



ESTRELLA MOUNTAIN
COMMUNITY COLLEGE

June 29, 2011

Dr. Karen Solomon
Vice President for Accreditation Relations
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1413

Dear Dr. Solomon,

Estrella Mountain Community College is currently in the process of opening an Educational Center in the Town of Buckeye, a community within the Estrella Mountain service area. The Center will be located in a newly remodeled facility adjacent to Buckeye Union High School. The Estrella Mountain Community College - Buckeye Educational Center will consist of 6 classrooms, tutoring rooms, administrative support spaces, faculty and staff work areas, and student advisement/counseling.

For the 2011-2012 academic year, course offerings at the Educational Center will not exceed 50% of a degree program. To better serve the needs of the Buckeye community, Estrella Mountain would like to be able to increase course offerings as soon as possible, so students attending the Educational Center are able to fully complete a degree program.

Estrella Mountain is already scheduled for an accreditation visit November 7 – 9, 2011. I would like to formally request that the visiting team also review and evaluate the Buckeye Educational Center, so the college can officially list the site as an additional location and as a result increase course and program offerings to students.

Please let me know if this request is possible. I look forward to hearing from you.

Thank you.

Ernie Lara, Ph.D.
President

cc: Erika Swain, Director of Peer Corps
Christine Nelson, Process Associate, Accreditation Services
Tamas Horvath, Process Associate, Accreditation Services



Substantive Change Application, Part 1: General Questions
Branch Campuses and Additional Locations

Institution: Estrella Mountain Community College **City, State:** Avondale, Arizona _____

Name of person completing this application: Bryan K. Tippett_

Title: Vice President, Academic Affairs **Phone:** (623) 935-8033

Email: Bryan.Tippett@Estrellamountain.Edu

Requested Change(s). Concisely describe the change for which the institution seeks approval.

Estrella Mountain Community College is opening a new course location in the fall, 2011, in the neighboring town of Buckeye, Arizona. This location is approximately 25 miles from the main campus. The College owns property in Buckeye and plans to build an educational site in the future. Currently, course offerings do not permit a student to obtain 50% or more of a degree or certificate. The College is pursuing this change request to increase course offerings so that students may obtain 50% or more of a degree or certificate at this location.

<p>Classification of Change Request. Check all boxes that apply to the change.</p> <p><i>Note: not every institutional change requires prior review and approval. Review the "Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.</i></p>							
<p>Change in mission or student body:</p> <p style="padding-left: 20px;">change in mission</p> <p style="padding-left: 20px;">change in student body</p>	<p>Five or more courses:</p> <p style="padding-left: 20px;">at a degree level not now included in the institution's accreditation</p> <p style="padding-left: 20px;">at an out-of-state or foreign location</p>						
<p>New additional locations:</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> in home state</p> <p style="padding-left: 20px;">in other state(s) or in other country(ies)</p> <p style="padding-left: 20px;">new or additional campus(es)</p>	<p>New academic program(s) requiring HLC approval:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">certificate</td> <td style="padding-left: 20px;">bachelor's</td> </tr> <tr> <td style="padding-left: 20px;">diploma</td> <td style="padding-left: 20px;">master's/specialist</td> </tr> <tr> <td style="padding-left: 20px;">associate's</td> <td style="padding-left: 20px;">doctorate</td> </tr> </table>	certificate	bachelor's	diploma	master's/specialist	associate's	doctorate
certificate	bachelor's						
diploma	master's/specialist						
associate's	doctorate						
<p>Consortial or contractual arrangement:</p> <p style="padding-left: 20px;">Consortial arrangement</p> <p style="padding-left: 20px;">Contractual arrangement</p> <p style="padding-left: 40px;">The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)</p>	<p>Additional Locations:</p> <p style="padding-left: 20px;">Request for access to Desk Review for additional locations</p> <p style="padding-left: 20px;">Request for access to Notification Program for locations</p> <hr/> <p>Distance Delivery:</p> <p style="padding-left: 20px;">Initiation of distance education</p> <p style="padding-left: 20px;">Expansion of distance education</p> <p style="padding-left: 20px;">Initiation of correspondence education</p>						

	Expansion of correspondence education
	Other: Substantially changing the clock or credit hours required for a program

Institutional Context for Substantive Change Review. *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

Estrella Mountain Community College MISSION:

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

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

Estrella Mountain Community College serves one of the fastest growing areas in Maricopa County based on the 2010 United States Census. Among the 20 largest cities and towns; Buckeye, Goodyear, and Avondale were among the top five fastest growing. These three cities contributed to the rapid growth in the service area. Overall the service area population more than doubled from an estimated 198,149 in 2000 to 430,224 in 2010. The Maricopa Association of Government Projections from 2009 also suggest that by 2020 Estrella Mountain Community College's extended service area could exceed 800,000 residents. In addition, the College has experienced an annualized growth rate of 9% for full-time student equivalents (FTSE) for the past several years. In comparison, enrollment growth from the Buckeye service area specifically has increased 17% annually. The continual overall growth has resulted in maximum room utilization during prime-time day and evening hours of operation. Increases in the number of students from Buckeye demonstrate a strong need for services in that area as the College attempts to meet its mission in support of West Valley residents.

