Appendix B - Required Supplement
Institutional Snapshot

1A: Undergraduate Enrollments by Class Levels

Source: RSC Office of Institutional Research • IRIS: IPEDS Fall Enrollment, Student Cumulatives, Student Transfers • 11/30/2011

<table>
<thead>
<tr>
<th>Class Level*</th>
<th>Fall 2009 HC</th>
<th>Fall 2010 HC</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>17,385</td>
<td>20,906</td>
<td>20.3%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>3,480</td>
<td>4,360</td>
<td>25.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,865</strong></td>
<td><strong>25,266</strong></td>
<td><strong>21.1%</strong></td>
</tr>
</tbody>
</table>

*Based on credits earned at all MCCCD institutions and credits from other institutions transferred into Rio Salado College. Sophomore defined as student with 30 or more total cumulative earned hours.
1B: Undergraduate Students by Degree Seeking and Non-degree Seeking Status

Source: RSC Office of Institutional Research • IRIS: IPEDS Fall Enrollment, Student Cumulatives, Student Transfers • 11/30/2011

**Fall 2009**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Degree Seeking</th>
<th>Nondegree Seeking</th>
<th>Total</th>
<th>Degree Seeking</th>
<th>Nondegree Seeking</th>
<th>Total</th>
<th>Total HC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident alien</td>
<td>5</td>
<td>15</td>
<td>20</td>
<td>11</td>
<td>22</td>
<td>33</td>
<td>53</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>292</td>
<td>205</td>
<td>497</td>
<td>651</td>
<td>386</td>
<td>1,037</td>
<td>1,534</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>38</td>
<td>47</td>
<td>85</td>
<td>127</td>
<td>131</td>
<td>258</td>
<td>343</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>58</td>
<td>238</td>
<td>296</td>
<td>146</td>
<td>350</td>
<td>496</td>
<td>792</td>
</tr>
<tr>
<td>Hispanic</td>
<td>378</td>
<td>535</td>
<td>913</td>
<td>868</td>
<td>995</td>
<td>1,863</td>
<td>2,776</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>1,481</td>
<td>3,126</td>
<td>4,607</td>
<td>3,286</td>
<td>5,113</td>
<td>8,399</td>
<td>13,006</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>436</td>
<td>438</td>
<td>874</td>
<td>855</td>
<td>632</td>
<td>1,487</td>
<td>2,361</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,688</strong></td>
<td><strong>4,604</strong></td>
<td><strong>7,292</strong></td>
<td><strong>5,944</strong></td>
<td><strong>7,629</strong></td>
<td><strong>13,573</strong></td>
<td><strong>20,865</strong></td>
</tr>
</tbody>
</table>

**Degree Seeking Status Totals**

<table>
<thead>
<tr>
<th></th>
<th>HC</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Degree Seeking</td>
<td>8,632</td>
<td>41.4%</td>
</tr>
<tr>
<td>Total Non-degree Seeking</td>
<td>12,233</td>
<td>58.6%</td>
</tr>
</tbody>
</table>

**Fall 2010**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Degree Seeking</th>
<th>Nondegree Seeking</th>
<th>Total</th>
<th>Degree Seeking</th>
<th>Nondegree Seeking</th>
<th>Total</th>
<th>Total HC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident alien</td>
<td>7</td>
<td>16</td>
<td>23</td>
<td>7</td>
<td>25</td>
<td>32</td>
<td>55</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>667</td>
<td>685</td>
<td>1,352</td>
<td>1,324</td>
<td>1,184</td>
<td>2,508</td>
<td>3,860</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>67</td>
<td>52</td>
<td>119</td>
<td>162</td>
<td>145</td>
<td>307</td>
<td>426</td>
</tr>
<tr>
<td>Asian</td>
<td>71</td>
<td>279</td>
<td>350</td>
<td>179</td>
<td>392</td>
<td>571</td>
<td>921</td>
</tr>
<tr>
<td>Black or African American</td>
<td>610</td>
<td>225</td>
<td>835</td>
<td>1,288</td>
<td>397</td>
<td>1,685</td>
<td>2,520</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>10</td>
<td>23</td>
<td>33</td>
<td>57</td>
</tr>
<tr>
<td>White</td>
<td>2,081</td>
<td>3,668</td>
<td>5,749</td>
<td>4,061</td>
<td>5,761</td>
<td>9,822</td>
<td>15,571</td>
</tr>
<tr>
<td>Two or more races</td>
<td>42</td>
<td>39</td>
<td>81</td>
<td>88</td>
<td>80</td>
<td>168</td>
<td>249</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>295</td>
<td>348</td>
<td>643</td>
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<td>451</td>
<td>964</td>
<td>1,607</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,848</strong></td>
<td><strong>5,328</strong></td>
<td><strong>9,176</strong></td>
<td><strong>7,632</strong></td>
<td><strong>8,458</strong></td>
<td><strong>16,090</strong></td>
<td><strong>25,266</strong></td>
</tr>
</tbody>
</table>

1B: Undergraduate Students by Degree Seeking and Non-degree Seeking Status

Source: RSC Office of Institutional Research • IRIS: IPEDS Fall Enrollment, Student Cumulatives, Student Transfers • 11/30/2011

**Fall 2009**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Degree Seeking</th>
<th>Nondegree Seeking</th>
<th>Total</th>
<th>Degree Seeking</th>
<th>Nondegree Seeking</th>
<th>Total</th>
<th>Total HC</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15</td>
<td>20</td>
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<td><strong>8,458</strong></td>
<td><strong>16,090</strong></td>
<td><strong>25,266</strong></td>
</tr>
</tbody>
</table>
### Degree Seeking Status Totals

<table>
<thead>
<tr>
<th></th>
<th>HC</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Degree Seeking</td>
<td>11,480</td>
<td>45.4%</td>
</tr>
<tr>
<td>Total Non-degree Seeking</td>
<td>13,786</td>
<td>54.6%</td>
</tr>
</tbody>
</table>

### Fall 2010

#### Men

![Bar chart showing the distribution of degree seeking and non-degree seeking male students by ethnicity and race.]

#### Women

![Bar chart showing the distribution of degree seeking and non-degree seeking female students by ethnicity and race.]

### 1C: Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status

**NOT APPLICABLE:** Rio Salado College is a two-year, Associate degree-granting institution and therefore does not have graduate/professional students.

### 1D: Age Range of Undergraduate Students

**Source:** RSC Office of Institutional Research • IPEDS Fall Enrollment Report Part B • Fall 2009 (10/15/2009) & Fall 2010 (10/15/2010)

<table>
<thead>
<tr>
<th>Age</th>
<th>Fall 2009 HC</th>
<th>Fall 2010 HC</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 and under</td>
<td>10,693</td>
<td>13,109</td>
<td>22.6%</td>
</tr>
<tr>
<td>25 and older</td>
<td>10,142</td>
<td>12,136</td>
<td>19.7%</td>
</tr>
<tr>
<td>Age unknown/unreported*</td>
<td>30</td>
<td>21</td>
<td>-30.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,865</strong></td>
<td><strong>25,266</strong></td>
<td><strong>21.1%</strong></td>
</tr>
</tbody>
</table>

*Age unknown/unreported category represents ages less than 13 and students who did not provide a birthdate.
1E: Numbers of Students by Residency Status
Source: RSC Office of Institutional Research • IRIS: IPEDS Fall Enrollment • 11/30/2011

<table>
<thead>
<tr>
<th>Residency Status</th>
<th>Fall 2009 HC</th>
<th>Fall 2010 HC</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State Resident</td>
<td>18,025</td>
<td>21,852</td>
<td>21.2%</td>
</tr>
<tr>
<td>Out-of State Resident</td>
<td>2,801</td>
<td>3,375</td>
<td>20.5%</td>
</tr>
<tr>
<td>Non-US Resident</td>
<td>39</td>
<td>39</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,865</strong></td>
<td><strong>25,266</strong></td>
<td><strong>21.1%</strong></td>
</tr>
</tbody>
</table>

### Graphical Representation

**Bar Chart:**
- **Fall 2009:**
  - In-State Resident: 18,025
  - Out-of State Resident: 2,801
  - Non-US Resident: 39

- **Fall 2010:**
  - In-State Resident: 21,852
  - Out-of State Resident: 3,375
  - Non-US Resident: 39

**Percent Change:**
- In-State Resident: 21.2%
- Out-of State Resident: 20.5%
- Non-US Resident: 0.0%
- Total: 21.1%
2 – Student Recruitment and Admissions

2A: Number of Matriculations of Entering Students

Source: RSC Office of Institutional Research • IRIS: Students, Student Cumulatives, Student Transfers • 12/1/2011

<table>
<thead>
<tr>
<th>Category of Entering Student*</th>
<th>Fall 2009 HC</th>
<th>Fall 2010 HC</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>10,648</td>
<td>13,023</td>
<td>22.3%</td>
</tr>
<tr>
<td>Undergraduate Transfers</td>
<td>230</td>
<td>216</td>
<td>-6.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10,878</strong></td>
<td><strong>13,239</strong></td>
<td><strong>21.7%</strong></td>
</tr>
</tbody>
</table>

* Entering student defined as a student new to Rio Salado College but not necessarily new to MCCCD or new to higher education. Based on credits earned at all MCCCD institutions and credits from other institutions transferred to Rio Salado College. Freshman defined as a student with fewer than 30 total cumulative earned hours.

NOT APPLICABLE: Rio Salado College is an open admissions institution and therefore does not track applications and acceptances. Also, as mentioned previously, Rio Salado College does not have graduate/professional students.

2B: Standardized Test Scores as a Condition for Admission

NOT APPLICABLE: Rio Salado College does not require standardized test scores as a condition of admission.
3 – Financial Assistance for Students

3A: Undergraduates Applying for Financial Aid


<table>
<thead>
<tr>
<th>Financial Aid Applications*</th>
<th>Fall 2009-10 HC</th>
<th>Fall 2010-11 HC</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prospective Students Requesting Aid</td>
<td>27,411</td>
<td>37,555</td>
<td>37.0%</td>
</tr>
<tr>
<td>Students Receiving Funds</td>
<td>13,142</td>
<td>15,372</td>
<td>17.0%</td>
</tr>
<tr>
<td>% Awarded</td>
<td>48%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20,865</td>
<td>25,266</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

* Rio Salado College is able to identify the number of prospective students who applied for aid and the number of students who received aid by award year. A prospective student may have applied for aid but not enrolled at Rio Salado.

