Child Enrichment Center, and continuing through senior adulthood with the Boomerz and Senior Adult programs. A number of health and wellness activities take place at the Fitness and Wellness Center, and firefighters and emergency medical personnel from the Salt River Pima-Maricopa Indian Community use the Center for their ongoing physical training. Both the Center for Native and Urban Wildlife and the Planetarium attract groups of elementary students as well as other community members for educational programs.

The College annually hosts more than 45 concerts, plays, musicals, dance programs, tours, art exhibits, and other events in the fine arts, attended annually by over 28,000 people. Additionally, many of these events are recorded and broadcast to the community on the MCCCDC television station. One popular program is “The Many Faces of Hate” film series, which gathers community members and College students to view a film and discuss the repercussions of hatred in a community. This partnership with the Anti-Defamation League has been in existence since the fall of 2004 and was used as a pilot to transport the series to other Colleges in the District.

In addition, SCC’s Senior Adult Program offers courses geared toward mature learners, such as the popular travel series and a colloquium with SCC faculty called “Coffee with the Professors.” Also, SCC’s Culinary Arts restaurants are open to the public for lunch and dinner, and serve more than 6,000 guests annually. In addition, the Culinary Arts Department offers tours for groups of high school



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students and teachers who are interested in careers in hospitality or culinary arts. The Career Center hosts three job fairs each year, with over 60 local businesses participating. On average, attendance is more than 1,000 at each of these events. The Career Center utilizes the Discover program to assist in career advisement, and SCC also participates in the District-wide Maricopa Career Network, which was utilized by 3,384 employers in 2005–2006 to post 7,785 job opportunities, an increase of 75% since inception in 2002.

International Education Week brings to the campus many cultural programs including foreign films, dance troupes, musical groups, discussions of international events and consequences, and promotion of study-abroad opportunities. These events are attended by a great many community members as well as students and College staff. Other popular activities are the bi-weekly Retro Muse Coffee House, Lunch with the President and the Vice Presidents, community band and chorus, Career Planning and Placement résumé builder sessions, non-credit courses, senior adult lecture series, and numerous other programs.

College facilities are utilized extensively by both the College and the community. For example, the Performing Arts Center is used for classes, student music, dance and drama performances, nurses' pinnings, and student orientations, and the community uses the facility for film series, public forums, lectures, dance and music concerts, and high school student scholarship competitions. The College makes space available for community members to cultivate individual plots in the Community Garden, which is extremely popular with local residents, and the College is also one of the few public venues that welcome model airplane enthusiasts, who are permitted to fly their models near the athletic fields. Both the internal and external communities also compete for use of space in the Student Center. Among the annual events external groups hold in the Student Center are Community Celebrating Diversity, Arizona Town Hall Annual Meeting, Scottsdale Leadership classes and forums, the Scottsdale Rose Society's rose show, the Scottsdale Unified School District Youth Town Hall, and the Police Officers of Scottsdale Association's "Shop with a Cop." The critical press for meeting space is expected to ease when the College builds a new Student Center, funded by the 2004 bond referendum, which is planned for 2010.

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EDUCATIONAL PROGRAMS

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Connected Several educational programs engage students with the external communities. For example, service learning is a component of several courses, and the College has participated in the America Reads program for over six years. Students involved in this program work with young students at the Paiute Child Care Center and at the Salt River Pima-Maricopa Indian Community. The Mathematics Department hosts an annual city-wide Math and Science Day, attracting high school students from the surrounding area, and biology students participate in cancer research with the Mayo Clinic. Along with operating two dining rooms, Culinary Arts students participate in culinary demonstrations and competitions, both local and national. Other community activities occur through service learning opportunities that are formalized through classes and College clubs and organizations, as well as those that are less formal.

Cooperative education and internship work experiences in the community benefit both students and employers by providing first-hand experience. For example,

the College has forged a valuable relationship with Disney World, which since the spring of 2004 has accepted over 60 students to serve as interns for a semester. In addition, over 100 students participate in cooperative education programs every year. A five-year study completed in 2004 indicated that 96% of the students in Cooperative Education agreed that the experience helped them to achieve their career goals. The report is available in the Resource Room.