One other contributing factor to consider, as part of the 2004 Maricopa County Community College District Bond initiative, an 80 acre lot was purchased for a future, permanent Estrella Mountain campus in Buckeye. If approved, this additional location will enable the College to establish a presence in Buckeye as the College strategically manages growth for its second campus.

Special conditions. *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

<p>Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?</p>	<p>YES</p> <p><u>NO</u></p>	
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Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?	YES <u>NO</u>	
Has the institution’s senior leadership or board membership experienced substantial resignations or removals in the past year?	YES <u>NO</u>	
Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?	YES <u>NO</u>	
Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?	YES <u>NO</u>	

Approvals. Check the approvals that are required prior to implementing the proposed change and attach documentation of the approvals to the request. Indicate the file name of the documentation.

Internal (faculty, board) approvals (file name: _____)

System approvals (for an institution that is part of a system) (file name: (1) Action Item Buckeye Lease A-wing1.docx and (2) 20110106101457413.pdf

State approval(s) (file name: _____)

Foreign country(ies) approvals (for an overseas program or site) (file name: _____)

No approval required

Substantive Change Application, Part 2: Topic-Specific Questions

Branch Campuses and Additional Locations

Submitting Your Substantive Change Request

Attach the “Substantive Change Application–General Questions” as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. It will be provided to future HLC review processes.

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions. Your total submission should be no more than 8-10 pages. Submit your completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

As many as three new additional locations, or one branch campus, may be requested in a single proposal.

Name of Institution:

Type of request: (X) additional location(s) () branch campus

Part 1. Characteristics of the Change Requested

1. Provide the name and address of each location requested, indicating whether the location will be a branch campus (where degree programs are offered with full support services) or an additional location (where 50% or more of a degree program, diploma program, or certificate program is offered without full support services).

The address for this proposed additional location is 902 Eason Ave, Buckeye, AZ 85326

2. In addition, provide for each location the following information:

- a. The date at which the location is projected to begin operation.

The Estrella Mountain Community College Buckeye Educational Center will begin operation on August 1, 2011 as a course location. The College's intention is to begin operation as an additional location in January, 2012 pending HLC approval.

- b. Whether the location offers Title IV eligible programs.

Title IV eligible programs will be offered at the Center. Programs listed under part C *may* eventually be offered at the Center.

- c. The *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.

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Estrella Mountain Academic Degrees - In order by Degree Title
 10 Different Academic Degrees

Major Code	CIPs Code	Current Degree
8400	24.0101	2011 - 2012 Associate in Arts (AA)
8101	13.1202	2011 - 2012 Associate in Arts in Elementary Education (AAEE)
8105	50.0702	2011 - 2012 Associate in Arts (AA) Degree, Fine Arts - Art
8103	50.0101	2011 - 2012 Associate in Arts (AA) Degree, Fine Arts - Dance
8107	50.0501	2011 - 2012 Associate in Arts (AA) Degree, Fine Arts - Theatre
8900	52.02	2011 - 2012 Associate in Business (ABUS) (General) Requirements
8800	52.0201	2011 - 2012 Associate in Business (ABUS) (Special) Requirements
2000	24.0102	2011 - 2012 Associate in General Studies (AGS)
8600	40.0101	2011 - 2012 Associate in Science (AS)
A 8001 B 8002 S 8003	50.0701 52.01 30.1801	2011 - 2012 Arizona General Education Curriculum (AGEC) - A, B, S
N/A	N/A	2011 - 2012 Associate in Applied Science General Education Requirements (Note: This is not a degree but approved general education requirements.)

Estrella Mountain Occupational Degrees - In order by Program Title
 23 Associate in Applied Science (AAS) Degrees

Award	Major Code	Program Title	CIPS Code
AAS	3149	<u>Accounting</u>	52.0301
AAS	3137	<u>Administration of Justice</u>	43.0104
AAS	3000	<u>Automation Technology</u>	15.0403
AAS	3091	<u>Banking and Finance</u>	52.0803
AAS	3547	<u>Computer Applications Technology</u>	52.0407
AAS	3151	<u>Culinary Studies</u>	12.0503
AAS	3112	<u>Emergency Response and Operations</u>	51.0904
AAS	3112	<u>Emergency Response and Operations</u>	51.0904
AAS	3228	<u>Engineering Technology</u>	15.0000
AAS	3056	<u>Fire Science Technology</u>	43.0203
AAS	3814	<u>Hospitality/Hotel Management</u>	52.0904
AAS	3039	<u>Information Security</u>	11.1003
AAS	3013	<u>Linux Networking Administration</u>	11.0901
AAS	3778	<u>Microsoft Networking Technology</u>	11.0901
AAS	3778	<u>Microsoft Networking Technology</u>	11.0901
AAS	3816	<u>Networking Technology: Cisco</u>	11.0901
AAS	3727	<u>Organizational Management</u>	52.1003
AAS	3727	<u>Organizational Management</u>	52.1003
AAS	3003	<u>Power Plant Technology</u>	15.0503
AAS	3844	<u>Programming and System Analysis</u>	11.0501