NOT APPLICABLE: As mentioned previously, Rio Salado College does not have graduate students.
### 3B: Undergraduate Students Receiving Financial Aid


<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>% of credit students</td>
</tr>
<tr>
<td>Loans</td>
<td>3,909</td>
<td>19%</td>
</tr>
<tr>
<td>Work-Study</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Grants</td>
<td>3,681</td>
<td>18%</td>
</tr>
<tr>
<td>Scholarships*</td>
<td>1,435</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Unduplicated Total FA Recipients</strong></td>
<td><strong>6,160</strong></td>
<td><strong>30%</strong></td>
</tr>
</tbody>
</table>

*Designation of scholarships as academic based/merit based is not available.

### Percent of Credit Students

**Fall 2009**
- Loans: 19%
- Grants: 18%
- Scholarships: 7%
- Total: 30%

**Fall 2010**
- Loans: 20%
- Grants: 22%
- Scholarships: 7%
- Total: 32%

### 3C: Undergraduate Tuition Discount Rate (TDR)

Source: Maricopa District Office ITS Programming/CFS Department • 10/27/2011

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Institutional Financial Aid Dollars Awarded for Tuition &amp; Fees (I)</th>
<th>Tuition &amp; Fee Revenue (I + P)</th>
<th><em>Tuition Discount Rate (TDR) = I/(I+P)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>$9,752,092.28</td>
<td>$39,040,500.00</td>
<td>24.98%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$12,453,553.64</td>
<td>$49,126,534.45</td>
<td>25.35%</td>
</tr>
</tbody>
</table>

*The discount rate is defined by the National Association of College and University Business Officers (NACUBO) as the total institutional grant dollars divided by gross tuition and mandatory fees.

NOT APPLICABLE: As mentioned previously, Rio Salado College does not have graduate/professional students.
## 4 – Student Retention and Program Productivity

### 4A: First-time, Full-time Entering Undergraduate Students Returning for Study

Source: RSC Office of Institutional Research • IRIS: IPEDS Fall Enrollment, Student Cumulatives, Student Transfers, Student Classes, Student Degrees • 12/5/2011

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Enter Fall 2009</th>
<th>Return Fall 2009*</th>
<th>% Returned</th>
<th>Enter Fall 2010</th>
<th>Return Fall 2011*</th>
<th>% Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident alien</td>
<td>0</td>
<td>na</td>
<td>na</td>
<td>0</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>56</td>
<td>14</td>
<td>25%</td>
<td>124</td>
<td>28</td>
<td>23%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>8</td>
<td>3</td>
<td>38%</td>
<td>14</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Asian</td>
<td>9</td>
<td>5</td>
<td>56%</td>
<td>16</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>35</td>
<td>9</td>
<td>26%</td>
<td>130</td>
<td>16</td>
<td>12%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>178</td>
<td>66</td>
<td>37%</td>
<td>314</td>
<td>115</td>
<td>37%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>6</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>69</td>
<td>23</td>
<td>33%</td>
<td>67</td>
<td>17</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>355</td>
<td>120</td>
<td>36%</td>
<td>672</td>
<td>185</td>
<td>30%</td>
</tr>
</tbody>
</table>

* Excludes students that graduated (23 students in AY 2009-2010 & 54 students in AY 2010-11). Returning students for Fall 2011 is as of the weekly snapshot on 12/3/2011.
4B: Graduate/Professional Degrees by Race/Ethnicity

NOT APPLICABLE: As mentioned previously, Rio Salado College does not grant graduate/professional degrees.

4C: Graduates by Classification of Instructional Program (CIP)

Source: RSC Office of Institutional Research • IRIS: Student Degrees • 12/5/2011 (Date Extracted SIS 09/03/2011)

<table>
<thead>
<tr>
<th>Classification of Instructional Program</th>
<th>AY 2009-10</th>
<th>AY 2010-11</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>4</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td>Business (52)</td>
<td>585</td>
<td>665</td>
<td>14%</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>183</td>
<td>312</td>
<td>70%</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>10</td>
<td>16</td>
<td>60%</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)</td>
<td>138</td>
<td>195</td>
<td>41%</td>
</tr>
<tr>
<td>Health (51)</td>
<td>180</td>
<td>166</td>
<td>-8%</td>
</tr>
<tr>
<td>Law (22)</td>
<td>2</td>
<td>14</td>
<td>600%</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>275</td>
<td>332</td>
<td>21%</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>870</td>
<td>1,125</td>
<td>29%</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)</td>
<td>9</td>
<td>4</td>
<td>-56%</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>27</td>
<td>35</td>
<td>30%</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>97</td>
<td>301</td>
<td>210%</td>
</tr>
<tr>
<td><strong>Total (Unduplicated)</strong></td>
<td><strong>2,259</strong></td>
<td><strong>3,008</strong></td>
<td><strong>33%</strong></td>
</tr>
</tbody>
</table>
# 4D: Undergraduate Pass Rates for Licensure Examinations

**Source:** RSC Office of the Associate Dean of Instruction & Health Professions • 11/22/2011

**Rio Salado College only tracks examination results for undergraduate Dental Hygiene and Nursing students. The most recent data available is presented below:**

<table>
<thead>
<tr>
<th>Dental Hygiene First Attempt Pass Rate*</th>
<th>Number of Students in Cohort</th>
<th>NBDHE</th>
<th>ANSTW</th>
<th>ANSTC</th>
<th>SCAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 1999</td>
<td>30</td>
<td>100%</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Class of 2000</td>
<td>33</td>
<td>100%</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Class of 2001</td>
<td>34</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>na</td>
</tr>
<tr>
<td>Class of 2002</td>
<td>34</td>
<td>97%</td>
<td>94%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>Class of 2003</td>
<td>31</td>
<td>100%</td>
<td>na</td>
<td>na</td>
<td>100%</td>
</tr>
<tr>
<td>Class of 2004</td>
<td>34</td>
<td>100%</td>
<td>97%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Class of 2005</td>
<td>32</td>
<td>100%</td>
<td>100%</td>
<td>84%</td>
<td>100%</td>
</tr>
<tr>
<td>Class of 2006</td>
<td>31</td>
<td>100%</td>
<td>100%</td>
<td>74%</td>
<td>90%</td>
</tr>
<tr>
<td>Class of 2007</td>
<td>32</td>
<td>100%</td>
<td>94%</td>
<td>81%</td>
<td>97%</td>
</tr>
<tr>
<td>Class of 2008</td>
<td>22</td>
<td>91%</td>
<td>91%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Class of 2009</td>
<td>31</td>
<td>90%</td>
<td>97%</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>Class of 2010</td>
<td>29</td>
<td>97%</td>
<td>100%</td>
<td>79%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total for Available Data</strong></td>
<td><strong>373</strong></td>
<td>98%</td>
<td>97%</td>
<td>88%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**NBDHE = National Board Dental Hygiene Examination, ANSTW = Anesthesia Written, ANSTC = Anesthesia Clinical, SCAL = Scaling**

* Pass rate calculated using only students that attempted the examination. Of the 373 total program students: 2 did not take the NBDHE, 4 did not take the ANSTW, 5 did not take the ANSTC, and 3 did not take the SCAL.

<table>
<thead>
<tr>
<th>Nursing First Attempt Pass Rate*</th>
<th>Number of AAS Nursing (RN) Graduates</th>
<th>NCLEX-RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2004</td>
<td>26</td>
<td>81%</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>12</td>
<td>92%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>27</td>
<td>78%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>41</td>
<td>88%</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>43</td>
<td>67%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>51</td>
<td>90%</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>11</td>
<td>91%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total for Available Data</strong></td>
<td><strong>219</strong></td>
<td><strong>83%</strong></td>
</tr>
</tbody>
</table>

* Pass rate calculated using only students that completed the examination. Of the 219 total graduates, only 1 student from Spring 2007 did not take the NCLEX-RN examination.

**NOT APPLICABLE:** As mentioned previously, Rio Salado College does not have graduate/professional students and therefore does not have licensure examination results for this type of student.
5 – Faculty Demography

5A: Faculty by Highest Degree Earned
Source: Residential Data from Rio Salado College Catalog • Adjunct Data from Faculty Information System (FIS) • 12/6/2011

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Residential Faculty</th>
<th>Adjunct (PT) Faculty*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AY 2009-10</td>
<td>AY 2010-11</td>
</tr>
<tr>
<td>Doctorate</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>First Professional</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master’s</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate’s</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown/Not Reported</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

*Active part-time faculty teaching within the AY listed (active status is not historical but rather effective as of the data extraction date, thus there may have been faculty teaching during that AY that are not currently active and they would therefore not be listed). Highest Degree Earned is only asked upon hire; Adjunct Faculty must contact the Faculty Services Department to update this information.

5B: Faculty by Gender and Race/Ethnicity

<table>
<thead>
<tr>
<th>Gender</th>
<th>Residential (FT Faculty)</th>
<th>Adjunct (PT Faculty)*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2009</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
## NOT APPLICABLE:
Rio Salado College does not have a tenure system, and therefore all faculty are considered to have no academic rank.
5C: Faculty by Classification of Instructional Program (CIP)

Source: RSC Curriculum Office & Office of Institutional Research • IRIS: Classes, Class Instructors, Cpv
Subject Cip Xref • 12/12/2011

Please note that data may represent duplicate counts due to faculty teaching multiple disciplines.