CO-CURRICULAR AND VOLUNTEER ACTIVITIES

The College also provides an extensive array of co-curricular activities to engage students with the wider communities through a variety of service projects. Clubs and organizations promote strong community service programs, including Shoe Box Ministry, USO, and American Cancer Society walks and relays as well as numerous one-time efforts such as the Art Department's project to decorate trash cans for the Tempe Town Lake Park. Interior Design students have designed and implemented community projects such as Sunshine Acres boys' home and Doves apartment complex for seniors. They have also designed the Cohen Memorial Garden "room" at Scottsdale Healthcare North and continue other community projects. Faculty and students have also organized regular community service days (College to the Community, Make a Difference Day, and Into the Streets) during which groups work at local service agencies to clean facilities, sort and fold clothes, read stories to children, care for animals, feed the homeless, and perform other needed service. An example of community outreach beyond national borders is the annual education abroad program in which SCC students, including a number of Native American students, collaborate with indigenous peoples of Australia and New Zealand on a community service project.

Students and employees of SCC raise tens of thousands of dollars and provide thousands of hours of service for numerous national and local causes ranging from blood drives to telethons to the Scout-O-Rama. Along with the extensive institutional service provided to the College's communities, College employees as individuals also demonstrate extensive engagement and service to the College, District, and surrounding community through volunteerism. Over 70 employees report spending an average total of approximately 1,300 hours a month volunteering in the community.

Employees have also responded to the call from the College Development Office to contribute to student scholarship funds. Over \$81,000 was pledged by 90 employees in the initial campaign. Friends and families also endow memorial scholarships to honor a loved one upon death or retirement. In 2005–2006 more than 2,325 SCC students received private and institutional scholarships.

The College's connection to the community also extends beyond its immediate service area. When the horrible events of September 11, the Southeast Asia tsunami, and Hurricanes Katrina and Rita occurred, both the College President and the District Chancellor sent messages encouraging employees to respond generously and provided information about how to do so through a variety of community agencies, such as the American Red Cross. When Hurricane Katrina demolished their homes in 2005, eight SCC students from Louisiana lost their family support. The College and community responded by providing contributions for rent, food, and transportation. In addition, the SCC men's and women's

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basketball teams traveled to Eastern Arizona Community College to play games to benefit colleges in Louisiana and Mississippi that needed assistance in replacing their athletic facilities.

PLANNING FOR ONGOING ENGAGEMENT AND SERVICE

Future-Oriented The College is now over 35 years old and has some difficulties in adapting older spaces for new uses, finding adequate space for the many activities it would like to accommodate, and incorporating technology into older spaces. However, these shortcomings are being addressed through Facilities Master Planning and the building of new spaces to be funded by the 2004 bond referendum. In the meantime, the College copes with these inadequacies and continues to sponsor many activities to engage students and community members.

CORE COMPONENT 5C

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

SCC is exemplary in its responsiveness to its constituencies. The College's willingness to collaborate with its varied constituencies creates an array of services and academics that impact all areas of the institution and foster seeds of change, as well as serving to integrate the College more fully with its community.

COLLABORATION WITH OTHER EDUCATIONAL SECTORS

Connected The College has a long history of collaboration with the many constituencies that make up the community it serves and with other educational sectors. For example, the Achieving a College Education (ACE) Program bridges under-represented students from high school to community College to university in a 2+2+2 cohort. Since the replication of this program at SCC in 2003, more than 60 high school students have been mainstreamed into regular College classes. These students have achieved an average GPA of 3.1 and 83% attained degrees. Concurrent and dual enrollment, by which students receive credit both at their high schools and in college for taking classes at SCC, offers younger students the opportunity to earn college credits; more than 1,500 students take advantage of these popular programs annually.