AAS	3153	Radiation Protection Technology	51.0916
AAS	3048	Retail Management	52.1401
AAS	3776	Speech Language Pathology Assistant	51.0203
AAS	3059	Strength, Nutrition, and Personal Training	31.0505
AAS	3059	Strength, Nutrition, and Personal Training	31.0505
AAS	3008	Teacher Assisting	13.1501

Estrella Mountain Occupational Certificates - In order by Program Title
52 Certificates of Completion (CCL)

Award	Major Code	Program Title	CIPS Code
CCL	5124	Network Administration: Microsoft Windows Server	11.0901
CCL	5665	Accounting	52.0301
CCL	5137	Administration of Justice	43.0104
CCL	5000	Automation Technology Level I	15.0403
CCL	5627	Banking and Finance	52.0803
CCL	5155	Basic Culinary Studies	12.0503
CCL	5486	Basic Firefighter	43.0203
CCL	5554	Building Inspection	46.0403
CCL	5214	Computer Applications Technology	52.0407
CCL	5026	Computer Hardware and Desktop Support	47.0104
CCL	5151	Culinary Studies	12.0503
CCL	5849	Customer Service Management	52.0299
CCL	5233	Data Entry Clerk	52.0407

CCL	5066	<u>Desktop Publishing</u>	52.0407
CCL	5418	<u>Driver Operator</u>	43.0203
CCL	5655	<u>Evidence Technology</u>	43.0104
CCL	5744	<u>Fire Investigation</u>	51.0904
CCL	5420	<u>Fire Officer I</u>	43.0203
CCL	5420	<u>Fire Officer Leadership</u>	43.0203
CCL	5486	<u>Fire Science</u>	43.0203
CCL	5557	<u>Firefighter Operations</u>	43.0203
CCL	5557	<u>Firefighter Operations</u>	43.0203
CCL	5661	<u>Foundations of Student Services</u>	13.0407
CCL	5238	<u>General Office Secretary</u>	52.0401
CCL	5711	<u>Gifted Education</u>	13.1004
CCL	5965	<u>Hospitality/Hotel Management</u>	52.0902
CCL	5388	<u>Information Security Administration</u>	11.1003
CCL	5465	<u>Information Security Forensics</u>	11.1003
CCL	5347	<u>Information Security Technology</u>	11.1003
CCL	5457	<u>Information Security Wireless Networks</u>	11.1003
CCL	5429	<u>Interior Merchandising</u>	50.0408
CCL	5219	<u>Linux Associate</u>	11.0901
CCL	5225	<u>Linux Networking Administration</u>	11.0901
CCL	5204	<u>Linux Professional</u>	11.0901
CCL	5473	<u>Microsoft Desktop Support Technology</u>	11.0203
CCL	5841	<u>Microsoft Product Specialist</u>	11.0203
CCL	5852	<u>Microsoft Systems Administration</u>	11.0901

CCL	5852	<u>Microsoft Systems Administration</u>	11.0901
CCL	5843	<u>Microsoft Systems Engineer</u>	11.1002
CCL	5843	<u>Microsoft Systems Engineer</u>	11.1002
CCL	5841	<u>Microsoft Technical Specialist</u>	11.0203
CCL	5969	<u>Networking Administration: Cisco</u>	11.0901
CCL	5969	<u>Networking Administration: Cisco</u>	11.0901
CCL	5967	<u>Networking Technology: Cisco</u>	11.0901
CCL	5068	<u>Oracle Database Administration</u>	11.0802
CCL	5731	<u>Organizational Leadership</u>	52.0201
CCL	5731	<u>Organizational Leadership</u>	52.0201
CCL	5445	<u>Personal Training Specialist</u>	31.0505
CCL	5957	<u>Practical Nursing</u>	51.3901
CCL	5048	<u>Programming and System Analysis</u>	11.0501
CCL	5657	<u>Public Works Leadership</u>	44.0401
CCL	5565	<u>Radiation Protection Technology</u>	51.0916
CCL	5237	<u>Receptionist</u>	52.0406
CCL	5286	<u>Retail Management</u>	52.1401
CCL	5153	<u>Small Business Management</u>	52.0703
CCL	5994	<u>Speech Language Pathology Assistant</u>	51.0203
CCL	5445	<u>Strength and Conditioning Personal Trainer</u>	31.0505
CCL	5159	<u>Web Design</u>	11.0801
CCL	5051	<u>Web Developer</u>	11.0801

Estrella Mountain Academic Certificates - In order by Program Title
4 Academic Certificates (AC)

Award	Major Code	Program Title	CIPS Code
AC	6218	<u>Advanced Interdisciplinary Storytelling</u>	50.0501
AC	6230	<u>Chicana and Chicano Studies</u>	05.0203
AC	6230	<u>Chicana and Chicano Studies</u>	05.0203
AC	6217	<u>Interdisciplinary Storytelling</u>	50.0501
AC	6232	<u>Sustainability and Ecological Literacy</u>	03.0104
AC	6232	<u>Sustainability and Ecological Literacy</u>	03.0104

- d. Whether the location will be permanent or temporary (for a set number of cohorts).

The Center is located in a leased facility with a signed lease agreement for 30 years.

- e. The primary target audience for the location (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group) to the extent, if any, that it differs from simple geographic considerations.