<table>
<thead>
<tr>
<th>Classification of Instructional Program</th>
<th>AY 2009-10</th>
<th>AY 2010-11</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture/Natural Resources (1,3)</td>
<td>4</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Architecture/Engineering/Engineering Technology (4, 14, 15)</td>
<td>12</td>
<td>8</td>
<td>-33.3%</td>
</tr>
<tr>
<td>Biological &amp; Physical Science (26, 40, 41)</td>
<td>167</td>
<td>198</td>
<td>19%</td>
</tr>
<tr>
<td>Business (52)</td>
<td>106</td>
<td>104</td>
<td>-2%</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts (9, 10, 50)</td>
<td>64</td>
<td>75</td>
<td>17%</td>
</tr>
<tr>
<td>Education/Library Science (13, 21, 25)</td>
<td>160</td>
<td>159</td>
<td>-1%</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)*</td>
<td>312</td>
<td>360</td>
<td>15%</td>
</tr>
<tr>
<td>Health (51)*</td>
<td>86</td>
<td>90</td>
<td>5%</td>
</tr>
<tr>
<td>Law (22)</td>
<td>7</td>
<td>12</td>
<td>71%</td>
</tr>
<tr>
<td>Mathematics/Computer Science (11, 27)</td>
<td>205</td>
<td>242</td>
<td>18%</td>
</tr>
<tr>
<td>Military Technology/Protective Services (29, 43)</td>
<td>32</td>
<td>34</td>
<td>6%</td>
</tr>
<tr>
<td>Personal Services/Consumer Services/Fitness (12, 19, 31)*</td>
<td>99</td>
<td>115</td>
<td>16%</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services (42, 44, 45)</td>
<td>112</td>
<td>132</td>
<td>18%</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health (46, 47, 48, 49)</td>
<td>17</td>
<td>20</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total (Unduplicated)</strong></td>
<td><strong>1,287</strong></td>
<td><strong>1,455</strong></td>
<td><strong>13%</strong></td>
</tr>
</tbody>
</table>

* CIP 34: Health Science (HES) added to Health; CIP 32: English as a Second Language (ESL), Reading (RDG), & WFR (Workforce Re-Entry) added to Humanities/Interdisciplinary; CIP 37: Counseling & Personal Development (CPD) added to Personal Services/Consumer Services/Fitness
# 6 – Availability of Instructional Resources and Information Technology

## 6A: Technology Resources Dedicated to Support Student Learning

### Technology Inventory

Source: RSC Office of the Vice President of Information Technology • 11/21/2011

<table>
<thead>
<tr>
<th>Item</th>
<th>Site Type</th>
<th>Support Schedule</th>
<th>E Comps</th>
<th>S Comps</th>
<th>Printers</th>
<th>Scanners</th>
<th>IP Phones</th>
<th>1FBs</th>
<th>Projectors</th>
<th>Servers</th>
<th>Connectivity</th>
<th>Open Date</th>
<th>College Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Valley Veterans Education Center</td>
<td>Leased</td>
<td>Monthly</td>
<td>4</td>
<td>19</td>
<td>4</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>DSL</td>
<td>2010</td>
<td>OE Computer Lab</td>
</tr>
<tr>
<td>Glendale - Orangewood (Future: Moves to Northern)</td>
<td>Leased</td>
<td>Quarterly</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1FB,#DSL</td>
<td>2007</td>
<td>ABE/GED</td>
</tr>
<tr>
<td>Rio East Valley</td>
<td>Leased</td>
<td>Bi-Weekly</td>
<td>11</td>
<td>85</td>
<td>5</td>
<td>0</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1FB,#QMOE</td>
<td>1998</td>
<td></td>
</tr>
<tr>
<td>Rio North - Paradise Valley</td>
<td>Leased</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>T1</td>
<td>#1FB</td>
<td>1985</td>
<td></td>
</tr>
<tr>
<td>Rio Salado @ Luke AFB</td>
<td>Leased</td>
<td>Monthly</td>
<td>5</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>QMOE</td>
<td></td>
<td>1987</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College - Ann Ott Adult Learning Center (Future: Moves to</td>
<td>Leased</td>
<td>Monthly</td>
<td>12</td>
<td>54</td>
<td>6</td>
<td>0</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>T1</td>
<td></td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Isaac)</td>
<td>Leased</td>
<td>Quarterly</td>
<td>4</td>
<td>24</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>T1</td>
<td></td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Scottsdale Adult Learning Center</td>
<td>Leased</td>
<td>Monthly</td>
<td>10</td>
<td>84</td>
<td>8</td>
<td>0</td>
<td>59</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>QMOE</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>SunSounds Tucson</td>
<td>Leased</td>
<td>Via Phone</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>T1</td>
<td></td>
<td>1990 - ?</td>
<td></td>
</tr>
<tr>
<td>Computers - ABE / GED - Laptop checkout</td>
<td>N/A</td>
<td>On Demand</td>
<td>62</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td></td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Computers Checked To Employee Home’s</td>
<td>N/A</td>
<td>Via Phone</td>
<td>98</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Host Institutions Network</td>
<td>2001 - ?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communiversity @ Surprise</td>
<td>Owned</td>
<td>Monthly</td>
<td>10</td>
<td>84</td>
<td>8</td>
<td>0</td>
<td>59</td>
<td>0</td>
<td>24</td>
<td>0</td>
<td>QMOE</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Computers available to employees for temporary checkout</td>
<td>Owned</td>
<td>On Demand</td>
<td>34</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Rio @ Northern</td>
<td>Owned</td>
<td>Weekly</td>
<td>17</td>
<td>88</td>
<td>6</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>9</td>
<td>QMOE,#N/A</td>
<td></td>
<td>2010</td>
<td>OE Computer Lab;#Testing Lab;#ABE/GED;#LET;#Dental;#Monterey Tech;#Adult ACE</td>
</tr>
<tr>
<td>Rio @ Southern</td>
<td>Owned</td>
<td>Bi-Weekly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Rio @ Thomas</td>
<td>Owned</td>
<td>Bi-Weekly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Rio Salado @ Avondale</td>
<td>Owned</td>
<td>Monthly</td>
<td>13</td>
<td>92</td>
<td>4</td>
<td>0</td>
<td>22</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>1FB,#QMOE</td>
<td>2008</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Site Type</td>
<td>Support Schedule</td>
<td>E Comps</td>
<td>S Comps</td>
<td>Printers</td>
<td>Scanners</td>
<td>IP Phones</td>
<td>1FBs</td>
<td>Projectors</td>
<td>Servers</td>
<td>Connectivity</td>
<td>Open Date</td>
<td>College Services</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----------</td>
<td>------------------</td>
<td>---------</td>
<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>-----------</td>
<td>------</td>
<td>-------------</td>
<td>----------</td>
<td>---------------</td>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>Rio Salado College Administrative Headquarters - Conference Center</td>
<td>Owned</td>
<td>Daily</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>Direct Ethernet/Fiber/Copper</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Administrative Headquarters - Hohokam</td>
<td>Owned</td>
<td>Daily</td>
<td>164</td>
<td>0</td>
<td>58</td>
<td>0</td>
<td>161</td>
<td>15</td>
<td>9</td>
<td>0</td>
<td>1FB,#Direct Ethernet/Fiber/Copper</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Administrative Headquarters - Tower</td>
<td>Owned</td>
<td>Daily</td>
<td>304</td>
<td>97</td>
<td>72</td>
<td>2</td>
<td>317</td>
<td>40</td>
<td>11</td>
<td>0</td>
<td>PRI;#TIE;#1FB;#Other</td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Adult Learning Center @ Isaac</td>
<td>Owned</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Green Learning Campus</td>
<td>Owned</td>
<td>Monthly</td>
<td>16</td>
<td>43</td>
<td>7</td>
<td>0</td>
<td>17</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1FB;#QMOE</td>
<td>1990</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Lifelong Learning Center</td>
<td>Owned</td>
<td>Monthly</td>
<td>20</td>
<td>71</td>
<td>4</td>
<td>0</td>
<td>26</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>T1;#1FB</td>
<td>1998 - ?</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College School of Dental Hygiene</td>
<td>Owned</td>
<td>Monthly</td>
<td>8</td>
<td>37</td>
<td>2</td>
<td>0</td>
<td>21</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1FB;#QMOE</td>
<td>1995 - ?</td>
<td></td>
</tr>
<tr>
<td>Rio Tempe - Mobile Laptops</td>
<td>Owned</td>
<td>On Demand</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>COTA</td>
<td>Partner</td>
<td>Via Phone</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1FB</td>
<td>1999 - ?</td>
<td></td>
</tr>
<tr>
<td>Phoenix Library</td>
<td>Partner</td>
<td>Via Phone</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Incarcerated Re-Entry - Florence</td>
<td>Partner</td>
<td>Via Phone</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Incarcerated Re-Entry - Lewis</td>
<td>Partner</td>
<td>Quarterly</td>
<td>6</td>
<td>124</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Other</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Incarcerated Re-Entry - Perryville</td>
<td>Partner</td>
<td>Quarterly</td>
<td>18</td>
<td>145</td>
<td>7</td>
<td>0</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>QMOE</td>
<td>1985</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Incarcerated Re-Entry - Phoenix</td>
<td>Partner</td>
<td>Via Phone</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
<td>2006</td>
<td></td>
</tr>
<tr>
<td>Rio Salado College Incarcerated Re-Entry - Tucson</td>
<td>Partner</td>
<td>Via Phone</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1FB</td>
<td>2006</td>
<td></td>
</tr>
</tbody>
</table>
Online Student Learning Resources
Source: RSC Office of the Faculty Chair of Library Services • 12/9/2011

Library: 24x7 student access to the following online resources:

- Shared MCCCD Library Catalog containing 620,464 item records
- Approximately 70 databases of full-text journal, magazine and newspaper articles and media collections (streaming films, images)
- Six collections of electronic books containing approximately 55,000-60,000 volumes
- Thirteen in-house-produced Instructional Video Tutorials
- Online Writing Lab
- Ask a Librarian Chat Service
- Txt a Librarian (2011 Pilot)

Usage is monitored through checkout statistics in the library system, and the use of Google Analytics metrics that measure website traffic. In FY 2010-11, the library had over 463,000 pageviews (fifth most-visited site on the College website). Google Analytics data also enable monitoring of the specific resources on the site, as well as exit clicks to the subscription databases. Along with vendor-provided statistics of database usage, this provides a comprehensive overall picture of usage patterns. Usage of the Ask a Librarian and Txt a Librarian services are monitored by the collection of statistics. In FY 2010-11, Rio Salado students engaged in 1,590 Ask a Librarian chats, as well as 235 text interactions in the first eight months of the Txt a Librarian pilot.