MOBILITY OF LEARNERS

The Maricopa County Community College District, through the Office of University and College Relations, maintains articulation agreements with a wide variety of institutions of higher learning. MCCCCD also participates in the Arizona Course Applicability System, providing a valuable resource for instructors and advisors to ensure that student transfer needs will be met. The College offers more than 700 courses that transfer to the in-state universities based on the student's program of study. The AA, AAS, and ABUS are designed to transfer seamlessly to in-state and out-of-state universities, and over the past five years,

more than 400 students with AAS degrees have transferred to in-state universities and more than 30 have transferred with the AGEC degree. Further information about articulation is available at www.dist.maricopa.edu/academic/artic/. SCC also participates in the Academic Advising Articulation Task Force (az.transfer.org/cas/atass/advising/AAATF.html), which deals with student transfer issues. As a part of this effort, the Director of the Advisement Center serves as Transfer Student Ombudsman to track problems and assist students.

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In addition to the articulation agreements facilitated through the MCCCCD, the College has developed numerous agreements to serve the needs of specific programs and students. For example:

- SCC's Hospitality and Tourism and Culinary Arts programs articulate with Northern Arizona University (NAU), and students can complete a BA degree by taking NAU classes on the SCC campus; Distinctive
- SCC's Interior Design program articulates in a 2+2 program with NAU's BS program, and in 3+1 programs with Charter Oak State College online and with Columbus College of Art and Design in Columbus, Ohio.
- SCC's Administration of Justice Studies program articulates with Arizona State University's (ASU) Justice Studies BA.
- SCC's Nursing program articulates with ASU's BSN program.
- A new articulation agreement for Hospitality students has been developed with Les Roches Association School of Hospitality Management in Bluche, Switzerland, and Marbella, Spain, evidence that articulation for the students of SCC is an ever-expanding, globalized process.

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The College also supports the mobility of learners through a number of activities. For example, universities are encouraged to visit the College to talk with prospective students. Between 15 and 20 public and private universities annually meet with transfer students, and the three state universities visit up to eight times per semester. In addition to individual visits, each October the College hosts University Transfer Day, where nearly 20 universities set up information tables for students and give presentations to SCC advisors. Universities also present information to advisors in training sessions, and university transfer information is presented at New Student Orientations each fall and spring in special sessions for undecided students and business students, and in Counseling Services' career exploration and college success classes.

EFFECTIVE BRIDGES AMONG DIVERSE COMMUNITIES

The College's Diversity Action Plan, which is discussed in detail in Chapter 2 and in Criterion One, endeavors to "celebrate the diversity of our community" and "to promote an environment where faculty, staff and students are engaged in the broadly defined SCC environment, as productive citizens and responsible community builders." This engagement is accomplished through numerous efforts throughout each year. For example, the American Indian Program Office works with tribal communities through the Hoop of Learning and the Head

Start Program, as well as participating in the development of a CD to promote the College's occupational programs. These efforts are increasing each year and show positive results through greater persistence and success of Native American students at the College. More than 1,700 students utilized services of the office in 2005, an increase of 17% over the prior year. Through the intervention/retention program, many students successfully raised their GPA's.

College administrators and faculty participate in and are recognized by many civic groups, serving to keep the College mindful of the needs of the greater metropolitan area. The President participates in myriad community groups, Community Celebrating Diversity the Arizona Town Hall, the Environmental Fund Group, Scottsdale Charros, and the Scottsdale Chamber of Commerce, to name just a few. The Vice Presidents are members of numerous organizations such as Scottsdale Leadership, Friends of the Library, and Rotary Club. Newspaper articles about community involvement, new venues, and successes of SCC are frequent in all local publications, informing the community about the College's many partnership ventures. A recent example acknowledged the growth of the Administration of Justice Studies Program into crime scene investigation and other areas of potential job opportunities. Examples of recent news articles are available in the Resource Room.

CORE COMPONENT 5D

Internal and external constituencies value the services the organization provides.