All of the above mentioned categories of students will be part of the student population at the EMCC Buckeye Educational Center. This will not differ substantially from the populations currently served at the main campus.

- f. Identify the level of degree completion at the new additional location. (Total Degree, Adult Degree completion, or 50 - 99% completion)

It is expected that eventually students will be able to complete the requirements for the AA, AAS, and AGS degrees as well as various workforce development certificates and programs, both credit and non-credit.

3. If you are planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

N/A

Type of involvement	Name(s) of external organization(s)	% of Involvement
A. Support for delivery of instruction		
B. Recruitment and admission of students		
C. Course placement and advising of students		
D. Design and oversight of curriculum		
E. Direct instruction and oversight		

4. If you are planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

N/A

Part 2. Institution's History with Branch Campuses and Additional Locations

5. Does the institution currently operate three or more locations with the same or greater scope/level of instruction as the proposed location(s) and with the same or greater level of sophistication in facilities and services? If yes, please identify the three such locations with the largest enrollments during the past year, along with those enrollments.

N/A

6. If the Higher Learning Commission approves you to open the additional location or branch campus, what future growth do you anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations or branch campuses?

Over the last decade, Estrella Mountain has witnessed student headcount from the Buckeye area grow by more than 12% annually or 169% over the entire decade (Fall 2001 to Fall 2010). The most recent Maricopa Association of Governments population projections suggest that the Buckeye population could grow another 177% between 2010- 2020 and 95% between 2020-2030. While some of this rapid growth depends on continued economic recovery, there are currently more than 50,000 residents in the city of Buckeye who do not have access to a nearby college. Estrella Mountain anticipates a 10-15% annual increase in enrollment at the Buckeye Center for at least the next 5-10 years due to the lack of other educational options in the area and the anticipated long-term growth of the area.

7. How do you plan to manage this growth?

Growth is managed through the enrollment management plan, facilities master plan, technology plan, instructional plans, and program reviews which all inform the college's strategic plan that provides overall direction for the College. In addition, institutional effectiveness measures, assessment of learning outcomes, demographic data, and student engagement surveys are used to inform decision-making processes related to growth. New courses, programs, services, and faculty and staff will be added in a strategic manner when data support the need to do so and it meets the needs of the Buckeye community.

Part 3. Institutional Planning for Branch Campuses and Additional Locations

8. What impact might the proposed branch campuses or additional locations have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?

In terms of the last comprehensive visit in 2002, the visiting team identified four areas of concern.

- A. "While progress has occurred in the development of a plan for institutional effectiveness, efforts in the assessment of student academic achievement are lagging. Issues for concern include the lack of full faculty participation, multiple measures, and sufficient student numbers for analysis. The issues of assessment measures for critical thinking also needs to be resolved"

In response, the College employed the services of an assessment consultant whose recommendations resulted in the expansion of both direct and indirect measures, an expanded number of measurable outcomes, resolution of issues related to critical thinking, improved documentation of assessment outcomes, and increased participation of both full- and part-time faculty. Faculty and staff who operate at this additional location will be part of the improved infrastructure for assessment of learning outcomes through divisional structures already in place. Current processes for garnering student participation on the main campus will also be employed at the additional location. These processes are based on a curriculum-integrated assessment model where each learning outcome is assessed within the standard curricula of diverse courses throughout the College. This very inclusive approach has resulted in increased numbers of faculty and student participation.

- B. "The College must be more timely and responsive to requests for specialized marketing and promotional materials".

In response, the Office of Institutional Advancement, which housed fundraising, marketing, and public relations was split into two separate divisions. The newly created Division of Marketing and Public Relations is now a direct report to the College President. In order to

increase communication and responsiveness, using a team approach, the Division works directly with Division Chairs, Directors, and Senior Leadership to determine communication needs in alignment with strategic directions. Requests are entered into one of three categories; advertising campaign, community awareness/outreach, and student support projects. This additional location will be supported through these categories with necessary resources as part of the ongoing marketing program. Initial staff at the Buckeye Educational Center will report through current functional lines ensuring service needs are effectively communicated and responses provided to stakeholders. It is envisioned that the new Buckeye Educational Center will also generate an increase in operating revenue that will help support programming, including marketing.

C. "Fine arts, humanities, and occupational programs should be expanded"

The College has increased the arts and humanities by hiring a residential faculty member who supports 70% growth in arts humanities full-time student equivalents (FTSE) as well as providing structure for student and community exhibitions. In addition the College has experienced 36% FTSE growth in other areas of the humanities. A number of these courses will be scheduled at the Buckeye Educational Center so that students are able to complete certificate and degree programs. With respect to occupational programs, the College has increased programs in both credit and SouthWest Skill Center non-credit offerings. Some of these programs, such as Power Plant Technology, Fire Science, and Allied Health programs are also being planned for Buckeye. Since the last accreditation visit in 2002, the College added both Vice President and Dean level positions to support faculty and the community in workforce program development and implementation.