Electronic Student File System (ESF):
Rio Salado College has developed an in-house online Electronic Student File system (ESF) that provides student and staff resources for student success and goal completion. Usage is monitored by the collection of statistics. ESF (Electronic Student File) version two was launched in August 2003 and from then until December 2011 there have been 66,937 unique users. Program checksheets that allow students and staff to track progress is one of the main features of ESF. As of December 2011, 43,450 students have had checksheets added. Rio Salado College advisors track various activities in ESF through the use of contact notes. The data below were obtained through contact notes regarding the adding and updating of checksheets:

<table>
<thead>
<tr>
<th>Transcript Evaluation Request (Checksheet added)</th>
<th>Updated Checksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>7,633</td>
</tr>
<tr>
<td>2009-2010</td>
<td>7,413</td>
</tr>
<tr>
<td>2008-2009</td>
<td>8,545</td>
</tr>
<tr>
<td>2007-2008</td>
<td>3,757</td>
</tr>
<tr>
<td>2006-2007</td>
<td>3,001</td>
</tr>
<tr>
<td>2005-2006</td>
<td>3,867</td>
</tr>
<tr>
<td>2004-2005</td>
<td>3,652</td>
</tr>
<tr>
<td>2003-2004</td>
<td>1,852</td>
</tr>
</tbody>
</table>

The Rio Salado College Advisement office will also be further exploring with Information Services how they can build analytics into ESF to measure and predict student goals of program completion, persistence, retention, and success.
Online Tutoring:
Rio Salado provides online tutoring services through an outsourced contract with Smarthinking.com. Usage is monitored through statistics that track numbers of students using the service, and numbers of tutoring sessions.

- **FY 2009-10:** 1,016 students; 6,522 sessions; 3,226 hours.
- **FY 2010-11:** 1,197 students; 6,663 sessions; 3,578 hours.

Helpdesk System:
Rio Salado's Helpdesk Request System provides a comprehensive collection point for student inquiries at all levels, and is used by both the Technology Helpdesk and Instructional Helpdesk to respond to requests generated by chats, phone calls, emails, and the public website feedback form. Usage is monitored through the compiling of statistical reports.

Instructional Helpdesk:
- **FY 2009-10:** 14,161 Helpdesk issues resolved
- **FY 2010–11:** 18,699 Helpdesk issues resolved

Technology Helpdesk:
- **FY 2009-10:** 15,114 Helpdesk issues resolved
- **FY 2010-11:** 17,116 Helpdesk issues resolved

7 – Financial Data

7A: Actual Unrestricted Revenues

Source: RSC Office of the Vice President of Business and Employee Services & Office of Institutional Research • IPEDS Finance Report Part B & MCCCD District Comprehensive Annual Fiscal Report (CAFR) • 12/6/2011

<table>
<thead>
<tr>
<th>Actual Unrestricted Revenues</th>
<th>FY 2009-10</th>
<th>FY 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$27,406,367</td>
<td>$31,665,880</td>
</tr>
<tr>
<td>State/Local Appropriations:</td>
<td>$68,947,348</td>
<td>$79,150,219</td>
</tr>
<tr>
<td><strong>Property taxes</strong></td>
<td><strong>$61,276,295</strong></td>
<td><strong>$70,768,746</strong></td>
</tr>
<tr>
<td>State appropriations</td>
<td>$7,671,053</td>
<td>$8,381,473</td>
</tr>
<tr>
<td>Denominational Income</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Investment and Annuity Income</td>
<td>$4,869</td>
<td>$4,367</td>
</tr>
<tr>
<td>Contributions</td>
<td>$3,064,624</td>
<td>$3,991,852</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>$1,335,541</td>
<td>na</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other operating revenues</td>
<td>$204,223</td>
<td>$2,533,249</td>
</tr>
<tr>
<td>Federal nonoperating grants</td>
<td>$21,858,121</td>
<td>$31,148,151</td>
</tr>
<tr>
<td>State nonoperating grants</td>
<td>$1,800,244</td>
<td>-</td>
</tr>
<tr>
<td>Local government nonoperating grants</td>
<td>$1,249,497</td>
<td>-</td>
</tr>
<tr>
<td>Capital grants &amp; gifts</td>
<td>$5,143</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$125,875,977</strong></td>
<td><strong>$148,493,818</strong></td>
</tr>
</tbody>
</table>
### Unrestricted Revenues

#### FY 2009-10
- Tuition and Fees: 22%
- State/Local Appropriations: 55%
- Investment and Annuity Income: 0.5%
- Contributions: 2%
- Auxiliary: 0.5%
- Other: 20%

#### FY 2010-11
- Tuition and Fees: 21%
- State/Local Appropriations: 53%
- Investment and Annuity Income: 1%
- Contributions: 3%
- Auxiliary: na
- Other: 22%

### 7B: Actual Unrestricted Expense

Source: RSC Office of the Vice President of Business and Employee Services & Office of Institutional Research • IPEDS Finance Report Part C & MCCCD District Comprehensive Annual Fiscal Report (CAFR) • 12/6/2011

<table>
<thead>
<tr>
<th>Actual Unrestricted Expense</th>
<th>FY 2009-10</th>
<th>FY 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional/Departmental/Library</td>
<td>$26,912,817</td>
<td>$29,512,258</td>
</tr>
<tr>
<td>Student Services (includes Scholarships &amp; Fellowships)</td>
<td>$16,483,249</td>
<td>$20,779,151</td>
</tr>
<tr>
<td><strong>Student services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships</td>
<td>$16,335,307</td>
<td>$19,949,427</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>$1,519,712</td>
<td>$3,176,334</td>
</tr>
<tr>
<td>Administration</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fundraising</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>$8,990,982</td>
<td>$9,980,725</td>
</tr>
<tr>
<td>Other</td>
<td>$32,242,595</td>
<td>$33,164,045</td>
</tr>
<tr>
<td><strong>Public Service</strong></td>
<td>$8,599,745</td>
<td>$8,716,801</td>
</tr>
<tr>
<td><strong>Academic Support</strong></td>
<td>$10,763,179</td>
<td>$11,535,632</td>
</tr>
<tr>
<td><strong>Institutional Support</strong></td>
<td>$10,213,646</td>
<td>$10,276,950</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$2,658,846</td>
<td>$2,630,088</td>
</tr>
<tr>
<td>Other operating expenses</td>
<td>$2,833</td>
<td>$100</td>
</tr>
<tr>
<td>Loss on sale/disposal of capital assets</td>
<td>$4,346</td>
<td>$4,474</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$87,149,355</strong></td>
<td><strong>$96,612,513</strong></td>
</tr>
</tbody>
</table>
Unrestricted Expense

**FY 2009-10**
- Instructional/Departmental/Library: 31%
- Student Services: 20%
- Operation and Maintenance of Plant: 4%
- Auxiliary: 2%
- Other: 40%

**FY 2010-11**
- Instructional/Departmental/Library: 33%
- Student Services: 19%
- Operation and Maintenance of Plant: 4%
- Auxiliary: 1%
- Other: 41%

**7C: How Institution Covered Shortfall**

Source: RSC Office of the Vice President of Business and Employee Services • MCCCD District Comprehensive Annual Fiscal Report (CAFR) • 12/6/2011

<table>
<thead>
<tr>
<th>Unrestricted Revenues - Unrestricted Expense</th>
<th>FY 2009-10</th>
<th>FY 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in net assets</td>
<td>$38,726,622</td>
<td>$51,881,305</td>
</tr>
</tbody>
</table>

As shown above, the total revenues exceeded the total expense for both of the past two completed fiscal years. Therefore, there was no shortfall to cover.
Federal Compliance

Rio Salado College follows all federal and state regulations, while adhering to the policies of the Maricopa County Community College District. This section documents evidence of Rio Salado College's compliance as outlined by the Higher Learning Commission's Federal Compliance Program, effective for visits beginning January 1, 2011.

Credits, Program Length, and Tuition

Rio Salado College is one of 10 colleges in the Maricopa County Community College District (MCCCD), and as such is systemically bound to abide by District policies regarding curricular issues. These include credits and program length, in addition to District-mandated tuition and fees.

Center for Curriculum and Transfer Education (CCTA)

Rio Salado is a participating member of the MCCCD Center for Curriculum and Transfer Articulation (CCTA), which is a Division of Academic and Student Affairs. CCTA is committed to the development and continuous improvement of curriculum and articulation services, resources, and systems. The Center supports the MCCCD faculty and administration in development of quality curriculum for MCCCD students, and articulation of the curriculum to postsecondary institutions. The Center collaborates with internal and external partners in the development of student-centered policies and resources that facilitate the transfer of students to postsecondary institutions. Rio Salado College, under the direction of the Vice President of Academic Affairs, actively participates in the development of curricular proposals which are processed by CCTA.

Credit hour assignments and degree program requirements fit within the range of good practices currently established in United States higher education. This can be verified by a review of the Institution's worksheet on Credits, Program Length, and Clock Hours.

Credits

Rio Salado College, as a participating member of CCTA, utilizes the District curriculum processing handbook when determining credit hours for courses and programs. According to the CCTA handbook, the term “credit” is used to indicate the value of a course and is awarded for the successful completion of the course. Credits are calculated based on the equivalent of the number of 50-minute periods per week for a course offered during a standard 16-week semester. The term “periods” is synonymous with “contact hours” and refers to time spent by students in a learning setting supervised by an instructor. Therefore, a 3-credit course is equivalent to 2,400 minutes over a 16-week term.
Rio Salado College offers a variety of academic and occupational degrees and certificates to meet the needs and goals of its students. In general, academic degrees and certificates are designed to support a student’s educational pursuits, while occupational degrees and certificates are designed to prepare the student to assume a desired position in the workforce. Increasingly, academic degrees support the student’s transfer to baccalaureate institutions for further study, and occupational degrees serve the student’s ultimate career goals.