Scottsdale Community College enjoys outstanding support from both internal and external constituencies. For example, at the 35th Anniversary Celebration of the College in November 2005, both civic and tribal leaders spoke about the long history and growth of mutual support between SCC and its community partners. SCC's partnerships with constituents demonstrate collaboration and active involvement and support of College personnel, students, and community members in a wide variety of opportunities where College work serves the common good. Examples of community members' comments may be found in Listening to the Community: A Year Long Examination of Future Needs, available in the Resource Room.

WORKFORCE DEVELOPMENT ACTIVITIES

Connected The College's workforce development activities are sought after and valued by civic and business leaders. For example:

- The College offers 21 Occupational Education programs that prepare students for employment in area businesses. Graduates of programs such as Nursing, Administration of Justice, Culinary Arts, Fire Science, and EMT are in great demand. Advisory boards for each of these programs provide insight into industry requirements for new programs and curriculum changes as well as a gauge of satisfaction with SCC graduates.
- The Business Institute offers credit and noncredit short-term courses for small businesses and a wide variety of online courses for upgrading skills or



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preparing for a career change. More than 25 courses were offered in spring 2006 to students in this fast-growing business area in north Scottsdale.

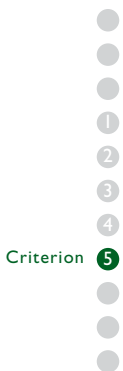
- Cooperative Education affords working students the opportunity to gain College credits through the development of learning objectives determined in coordination with an instructor and their area manager. Student participants, instructors, and managers provide evaluations of the program and the outcomes. More than 130 students participated in 2005.
- The Workforce Development Coordinator works with local businesses to provide customized employee training opportunities through the Career Preparation program. For example, the Pharmacy Technician program enrolls more than 25 students each semester, and to date over 200 trained pharmacy technicians have gained employment through the program. Home Inspection Training classes, another example of workforce development, began in January 2005 to provide licensure training.
- In 2006, the Social Sciences Department achieved an initial accreditation by the Arizona Department of Education for its participation in the Scottsdale Teacher Education Partnership, a 45-credit post-baccalaureate program for teacher certification in elementary education.

CONTINUING EDUCATION

Continuing Education is another growing entity at the College, offering over 500 non-credit classes to serve more than 6,000 community members annually. The popularity and efficacy of these courses are determined through written student evaluations as well as the use of “guest evaluators,” College employees who are invited to take the class at no cost in return for providing detailed evaluation. Evaluations show a 92% student satisfaction rating for these offerings overall and also provide information that is used for improvements in scheduling and decisions about class offerings. Further information about evaluation of Continuing Education classes, which was a concern of the 1997 HLC team, is available in Chapter 2.

ASSESSMENT OF STUDENT SERVICES

Services provided to students are continually expanding and consistently evaluated. Each Student Services area conducts an annual assessment of the effectiveness of its activities in student engagement and service to the community, assessing the prior year’s goals according to program and learner outcomes and establishing new goals for the upcoming year. For example, the Admissions, Advisement, Testing, and Counseling Services areas all show increases in numbers served and efficiency of operation. A survey of students in the Advisement Center shows a 4.43 satisfaction rating on a 5-point Likert scale, with over 23,500 students seen in 2004-2005. The College provides a Writing Center, Math Tutor Center, Open Computer Laboratory, and several smaller facilities to assist student success, and all receive positive evaluations for the services provided. Examples of the Annual Report of Student Services are available in the Resource Room.



SUMMARY

Scottsdale Community College fulfills Criterion Five in outstanding fashion. The College engages with its constituencies and communities to understand their needs and to respond to those needs in ways that are valued by both internal and external constituencies.

STRENGTHS

- The College provides a wide range of educational, co-curricular, and extra-curricular services that benefit the community.
- Scottsdale Community College, through the Maricopa Community Colleges Foundation, provides scholarships to over 1,000 students annually.

CHALLENGES

- At present, the physical facilities are overtaxed by the demands of internal and external constituents. This need is being addressed in the College's Facilities Master Plan and by the College Facilities Committee.
- The ability of the College to assist under-prepared students is a challenge being addressed through continued community collaboration.



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