D. "A comprehensive Americans with Disabilities Act plan needs to be developed."

The College hired a Coordinator of Disability Resources and Services in 2002. Since that time an office and comprehensive Americans with Disabilities Act Compliance Plan have been established. As it is with the main campus, the Coordinator will ensure that students taking Buckeye Educational Center classes will have access to facilities, programs, services, activities, and information technology in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The Coordinator will also ensure that students have resources and services to increase independence, and information that helps them have a smooth transition to the university or workplace. Staff who work at the Center will have education and training on disability related issues.

In addition, there were several challenges that were recognized as part of the 2002 self-study that are not covered by those above, that even 10 years later could have an impact on the Buckeye Educational Center. Perhaps the most notable challenge is an ongoing reduction in State allocations to the Maricopa County Community College District. Most recently, current State funding levels have been reduced to 1% of the operating budget. The District is able to absorb this reduction through increased tuition and an increased levy on property taxes.

Another challenge that was noted was the numerous pathways that exist for students who intend to transfer to a university. Over the past several years, the Maricopa District in collaboration with the State universities, have revamped a number of transfer pathways as well as developing new articulation agreements with colleges and universities across the nation. Advisors are well educated in all transfer pathways and work with cohort groups to ensure accurate and timely information is shared with students. For example, one advisor is charged with advising students in social sciences and human services, another in Science, Technology, Engineering, and Mathematics, and so on. This model, which began in 2008, allows advisors to be discipline experts in terms of student success and transfer requirements.

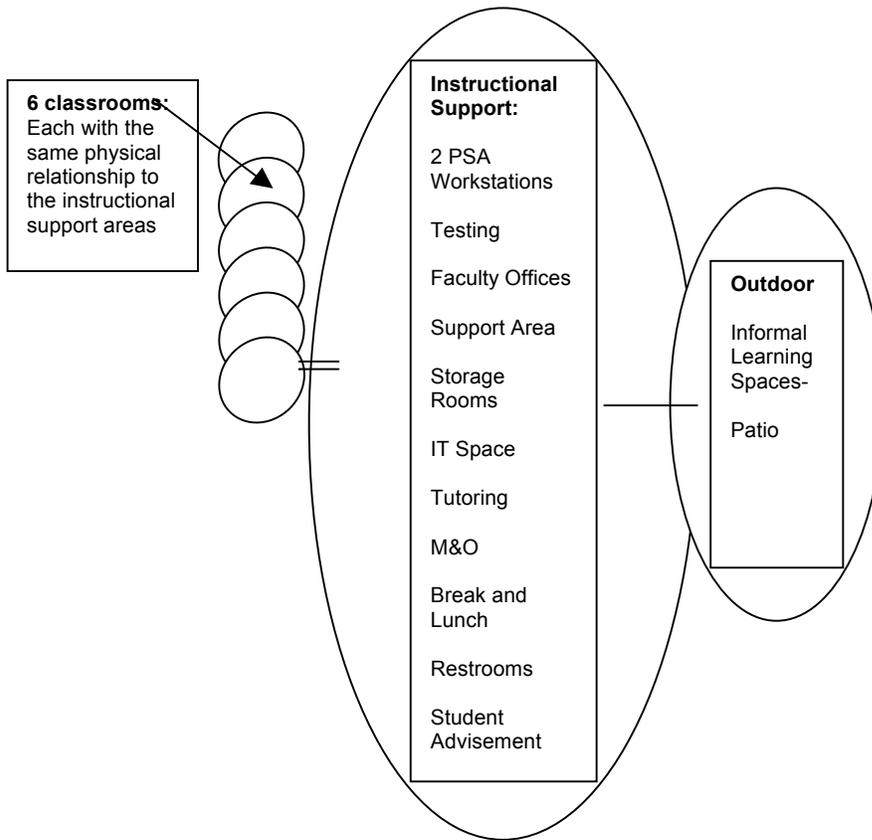
9. For each proposed location, provide a description of physical facilities and equipment to support the programs that will be offered at each requested location.

In partnership with the Town of Buckeye, EMCC split the cost associated with the remodel of an existing educational building owned by the Town of Buckeye known as the 'A Wing Building', part of the original Buckeye High School. The facility, now known as the Estrella Mountain Community College Buckeye Educational Center, will further EMCC's long term strategic plans by enhancing the College's presence in its service region where the College will ultimately develop a campus on its 80 acre Buckeye parcel. The project will permit a range of offerings in general education, transfer education, developmental education, workforce development, student support services and community education by providing: 6 classrooms, tutoring rooms, administrative support spaces, faculty, and staff workstations/ areas and student advisement/ counseling.

The tenant improvements include the development of new parking spaces and improvements to existing facility parking that yields a total of a minimum of 85 spaces in addition to improvements listed below. Once completed, Estrella Mountain will have added over 10,000 square feet of much needed instructional and support spaces in its western service area at a cost far less than developing all new facilities.

Technology links to the main EMCC campus will be provided through a Cox Communications fiber link. Each learning studio (classrooms) will have 24 laptops while the testing center will be outfitted with 16 computers for student use. Physical way finding is accomplished through effective signage-allowing employees and visitors to locate main areas within the complex.