Rio Salado College offers five types of awards:

- Associate degrees
- Arizona General Education Curriculum certificates
- Certificates of Completion
- Post Baccalaureate certification awarded from the Arizona Department of Education
- Academic certificates

**Certificates and Degrees**

**Accounting**
- Certificate of Completion in: Accounting
- Associate in Applied Science in: Accounting

**Addictions and Substance Use Disorders**
- Certificate of Completion in: Addictions and Substance Use Disorders Level I
- Certificate of Completion in: Addictions and Substance Use Disorders Level II
- Certificate of Completion in: Professional Addictions Counseling
- Associate in Applied Science in: Addictions and Substance Use Disorders

**Chemical Dependency**
- Certificate of Completion in: Chemical Dependency Level I
- Certificate of Completion in: Chemical Dependency Level II
- Certificate of Completion in: Professional Addictions Counseling
- Associate in Applied Science in: Chemical Dependency

**Computer Technology**
- Certificate of Completion in: Computer Usage and Applications

**Advanced Computer Usage and Applications**
- Digital Design
- Networking: Design and System Support
- Programming
- Web Design: User Interface
- Associate in Applied Science in: Computer Technology

**Creative Writing**
- Academic Certificate in: Creative Writing

**The Maricopa Community Colleges Allied Health or Nursing Program**

**Dental Assisting (Clinical)**
- Certificate of Completion in: Clinical Dental Assisting
- Associate in Applied Science in: Clinical Dental Assisting

**Dental Hygiene**
- Associate in Applied Science in: Dental Hygiene

**Dental Office Management**
- Associate in Applied Science in: Dental Office Management
Education: Early Childhood
Academic Certificate in:
- Child and Family Professional Development
Certificate of Completion in:
- Adolescent Development
- Adult Development and Aging
- Child and Family Organization Management and Administration
- Family Child Care Management
- Infant and Toddler Development
- Parent Education
Associate in Applied Science in:
- Early Childhood Administration and Management
- Early Learning and Development
- Family Life Education

Education: K-12 eLearning
Academic Certificate in:
- K-12 eLearning Design
- K-12 Online Teaching
eLearning Design Specialist
Certificate of Completion in:
- eLearning Design Specialist
Associate in Applied Science in:
- eLearning Design Specialist
goBusiness
Certificate of Completion in:
- General Business
Associate in Applied Science in:
- General Business

Language and Literary Culture of the USA
Academic Certificate in:
- Language and Literary Culture of the USA

Language Studies
Academic Certificate in: Language Studies

Law Enforcement Technology
Certificate of Completion in:
- Law Enforcement Technology
Associate in Applied Science in:
- Law Enforcement Technology

Military Leadership
Certificate of Completion in:
- Military Leadership
Associate in Applied Science in:
- Military Leadership

Organizational Management
Certificate of Completion in:
- Organizational Leadership
Associate in Applied Science in:
- Organizational Management

Paralegal
Certificate of Completion in: Paralegal
Associate in Applied Science in: Paralegal

Public Administration
Certificate of Completion in:
- Public Administration
Associate in Applied Science in:
- Public Administration

Quality Customer Service
Certificate of Completion in:
- Quality Customer Service
Associate in Applied Science in:
- Quality Customer Service

Retail Management
Certificate of Completion in:
- Retail Management
Associate in Applied Science in:
- Retail Management

Small Business Start-Up
Certificate of Completion in:
- Small Business Start-Up

Sustainability and Ecological Literacy
Academic Certificate in:
- Sustainability and Ecological Literacy

Sustainable Food Systems
Certificate of Completion in:
- Sustainable Food Systems
Associate in Applied Science in:
- Sustainable Food Systems

Educational Partnerships and Customized Training

Airline Operations
Certificate of Completion in:
- Airline Operations: Reservations
  Airline Operations: Passenger Services
  Airline Operations: Initial Flight Attendant
  Airline Operations: Ground Operations
Associate in Applied Science in:
- Airline Operations

Broadband Telecommunications
Certificate of Completion in:
- Broadband Telecommunications: Account Services
  Broadband Telecommunications: Technical Support Services
  Broadband Telecommunications: Field Operations
Associate in Applied Science in:
Broadband Telecommunications

Community Dental Health Coordination
Certificate of Completion in:
Community Dental Health Coordination

Corrections
Certificate of Completion in:
Basic Corrections
Advanced Corrections

Associate in Applied Science in:
Corrections

Dental Assisting (Clinical)
Certificate of Completion in:
Dental Assisting Technology
Clinical Dental Assisting

Associate in Applied Science in:
Clinical Dental Assisting

Detention Services
Certificate of Completion in:
Detention Services

Associate in Applied Science in:
Detention Services

Law Enforcement Technology
Certificate of Completion in:
Law Enforcement Technology
Public Safety Technology

Associate in Applied Science in:
Law Enforcement Technology

Public Safety: Firefighters
Certificate of Completion in:
Firefighter Operations

Associate in Applied Science in:
Emergency Response and Operations

Quality Customer Service
Certificate of Completion in:
Quality Customer Service
Human Services - Assistance: Customer Service
Human Services - Specialist: Customer Service
Human Services - Long Term Care: Customer Service
Human Services - Unemployment Insurance: Customer Service
Automobile Insurance: Customer Service

Workforce Development and Community Re-Entry
Certificate of Completion in:
Workforce Development and Community Re-Entry
Workforce Development: Carpentry Level I
Workforce Development: Carpentry Level II
Workforce Development: Electrical Level I
Workforce Development: Electrical Level II
Workforce Development: Horticulture
Workforce Development: Landscape Technology
Workforce Development: Automotive Technology Level I
Workforce Development: Automotive Technology Level II
Workforce Development: Furniture Construction/Refinishing Level I
Workforce Development: Furniture Construction/Refinishing Level II
Workforce Development: Graphic Arts Level I
Workforce Development: Graphic Arts Level II

Associate in Applied Science in:
Workforce Development and Community Re-Entry
Program Length
Rio Salado College utilizes an academic calendar that is divided into 16 blocks each term, and each block is 16 weeks long. There are three terms: fall, spring, and summer. Each 16-week block has fixed start and end dates. When registering for classes at Rio Salado, students select a start date for their program of study which is determined by the start date of their first class. Schedules are arranged so that students complete all classes within their block's start and end dates. This concept of block scheduling allows students to select from 48 Monday start dates each year.

For example, in Fall Term 2011, Block 1 begins August 22 and ends on December 10. All students registered for Block 1 must complete their fall classes within that timeframe. A 16-week class will take up the entire block and must begin on the block start date. Students can choose from several available start dates for classes shorter than 16 weeks.

EXAMPLE - Block I  
Start Date 8/22  
End Date 12/10

Tuition
Rio Salado College follows the tuition and fee schedule adopted each year by the MCCCDD Governing Board. Tuition and fees are posted on both the MCCCDD and Rio Salado College cashier’s websites. Additionally, a copy of the tuition and fee schedule is listed in the College Academic Catalog and various College-sponsored publications. In spring 2011, the Governing Board approved a $5 per credit hour tuition increase for FY 2011-12, to $76. Prior to this, the Board had last approved a tuition increase for the FY 2008-09 budget at $71 per credit hour.

Many courses and programs have additional course fees, approved annually by the Governing Board, which are College-specific, to directly benefit students enrolled in the courses. These fees are communicated to students in the College Catalog and Online Schedule.
### Tuition

<table>
<thead>
<tr>
<th>Category</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maricopa County Resident</td>
<td>$76 per credit hour</td>
</tr>
<tr>
<td>Out-of-County District-wide</td>
<td>$300 per credit hour</td>
</tr>
<tr>
<td>Out-of-State District-wide</td>
<td>$317 per credit hour</td>
</tr>
<tr>
<td>Out-of-State (WUE)</td>
<td>$114 per credit hour</td>
</tr>
<tr>
<td>Out-of-State Online Learning / Distance Learning</td>
<td>$215 per credit hour</td>
</tr>
</tbody>
</table>

*Rates Effective: July 1, 2011 - June 30, 2012*

### Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit Fees</td>
<td>$25</td>
</tr>
<tr>
<td>Registration Processing Fee Per semester, per college</td>
<td>$15</td>
</tr>
<tr>
<td>Course Fees</td>
<td>Vary</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$15 per check</td>
</tr>
<tr>
<td>Transcripts - Official</td>
<td>$5</td>
</tr>
<tr>
<td>Transcripts - Unofficial</td>
<td>Free</td>
</tr>
</tbody>
</table>

In 2007, Arizona State Proposition 300 mandated that all students enrolling in a higher education course show proof of U.S. citizenship. Students unable to produce proper identification are considered an *Unclassified Student: Out-of-County/Out-of-State* and are charged the applicable tuition amount.

### Student Complaints

Rio Salado College has an electronic system which was implemented in 2003 as a mechanism to track and aggregate information in regard to academic and nonacademic student complaints. The Instructional Helpdesk is the primary intake and resolution center for academic and nonacademic student complaints. Student issues from across the College are routed to the Instructional Helpdesk, whose members use the electronic Helpdesk system to document student calls, emails, in-person visits, and complaints entered via the Suggestions/Problems/Feedback feature available on the College’s public website.
Non-Instructional Student Complaints
The process followed for non-instructional student complaints at Rio Salado College is in accordance with the Non-Instructional Complaint Resolution Process outlined in the Maricopa Governance Online Policy Manual. This process is clearly articulated to students and can be located on the District website and Rio Salado College website, as well as in the College Catalog.

At Rio Salado, the Dean of Student Enrollment Services (SES) and the Associate Dean of Student Enrollment Services work together to resolve nonacademic student complaints and grievances in a timely fashion. Once a student issue is escalated to the Dean or the Associate Dean for resolution, the issue is documented in the following manner:

1. A student file is created with a date and time stamp.
2. The issue or grievance is documented and included in this file.
3. Research is conducted related to the student issue, to include such supplemental information as student’s registration, attendance information, study list, student financials, or financial aid.
4. A student log is created to track student communication related to the issue that may occur electronically, by phone, or in person.
5. Upon resolution of the issue, a formal letter or correspondence is provided to the student (with a copy placed in the file), as applicable. Where not applicable, notation of the resolution is included in the file.
6. The file is stored in a locked cabinet to which only the Dean of SES, the Dean of Enrollment Management, and the Associate Dean of SES have access.