Area description/name	Number of occupants	Requested area (sq. ft.)
Learning Studios-	24 X 6	1000 (6 ea) 6000
Faculty Support Area	4	250
Bulk Storage	0	200
Paper Storage	0	200
M/O Storage/ work room	1	250
PSA/Safety Workstations	3	64 (3 ea) 192
Work Room	fluctuates	350 (shared space)
Break/Lunch Room	fluctuates	200 (shared space)
Study/ Tutor Rooms- 3	fluctuates	100 (3 ea) 300
Restrooms	fluctuates	300 (2ea) 600
Family Restroom	1	100
IT Closet	0	140
Student Advisement	2	220
Faculty Offices/ Workstations	2	440
Testing	6	620



10. What is the evidence that the facilities at the location will meet the needs of the students and the curriculum?

Learning Studios at the Center are modeled after the Learning Studios on the main campus. These spaces are designed to be highly flexible, spacious, and well integrated with state-of-the-art technology. Faculty were instrumental in the design process of these spaces. The model continues to serve the College well. Non instructional spaces were designed using a set standard common to all Maricopa County Community College District facilities. In addition, College stakeholders provided input into the spaces they will use to meet the needs of students.

11. How do you determine the need for an additional location or campus?

The Maricopa District relies on changing demographic, census, Maricopa Association of Governments, and economic trends data to determine where and when to open new centers and campuses. In addition, Estrella Mountain also analyzes historical enrollment trends down to the course level, accessibility to other colleges in the area, availability of facilities, availability of high quality faculty to teach at the new location, the costs associated with leasing or building and

maintaining a site, and the availability of resources to operate the new location and the resulting impact on the main campus.

Specifically for Estrella Mountain, 80 acres were purchased for a new campus in Buckeye as part of the 2004 General Obligation Bond program. This parcel is approximately 26 miles west of the main campus. The decision to build new centers and campuses must be approved through the District Financial Advisory Council, College President, Chancellor, and Governing Board. Although the College's enrollment has grown at an annual rate of 17% in the Buckeye service area, the College has not yet begun to build on that site. The Buckeye Educational Center will permit the College to grow strategically into a new, permanent future campus.

When an area reaches 50,000 residents and has potential for continued growth in the future, Estrella Mountain actively plans for expanded course locations within its defined service area. New locations are only considered if the community is 10 miles from the primary campus and another Maricopa Community College is not designated to serve the population.

12. How do you plan for changes and future expansion of additional locations? Who is involved? How are possible new locations examined and evaluated?

Planning for a new site begins with the College's senior leadership reviewing demographic data, service area trends, enrollment trends, as well as a review of College resources and the Facilities Master Plan. The College's Leadership Council is part of the review process to determine if moving forward is in concert with strategic planning and available resources. The Leadership Council consists of all faculty chairs, deans, directors, student leaders, and senior leadership. Should a decision be made to move forward, the entire College will be made aware through meeting minutes, reports from supervisors, and the weekly College update. The President holds open office hours for anyone who may have concerns about any issues, including a decision to open a new location.

13. How do you assure that promotion, marketing, and enrollment for your branch campus or additional location stay in balance with your actual resources and technical capabilities?

Analysis of target audience market share, facility and course capacity, course offerings, and enrollment trends allow the College to make appropriate adjustments to strategy in a timely manner. Marketing efforts are a combination of general advertising highlighting the location and targeted promotions focused on offerings at the specific facility. Data are monitored on an on-going basis to assure resources and capabilities are balanced with enrollment demands.

14. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

Information presented to students is developed through a collaborative cross-functional process. The Marketing and Public Relations (MPR) Division works with content experts across the campus to gather information and discuss implementation strategies. Once information is gathered, MPR develops appropriate materials and then routes them back to the original content developers to ensure accuracy and obtain final approvals. The EMCC Compliance Committee ensures that all programmatic advertising through MPR is aligned with HLC and DOE regulations.

15. **For additional locations only:** How do you ensure that financial planning and budgeting for your additional location are realistic? What are your projected revenues and expenses? What are your projected enrollment and staffing needs?

This is a leased facility with a signed lease for 30 years. The District provided the funding at \$586,000 to support the tenant improvements in the building as well as initial personnel start-up costs. The invested amount is depreciated over a 30 year period to cover the cost of the lease.

College capital funds have been utilized to purchase Furniture, Fixtures and Equipment. Information Technology funds have been used to support both the technology infrastructure and purchase of lap tops for the classrooms.

Ongoing operational costs will covered through revenues generated through new enrollment in credit and non-credit classes. However, it is anticipated that at the beginning until the Center is established, there will be some budget shortfalls (\$120,000-150,000) that will have to be covered by the College's carry-forward funds.