Instructional Student Complaints
The process followed for instructional student complaints at Rio Salado College is in accordance with the Instructional Grievance Process outlined in the Maricopa Governance Online Policy Manual. This process is clearly articulated to students and can be located on the District website and Rio Salado College website, as well as in the College Catalog.

At Rio Salado College, the Vice President of Academic Affairs is committed to the resolution of instructional student grievances in a timely fashion. Once a student issue is escalated to the Vice President for resolution, the process is conducted as follows:
1. A student file is created with a date and time stamp.
2. The issue or grievance is documented and included in this file.
3. Research is conducted by the Vice President of Academic Affairs or appropriate designee (Dean or Associate Dean) depending upon the specific student issue, while ensuring that the policy has been followed and that the rights of all parties are protected. Research might include:
   a. Reviewing and analyzing documentation found in any or all Helpdesk requests related to the student
   b. Discussing the issue with the appropriate Faculty Chair, and obtaining additional information if it is available
   c. Discussing the issue with the Associate Dean of Student Affairs or supervisors in Student Affairs
   d. Discussing the issue with the student
   e. Reviewing department policies and procedures
   f. Reviewing District policies and procedures
4. If assigned to a designee, the results of the investigation are forwarded to the Vice President of Academic Affairs for review and a final decision regarding the proposed resolution.
5. The decision of the Vice President of Academic Affairs is communicated to the student.
6. A formal letter or correspondence is provided to the student (with a copy placed in the file), as applicable. Where not applicable, notation of the resolution is included in the file.
7. The file is stored in a locked cabinet to which only the Vice President of Academic Affairs and the appropriate deans and associate deans have access.

Information demonstrating that Rio Salado receives, tracks, and processes student complaints in a timely manner will be made available to the Visiting Team.

Information related to Rio Salado College student policies can be located on the MCCCD and College websites and in the College Catalog.

**Transfer Policies**

As one of the 10 Maricopa County Community Colleges, Rio Salado is a participating member of the MCCCD Center for Curriculum and Transfer Articulation (CCTA). CCTA is committed to the development and continuous improvement of curriculum and articulation services, resources, and systems. The Center supports the MCCCD faculty and administration in development of quality curriculum for MCCCD students, and articulation of the curriculum to postsecondary institutions. The Center collaborates with internal and external partners in the development of student-centered policies and resources that facilitate the transfer of students to postsecondary institutions. The CCTA provides leadership and coordination for programs and activities in support of seamless student transfer, and is the District contact for articulation and transfer of courses and programs with postsecondary institutions. Institutions are required to meet the following criteria to establish agreements:

- Have full accreditation with a regional accreditation commission such as the North Central Association of Colleges and Schools.
- Understand that the agreement is on behalf of the District as a whole and not with individual colleges within the District. Courses taken at any of the Maricopa Community Colleges are equally transferable to institutions entering into an articulation agreement.
• Agree to all transfer Associate Degrees (Associate in Arts, Associate in Business, Associate in Science, Associate in Arts Elementary Education) awarded by the Maricopa District.
• Accept coursework beyond 64 credits to provide students with greater flexibility, and/or offer meaningful incentives to students (e.g., waiver of application fees, dedicated scholarships, advising, etc.).

Detailed information related to the MCCCD curriculum and transfer articulation processes is provided on the MCCCD Transfer website, the Rio Salado College website, and in the College Catalog.

**Verification of Student Identity**
Rio Salado College continually updates authentication protocols for students and faculty with regard to facilitating identity across multiple systems supported by the College. At the District level, when a student is accepted into an MCCCD institution, a Maricopa Enterprise ID (MEID) is created. Rio uses the student’s MEID to create a secure username and password which is then utilized across multiple systems, including the College’s Learning Management System, RioLearn. In order to manage the secure username and password, Rio utilizes a Microsoft Active Directory environment which allows the College to employ automated processes to activate and reset/change passwords for user accounts.

Security protocol at the College also includes continual tracking and evaluation of data gathered in relation to student and employee accounts. In order to identify potential authentication issues, the College monitors access logs for all user accounts and has built activity reports into most systems, including RioLearn. The logs include user information, date and time of access, what was accessed, and the IP address for the computer used to access the information. In addition to tracking within RioLearn, the College also tracks the number of password resets, the number of users that change password via a call to the Technology Helpdesk, those users that have used either a Web form or a phone call to the Helpdesk to change their passwords, and the identity of the employee who last changed a password for a user.

**Title IV Program and Related Responsibilities**
Rio Salado College has greatly expanded its accessibility to students over the years. In addition to offering more academic programs of study, the institution has:

• Promoted flexibility by enabling students to stagger course start dates in order to accommodate the schedules of nontraditional student populations.
• Increased start dates over the years from 26 starts annually (beginning in 1997), up to 50 starts annually (2007), and adjusted slightly to 48 starts annually (fall 2010).
• Delivered modular courses in 16-week, 14-week, 12-week, 10-week, 8-week, and 5-week offerings.
• Made additional financial aid funding available by offering federal student loans (2004).
• Converted from its longstanding, homegrown student information system, Legacy, to PeopleSoft (SIS) as one of 10 Maricopa Community Colleges (2008).
Financial Aid by Fiscal Year: 2009-2011

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Official Fiscal Year Headcount</th>
<th>Financial Aid Headcount</th>
<th>% Receiving Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>61,340</td>
<td>61,140</td>
<td>14.4%</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>61,450</td>
<td>22.5%</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>68,656</td>
<td>22.2%</td>
</tr>
</tbody>
</table>

Rio Salado College Fall Financial Aid by Type of Award

<table>
<thead>
<tr>
<th>Year</th>
<th>Total: $42,301,092</th>
<th>Total: $77,516,381</th>
<th>Total: $84,498,051</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>$32,284,816</td>
<td>$55,282,690</td>
<td>$57,172,049</td>
</tr>
<tr>
<td>Loan</td>
<td>$8,815,760</td>
<td>$20,502,347</td>
<td>$25,778,076</td>
</tr>
<tr>
<td>Grant</td>
<td>$1,200,516</td>
<td>$1,731,344</td>
<td>$1,547,926</td>
</tr>
</tbody>
</table>

RIO SALADO COLLEGE FAL 2011

14.4% 22.5% 22.2%
General Program Responsibilities
Rio Salado College operates within a tremendously complex environment to provide the flexibility and convenience sought by students and the community. The institution acts in good faith to maintain compliance with the laws and regulations governing Title IV programs. When Rio Salado College hired a new financial aid director in 2009, it initiated an extensive internal review of financial aid practices.

Based on improvement opportunities that the Director’s review revealed, the unique and complex structure of the Institution’s academic calendar, and expanding regulatory requirements, the College sought counsel and assistance from highly reputable, nationally known financial aid consulting firms. Rio Salado College has worked and continues to work diligently to address all known areas requiring attention. The institution’s Program Participation Agreement (PPA) is valid through December 31, 2012.

Recent Audit Findings
The institution’s most recent audit results are contained within the MCCCD Single Audit Year Ended June 30, 2010. Rio Salado College self-identified and disclosed two matters related to Title IV compliance:

1. The Institution did not report its Dental Hygiene location to the U.S. Department of Education (USDOE) prior to awarding aid to students who attended the School of Dental Hygiene. As a result:
   a. The application for the School of Dental Hygiene was approved by the USDOE. In the future, the Institution must apply and wait for approval of a new location before disbursing Title IV funds to students attending that location.
b. The USDOE asked the Institution to provide records of all aid disbursed to students attending the School of Dental Hygiene prior to the location’s approval. The College complied with the request. At this time, the matter remains under review. No determination of liability has been made.

c. The Institution has adopted standards and controls to ensure that the information on its Eligibility and Certification Approval Report (ECAR) remains current with the USDOE.

2. The Institution’s calendar for academic programs did not always align with student enrollment patterns. As a result:

a. Rio Salado College initiated extensive corrective action to closely evaluate the academic calendar for all academic programs.

b. For Title IV eligible programs, the College officially implemented a semester block calendar, which, for purposes of the treatment of awarding and disbursing Title IV aid, is considered Standard Term with Modules.

c. Rio Salado College continues to work with the USDOE in a transparent manner to answer questions and to provide any background information needed to fully address this matter. At this time, no fines, penalties, or heightened monitoring activities have been assessed.

Additional Background Related to the Rio Salado Academic Calendar

Prior to the implementation of the Academic Calendar based on Standard Term with Modules (Block Schedule), the College awarded and disbursed financial aid based on a standard term; however, due to a high degree of course scheduling flexibility, students were able to stagger coursework beyond a fixed end date for a semester. The Financial Aid Office practice was to complete SAP monitoring on a term-by-term basis, and not release a subsequent semester’s financial aid disbursement until all grades from the prior semester’s coursework had been completed (and the student was confirmed to be meeting SAP). This guidance was consistent with information provided to the District as part of the 2005 Single Year Audit for application in certain situations, but was not consistent with the Federal Student Aid Handbook.

Compliance and the Institution’s Processing System

As previously mentioned, the Maricopa County Community College District converted all processes from its longstanding homegrown system, Legacy, to PeopleSoft (SIS) in 2008. As with many large system implementation projects, both Rio Salado College and the Maricopa County Community College District have experienced challenges and opportunities related to supporting certain aspects of Title IV processing. MCCCD and Rio Salado remain focused as partners on identifying and satisfactorily resolving any technologically-related Title IV compliance concern that presents regulatory risk. Currently, Rio Salado College and the Maricopa County Community College District are addressing the following items to ensure full compliance with Title IV:

• Ensuring that all electronic file transmissions (i.e., ISIR files and other transactional records) are sent and received for timely, accurate processing
• Ensuring that the student’s grade level is accurate
• Ensuring that National Student Loan Data System (NSLDS) updates are loaded, and that the NSLDS Transfer Monitoring processes are aligned with best practices
• Seeking efficient, compliant means of reducing manual processing
Financial Responsibility Requirements
Information related to composite ratios and financial audits appears most recently in the Maricopa County Community College District Single Audit Year Ended June 30, 2010, referenced above. There appear to be no documented concerns specifically raised about the ratios with either the Higher Learning Commission or the U.S. Department of Education, for either Rio Salado College or the Maricopa Community College District.