SEE PAGE 19

Estrella Mountain Buckeye Education Center

Annual Projected Budget

Estimated Resources

FTSE Revenues -- 74 classes annually	\$ 264,357
F7 - Capital State Aid	\$ 586,000
F7 - ITEC	\$ 300,000
	<u>\$ 1,150,357</u>

Projected Operating Costs

BUHSCD - Facility Remodel 11,000 sq. ft.	\$ 586,000
IT Equipment	\$ 300,000
Instructional Costs: Assumption - 74 classes annually	\$ 206,330

Personnel	FTE	Grade	Hours	Hourly Rate	Hours Per-week	Annual Salary	Total
* Coord. Instructional Program Site Ops	1	15/3				\$ 54,285	\$ 72,189
Admissions Reg & Rec Service Rep	Hourly	8	8am 6pm	\$ 14.00	50	\$ 35,000	\$ 37,744
College Safety Officer	Hourly	7	4pm -12pm	\$ 13.50	32	\$ 13,824	\$ 14,908
Subtotal Personnel Costs						\$ 103,109	\$ 124,841

Non Personnel

Supplies (paper, cleaning supplies, office supplies, etc.)	\$ 7,000
Printing (usage)	\$ 2,500
Utilities (11k sqft base on EMCC Rates as FY09-10)	\$ 26,197
Copier (lease agreement)	\$ 3,000
Professional Services - Fire System	\$ 1,500
Custodial Services (\$1.32 per sqft x 11K sqft)	\$ 14,249
Subtotal Non-Personnel	

\$ 1,271,617

Projected Annual Shortfall \$ (121,260)

Notes

- All hourly pay rates are calculated at Grade and Step 1
- Supplies assumes 1 pallet of paper, 30% of the supplies costs for A&R, Fiscal Services and Enrollment Services+ \$3k for M&O supplies
- Printing costs assume 1 pallet of paper at 1 cent per copy current Ikon rate.
- Utilities (Elec, Water, Sewage, Gas) EMCC's FY09-10 actual costs / 270k sqft
- Professional Services and Custodial cost were provided by Randy Mauldin

16. **For branch campuses only:** Provide a business plan for the branch campus, including a budget projection for the first two years of operation. Please also:
- Show both gross income (including projected enrollments, gross tuition and fees, and any increase in state or federal subsidies generated by the new enrollment) and gross projected expenses.
 - Describe clearly the contingency plans in case anticipated enrollments, income, or resources do not materialize.

Part 4. Curriculum and Instructional Design

17. How will the institution effectively oversee instruction at the location or branch campus?

Instruction will be overseen through current functional lines of operation. All courses are scheduled by the Division Chairs in collaboration with the appropriate dean. Courses are scheduled based upon student demand and/or community support. Initially, courses will be staffed by adjunct faculty or residential faculty who desire to teach part of their course load at the new facility. Current District processes will govern any student/faculty issues that might arise such as complaints or load restrictions.

18. What impact (if any) will the new location have on instructional capacity at existing approved locations?

It is anticipated that there will be some shift of student traffic from the main campus to the new Center, but at this point in time it is difficult to determine exactly how much given the current rate of growth in general and in the Buckeye service area.

19. Do any of the proposed locations involve either dual credit or accelerated delivery (earning of semester credit hours or equivalent routinely exceeds 20 in 4 months or 60 in 12 months)? If so, please explain the extent the options are involved.

The new location is adjacent to Buckeye Union High School, one of the College's feeder high schools to which the College currently provides dual enrollment course options at the high school site. It is a distinct possibility that students at the high school may wish to enroll concurrently in at the college site in addition to their regularly scheduled high school courses. This option has been discussed with the high school but has yet to be fully explored.

Part 5. Institutional Staffing and Faculty Support

20. How do you plan to staff the additional location or branch campus, including faculty qualifications and full-time vs. part-time faculty? How does this differ from your processes for staffing at the main campus?

In the beginning, the College will staff the new Center with adjunct faculty and residential faculty who desire to teach part of their load at the new Center. Faculty qualifications are established at the District level thus, regardless of full- or part-time status, all classroom personnel must meet the minimum qualifications which are:

Minimum Requirements for Academic Areas

The Academic Teaching Fields require the following from an accredited college or university:

- a master's degree in the teaching field, or
- a master's in any teaching field with 24 upper division and/or graduate semester hours in the teaching field, or
- master's in any teaching field with 18 graduate semester hours in the teaching field.
- EDU 250 - Teaching and Learning in the Community College -- or equivalent must be completed within two years of date of hire.

Minimum Requirements for Occupational Areas

The Occupational Teaching Fields require the following from an accredited college or university:

- the same qualifications as those listed for Academic Teaching Fields, or
- a bachelor's degree plus 3 years work experience in field to be taught, or
- an associate's degree or 64 semester hours and 5 years work experience in the field to be taught, or 5 years work experience in the field to be taught.
- EDU 250 - Teaching and Learning in the Community College-or equivalent must be completed within two years of date of hire.

Further, some District level faculty Instructional Councils have developed additional qualifications specific to a discipline, such as a master's degree in the discipline.

As for non-faculty, a site manager will be charged with coordinating all student support services as well as assistance for faculty. A full-time student services specialist will also be hired. This person will provide advising, testing, and registration services. Two other temporary staff will also be hired for reception and registration assistance. For the first semester, special services (such as veterans services, financial aid, and disability services) will be scheduled on a weekly basis. Advisor-trac will allow Student traffic and needs to be evaluated all semester to determine if the planned staffing is adequate. Adjustments in staffing will be made as dictated by the tracking data.

21. What is your process for selecting, training, and orienting faculty for the additional location or branch campus? What special professional development, support, or released time do you provide for these faculty?

In addition to sending emails out across the system advertising for adjunct faculty, the Division Chairs work with the Marketing and Public Relations Division to advertise across the valley for new adjunct faculty as needed. Once a pool is established, the Division Chairs interview all adjunct faculty prior to assigning them any teaching responsibilities. The College has established a robust, online adjunct faculty orientation to help them be successful while employed at the College. Also the Division Chairs host content specific meetings to further ensure adjunct faculty success. Further still, adjunct faculty have access to numerous professional development workshops throughout the year hosted by the College's Center for Teaching and Learning.

During the first year of hire, new residential faculty receive a 3 hour load reduction to attend a weekly, semester long new faculty orientation. This orientation helps them develop a sense of community for support as well as furthering their development. They, too, have access to additional professional development workshops through the Center for Teaching and Learning and/or the District Level Maricopa Center for Learning and Instruction. Both full- and part-time faculty may apply for professional growth funds to support travel to workshops and conferences. The committee assignment for residential faculty is waived for their first year as they become established on the campus.

The New Buckeye Educational Center will become part of the orientation processes for faculty and staff as well as become a part of the College Tour of facilities they receive.

Part 6. Student Support

22. What is the evidence that the institution will effectively deliver, support, and manage necessary academic and student services at the location?

A student tracking system, known as Advisor-trac, will be utilized to record the number of students requesting services as well as documenting the types of services requested. Students coming in to the Center will be asked to sign in and indicate the purpose for their visit. Weekly reports will be forwarded to the Dean and Vice President of Student Affairs to monitor and adjust staffing and services as needed.

23. If the population targeted for the proposed location represents a marked change within the mix of students now enrolled in the institution (e.g., dual credit students at an institution with relatively few such students), briefly explain the institution's experience with the targeted population.

N/A

Part 7. Evaluation and Assessment

24. How will you measure, document, and analyze student academic performance sufficiently to maintain academic quality at the location? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

Estrella Mountain will include this site in all typical Academic Assessment efforts. This includes the use of an online tool (SAAC EZ and Team EZ) to document classroom, program, and institutional level assessment of the seven EMCC general education abilities (learning outcomes). For all intents and purposes, the academic assessment that happens on the main campus will be replicated at the Buckeye Educational Center which relies on an integrated-curriculum approach.

Additionally, the College will include the Center in the evaluation of institutional effectiveness outcomes such as student satisfaction (Noel Levitz Student Satisfaction Inventory) and student engagement (Community College Survey of Student Engagement). Finally, successful course completion and student persistence at the Center will be monitored independently to ensure that student performance is at least similar to the main campus.

25. How are the measures and techniques you use for the location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

Every effort is being made to ensure the Buckeye Educational Center will include equivalent measures of student learning and institutional effectiveness outcomes. Presently, the college is not aware of any differences in how student learning will be assessed or how institutional effectiveness will be measured at this new location.

26. How do you assess the learning of the students you educate at your location to ensure that they achieve the levels of performance that you expect and that your stakeholders require? What types of comparisons will be made with the main campus and other locations?

The Estrella Mountain Community College faculty use a curriculum-integrated approach to assess student learning. This approach focuses on assessing the seven General Education abilities (communication, composition/writing, numeracy, scientific inquiry, information literacy, technological literacy, and social, civic, and global responsibility) within the standard curricula of diverse courses throughout the College while using common assessment instruments (like rubrics) or common formats (like common exams/common questions on exams). This allows for assessment within a course as opposed to using a nationally normed instrument that is administered outside of the curriculum and outside of class. (This past approach failed to result in sufficient numbers of student or faculty participants.) Faculty have developed methods of documenting student learning using electronic formats which includes aspects of how they used the assessment data to improve their classroom practice.

Additionally, the College has implemented an assessment cycle to ensure that each ability is regularly assessed at the institutional level on a three year rotating basis. The three year cycle provides faculty an opportunity to administer an assessment, implement improvements based on the data, and then re-assess the resulting student learning.

Curriculum mapping done in collaboration with the College's Office of Institutional Research and Planning allow the faculty to know which courses embed a particular ability or set of abilities. Faculty may be asked to administer a particular exercise and follow-up assessment as part of the curriculum. Data are shared so that an institutional profile may be created. Strategies for improvement will be made by the faculty with input from appropriate supporting areas of the College. Faculty who teach at the Buckeye Educational Center will be part of this overall College program.

27. How do you encourage and ensure continuous improvement at the location?

From its inception, the College has had in place a very strong Office of Institutional Research and Planning supervised at a dean level and reporting directly to the President. Early on the College implemented a strategic planning model that was recognized for its breadth and depth and focus on continuous improvement. Several years ago this model was replicated at the District level. In 2007 the College embarked on a journey to become a more learning-centered institution. An initial assessment conducted by the League for Innovation in the Community College found that the College was well suited for this journey because it already had in place a culture that readily evaluated its practices. The Learning College journey has strengthened the culture for assessing student learning in conjunction with previously established institutional effectiveness measures. Two years ago the College revamped its program review process so that all academic, workforce development, and student affairs areas are evaluating practices on a regular cycle. Results from program reviews, assessment data, student engagement data, and institutional effectiveness measures are shared at Leadership Council meetings and used to inform the strategic planning process which is a major responsibility of the Council.