Further, neither Rio Salado College nor the Maricopa County Community College District had any findings related to composite ratios in the most recently published Report on Internal Control and Compliance (Year Ended June 30, 2010).

Rio Salado College's Official Cohort Default Rates for the Three Most Recent Fiscal Years Available:

<table>
<thead>
<tr>
<th>Year</th>
<th>Default Rate</th>
<th>Students in Default</th>
<th>Students in Repayment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2009 (10/1/2008 – 9/30/2009)</td>
<td>16.8%</td>
<td>331</td>
<td>1964</td>
</tr>
<tr>
<td>FY2008 (10/1/2007 – 9/30/2008)</td>
<td>12.7%</td>
<td>210</td>
<td>1641</td>
</tr>
<tr>
<td>FY2007 (10/1/2006 – 9/30/2007)</td>
<td>11.1%</td>
<td>187</td>
<td>1679</td>
</tr>
</tbody>
</table>

The College has not been required to take action or submit a corrective action plan with the U.S. Department of Education. The College incorporates online entrance counseling and Master Promissory Note processes provided by the U.S. Department of Education to ensure students understand their rights and responsibilities if they choose to obtain a student loan.

Campus Crime Information and Related Disclosure of Consumer Information
Rio Salado College abides by all federally-mandated disclosure requirements, including Campus Crime information. The College Campus Safety Office prepares the Clery Act Crime Statistics Summary based on the guidelines established by the Jeanne Clery Disclosure of College Security Policy and Campus Crime Statistics Act, and the Code of Federal Regulations. The information for compiling the reports is aggregated from campus safety staff, local police departments, and the College Counseling Department. The report represents a general description of Rio Salado College security/safety policies and programs, and the crime statistics for the most recent calendar year and the two preceding calendar years.

Rio Salado College's Campus Safety Policies and Annual Crime Statistics Disclosure summary is made available to students on the College's Financial Aid and College Safety webpages, as well as in the College Catalog.

Satisfactory Academic Progress and Attendance Policies
Satisfactory Academic Progress
Rio Salado College observes the Maricopa County Community College District’s Standards of Satisfactory Academic Progress (SAP).

Satisfactory Academic Progress Evaluation Period
Standards of Satisfactory Academic Progress (SAP) are evaluated at the end of each semester: fall, spring, and summer. At Rio Salado College, the evaluation takes place at the end of each student's designated semester block for the term of enrollment.
Programs less than one year in length will be evaluated at the midpoint of the program. At this time, Rio Salado College does not offer programs less than one year in length.

Nonstandard sessions will be evaluated at the completion of the session. At this time, Rio Salado College does not offer programs in nonstandard sessions.

**Standards of Satisfactory Academic Progress**
The Financial Aid Office evaluates SAP utilizing three measurements:

- **Grade Point**: Students must meet the following credit hour/cumulative grade point average (CGPA) requirements:

<table>
<thead>
<tr>
<th>Total Credits Attempted*</th>
<th>Minimum CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 15.75</td>
<td>1.60</td>
</tr>
<tr>
<td>16-30.75</td>
<td>1.75</td>
</tr>
<tr>
<td>31-45.75</td>
<td>1.90</td>
</tr>
<tr>
<td>46 +</td>
<td>2.00</td>
</tr>
</tbody>
</table>

- **Progress (Pace of Progression)**: Students must successfully complete two-thirds (66.67%) of all attempted coursework.

- **Maximum Time Frame**: Students who have attempted more than 150% of the published credits required for their program of study are considered not meeting SAP.

Students who fail to meet any of the standards will have their eligibility for financial aid suspended. Students have the right to submit an appeal. This information, in addition to all Financial Aid Policies, is available to students on the College's website and in the Catalog.

**Attendance Policies**
Rio Salado College abides by the Attendance Policy set forth in the MCCCD Policy Manual: 2.3.2 Attendance:

- **Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.**

- **Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.**

- **At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.**

**Online Courses: Attendance Expectations**
Because of the College's extensive online presence, Rio Salado has developed common syllabus language for online courses that states the requirement for seat time, in order to
provide students with a realistic frame of reference for attendance in the asynchronous online environment. The following statement appears in all online syllabi, customized to the number of credits earned for the course:

- Remember that this is a five credit-hour class. As such, you will need to dedicate significant time to this course. Plan to spend at least five hours on course content and at least ten hours on homework for a total of at least fifteen hours each week. Be prepared to double your weekly class and study time if you choose an accelerated calendar.

- Remember that this is a four credit-hour class. As such, you will need to dedicate significant time to this course. Plan to spend at least four hours on course content and at least eight hours on homework for a total of at least twelve hours each week. Be prepared to double your weekly class and study time if you choose an accelerated calendar.

- Remember that this is a three credit-hour class. As such, you will need to dedicate significant time to this course. Plan to spend at least three hours on course content and at least six hours on homework for a total of at least nine hours each week. Be prepared to double your weekly class and study time if you choose an accelerated calendar.

- Remember that this is a two credit-hour class. As such, you will need to dedicate significant time to this course. Plan to spend at least two hours on course content and at least four hours on homework for a total of at least six hours each week. Be prepared to double your weekly class and study time if you choose an accelerated calendar.

- Remember that this is a one credit-hour class. As such, you will need to dedicate significant time to this course. Plan to spend at least one hour on course content and at least two hours on homework for a total of at least three hours each week. Be prepared to double your weekly class and study time if you choose an accelerated calendar.

Also, to manage appropriate attendance and course participation, Rio Salado College has developed an automated withdrawal process for online courses. Students in courses that are longer than eight weeks who do not submit the first assignment by the eighth day following their start date are considered nonparticipating, and are dropped from the course. Students in eight-week courses who do not submit the first assignment by the fifth day following their start date are also dropped for nonparticipation. All online courses have an assignment due on the third day of the course, and students and instructors receive the following alerts generated in the RioLearn Course Management System if the first assignment is not submitted by Day four:

**Student**

**URGENT - You have not submitted your first assignment.**

*Please submit the first assignment for [course] [section number], or you could be dropped for inactivity.*

**Instructor**

**URGENT - Student has not submitted the first assignment.**

[lastname], [firstname] ([MEID]) has not submitted the first assignment for [course] [section number], and could be dropped for inactivity.
Once online students have acknowledged their participation in the course by submitting their first assignment, they are not withdrawn by their instructors. Samples of online syllabi are available in the Resource Room (Compliance Folder).

**In-person Courses: Attendance Expectations**

Individual instructors include attendance requirements in their syllabi.

**Contractual Relationships**

Rio Salado College does not have contractual relationships with third-party entities lacking accreditation by a federally recognized accrediting agency that have the following attributes: any new contracts for up to 25% of an academic program; any contract for 25% to 50% of a program; any contract that offers 50% or more of an academic program.

**Institutional Disclosures and Advertising and Recruitment Materials**

Rio Salado College provides accurate, timely, and appropriately detailed information to current and prospective students and the public about its accreditation status with the Higher Learning Commission, specialized accrediting agencies, state regulatory bodies, and general information about its educational programs, locations, and policies.

Rio Salado’s Institutional Advancement (IA) department operates as an in-house agency, and self-manages advertising and select recruitment functions. Online, print, broadcast, email, and direct mail advertising and recruitment materials are created through a centralized process by Institutional Advancement staff in order to ensure consistency. IA personnel work closely with employees from relevant departments to ensure accuracy of content before materials are made available to the public.

The Director of Institutional Advancement, under the leadership of the Vice President of Student Affairs, is the Chair of the Program Integrity and Misrepresentation Committee, and is responsible for ensuring the information released to the public is accurate and appropriate. A variety of workflow process checks and balances are utilized to manage the regulatory areas of misrepresentation, and to maintain a high standard of regulatory accuracy.

**Institutional Disclosures**

A majority of the College’s advertising does not include the Official Affiliation Mark due to space restrictions; however, all advertising does drive prospective students to the College website where the Commission’s Official Affiliation Mark can be viewed. On the College website, the Commission’s Official Affiliation Mark is hyperlinked to the Higher Learning Commission website.

**College Website and College Catalog**

Information related to Rio Salado’s accreditation status is located on the College's accreditation website, as well as in the College Catalog. On the College website, the Commission’s Official Affiliation Mark is hyperlinked to the Higher Learning Commission website, and in the College Catalog the Commission’s contact information is clearly displayed.
Rio Salado College is regionally accredited by The Higher Learning Commission (HLC). In the United States, colleges and universities voluntarily seek accreditation from nongovernmental bodies such as the HLC. The Commission, which is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), currently accredits more than 1,000 educational institutions.

The NCA is one of six regional institutional accreditors in the United States and provides institutional accreditation to degree-granting post-secondary educational institutions in the North Central region: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia, and Wyoming.

Rio Salado College is accredited by the Higher Learning Commission and a member of the North Central Association
30 North La Salle Street, Suite 2400,
Chicago, IL 60602-2504
800-621-7440 / www.ncahlc.org

For general College branding and printed materials, the following statement is utilized:

Rio Salado College is accredited by the Higher Learning Commission and a member of the North Central Association, 30 North La Salle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440.

Where possible, Rio Salado will phase in the integration of the Official Affiliation Mark. When size restrictions occur, the statement above will be modified to include the Commission's hyperlink: http://www.ncahlc.org.

College recruiters and outreach center representatives also discuss the College's Higher Learning Commission accreditation status with students under the following circumstances:

- When students are planning to transfer to a university after taking courses with Rio Salado College
- When students have questions comparing Rio Salado College to some of the private/for-profit schools

Advertising Disclaimers for Print Advertising: 2011-2012 Academic Year

In-State
Rio Salado College is a Maricopa County Community College and an accredited institution. Online classes may have in-person and testing requirements. Payment plan options and
financial aid are available to those who qualify. For program details, such as estimated costs and graduation rates, please visit www.riosalado.edu/programs

**Out-of-State (Online, excluding New York Times Knowledge Network Partnership)**
Programs are available in approved states. Check www.riosalado.edu/sa for a current list. Rio Salado College is a Maricopa Community College and an accredited institution. Online classes may have in-person and testing requirements. Payment plan options and financial aid are available to those who qualify. For program details, such as estimated costs and graduation rates, please visit www.riosalado.edu/programs

**Out-of-State/County - New York Times Knowledge Network Partnership**
Program is available in approved states. Check www.riosalado.edu/sa for a current list. Rio Salado College is a Maricopa Community College and an accredited institution. Students benefit from the flexibility of online learning while developing their classroom experience with an in-person component in their local area. Online classes may have in-person and testing requirements. Payment plan options and financial aid are available to those who qualify. For program details, such as estimated costs and graduation rates, please visit www.riosalado.edu/programs

**Communiversity**
All partnered colleges and universities are accredited institutions. Glendale Community College, Phoenix College, and Rio Salado College are all Maricopa Community Colleges. Online classes may have in-person and testing requirements. Payment plan options and financial aid are available to those who qualify. For program details, such as estimated costs and graduation rates, please visit www.riosalado.edu/programs

**Relationship with Other Accrediting Agencies and with State Regulatory Bodies**
Rio Salado College has been continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1981. In its most recent reaffirmation process in 2002, Rio Salado was granted reaffirmation of accreditation for 10 years—the maximum award possible—with no follow-up reporting requested.

**Specialized Accrediting Agencies**
Rio Salado College currently has specialized accreditation status from three accrediting agencies. Documentation, such as recent program reviews and annual updates, is housed within each College program for which the specialized accreditation is granted.

The following programs offered by Rio Salado College have specialized accreditation status from the designated accrediting agencies. Documentation is available in the Resource Room (Federal Compliance Materials Section).

**Dental Hygiene and Clinical Dental Assisting**
*American Dental Association, Commission on Dental Accreditation*
211 East Chicago Avenue
Chicago, IL 60611
State Regulatory Bodies
Rio Salado College is working to meet federal and state authorization guidelines in states outside of Arizona, based on the recent program integrity regulation – State Authorization. The College currently serves out-of-state students, and is working directly with individual state regulatory bodies to gain authorization or formal exemptions and/or extensions. The Institutional Integrity Division maintains a database that contains all documentation supporting the College's communication and status with each state regulatory body. In order to provide accurate information to the public, the Division also maintains a State Authorization page on the College's public website. The site contains specific state agency contact information, as well as state restrictions on program offerings. The following is an example of the state-specific information accessible on the public website:

**Louisiana**
- Institutional Requirement: No applicable requirement
- Institutional Status: Completed
- Louisiana Board of Regents
- P.O. Box 3677
- Baton Rouge, LA 70821-3677
- 225.342.4253
- Program availability: Programs that contain an In-Person Learning Experience (IPLE) are not currently offered in this state. Please see the below IPLE program list.

Public Notification of Comprehensive Evaluation Visit and Third Party Comment
Self-Study Website
The College launched its Self-Study website in 2010 to communicate information regarding the self-study process and upcoming team visit from the Higher Learning Commission (HLC) to internal and external stakeholders. The Self-Study website includes:

- Information about the Higher Learning Commission and the PEAQ reaffirmation of accreditation process
- A message from the College President to students, community members, and employees regarding the Self-Study process
- The Purpose and Goals of the Self-Study
- The Criteria for Accreditation
- The structure of Rio Salado's Self-Study committees
- Information on Rio Salado's Quality Assurance model: the Plan-Do-Check-Act (PDCA) cycle
- A Self-Study Calendar
- Self-Study videos created by the Planning Team and the Tri-Chairs for each Criterion

Third Party Comment/Public Notice
Beginning in November 2011, the College actively advertised and solicited feedback from its primary
constituency groups. This timeframe allowed for four months of public comment. The following constituency groups were identified:

- **Students** – prospective, current, and former
- **Financial Supporters** – taxpayers, parents, partners, donors
- **Community** – government, civic groups, businesses, neighbors, elementary/secondary school districts, other postsecondary educational institutions
- **State/National Community** – state and national governments/agencies
- **Others** – employers, contractual partners

**Points of Distribution included the following:**

- *The Arizona Republic.* Advertisements placed in November and December, 2011, and January 2012
- *La Voz.* Advertisements placed in November and December, 2011
- *U @ Rio Magazine.* Winter Issue published in January, 2012, with 68,000 copies placed around Maricopa County
- Rio Salado College Accreditation website. Posted November 10, 2011
- Rio News website, November 2011
- Newsroom, press release section, standing notice as of Monday, November 21, 2011
- Facebook, standing link on left navigation, as of November 16, 2011
- Employee Portal, as of November 28, 2011
- Facebook post, December 2, 2011
- Twitter post, December 2, 2011
- Rio Lounge, as of November 16, 2011
- Email to students, December 7, 2011
- Postcard to students with no email, December 7, 2011
- Email to Partner and Community constituencies, December, 2011
- Email to President’s Advisory Council members, December, 2011

**Sample Third Party Comment Notice:**

*Rio Salado College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will host a visit March 5-7, 2012, with a team representing the Higher Learning Commission of the North Central Association. Rio Salado College has been accredited by the Commission since 1981. The team will review the Institution's ongoing ability to meet the Commission's criteria for Accreditation.*

*The public is invited to submit comments regarding the College:*

**Public Comment on Rio Salado College**

The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1411

*The public may also submit comments on the Commission's website at [www.ncahlc.org](http://www.ncahlc.org).*

*Comments must address substantive matters related to the quality of the Institution or its academic programs. Comments must be in writing.*

*All comments must be received by February 5, 2012.*
Resource Room
Documents in Self-Study Report

**Introduction: Overview**

- WCET WOW Award
- Winning by Degrees
- Flexing the Faculty
- The Innovative University: Changing the DNA of Higher Education
- Beating the Odds: What it Means and Why It’s Important
- Arizona Quality Alliance Showcase in Excellence Award
- Getting AHEAD (Access to Higher Education and Degrees)
- Plan-Do-Check-Act Cycle Brochure
- Rio Salado College Teacher Preparation Program Progression Information (PPI)
- Rio Salado College Post-Baccalaureate Program Plans Website
- Rio Salado College Self-Study Plan
- Self-Study Draft Template
- Self-Study SharePoint Site
- Self-Study Public Website
- Self-Study 101 Workshop PowerPoint
- Self-Study 102 Workshop PowerPoint

**Criterion 1**

- Rio Salado College Culture Page
- MCCCD Diversity Advisory Council
- MCCCD Office of Equity, Opportunity and Engagement
- MCCCD Maximizing Our Strengths as an Inclusive Community (MOSAIC)
- STARS Fact Sheet
- Association for the Advancement of Sustainability in Higher Education(AASHE)
- Rio Salado College STARS Award Full Report
- Arizona Community College District Governing Board Member Handbook
- Arizona Revised Statutes Section 15-1444
- MCCCD Manner of Governing
• MCCCD Governance Policy Manual 2011
• Constitution of Rio Faculty Senate
• MCCCD All Employee Groups Policy Manual
• MCCCD Chancellor’s Executive Council Policy Manual
• MCCCD Residential Faculty Policy Manual
• MCCCD Management, Administrative & Technological Policy Manual
• MCCCD Professional Staff Policy Manual
• MCCCD Adjunct Faculty Policy Manual
• MCCCD Maintenance and Operations Policy Manual
• MCCCD Public Safety Policy Manual
• MCCCD Crafts Policy Manual
• MCCCD Specially Funded Policy Manual
• Report of Consulting Visit to the Maricopa Community College District
• Chancellor Rufus Glasper’s Plan of Action Letter to the Higher Learning Commission
• MCCCD Blue Ribbon Report
• MCCCD Acknowledgement and Disclosure Reporting
• MCCCD Blue Book 2011
• MCCCD Office of the General Counsel
• Rio Salado College Student Policies
• MCCCD FERPA & College Records
• MCCCD Institutional Review Board Handbook
• Maricopa Integrated Risk Assessment
• MCCCD Financial Reporting Page
• MCCCD Comprehensive Annual Financial Report (CAFR) 2010
• MCCCD Internal Audit & Management Advisory Services Department Charter
• MCCCD Auxiliary Services Section IV
• MCCCD OSHA Compliance Team
• American Dental Association
• National Alliance of Concurrent Enrollment Partnerships Standards (NACEP)
• ADE State Board Approved Teacher Preparation Programs
• Arizona Department of Education
• MCCCD Concernline
• MCCCD Administrative Regulation 2.3.11
• Rio Salado College Peer-to-Peer Plagiarism Detection System
• MCCCD Instructional Grievance Process
• MCCCD Ombuds Services
• MCCCD Non-Instructional Complaint Resolution Process
• Rio Salado College Suggestions/Problems/Feedback Website
• Rio Salado College Faculty Chairs Instructional Service Standards
• MCCCD Student Declaration of Citizenship or Status Form

Criterion 2
• MCCCD Adopted Budget FY2011-12
• MCCCD Financial Plan 2006-20
• MCCCD Talent Management Initiative
• MCCCD Memorandum of Understanding
• MCCCD Human Resources Website
• MCCCD Affirmative Action Program
• MCCCD Advertisement Schedule for Minority Faculty/Staff Recruitment 2011-12
• Employee and Organizational Learning Team (EOLT) Fall 2011 Learning Opportunities Catalog
• Rio Salado College Renewal Initiative Report 2009-10: Strengths Quest
• Rio Salado College STARS Award Operations Category
• Rio Salado College: America’s Greenest Campus 2009
• Maricopa Emergency Management System (MEMS)
• Rio Salado College Innovation/New Technology Review Process
• MCCCD Outcomes & Metrics
• MCCCD Strategic Planning Handbook FY2011-12
• Rio Salado College Operational Plan FY2011-12
• MCCCD Strategic Plan: Operational Plans FY2011-12
• MCCCD Information & Instructional Technology (IIT) Strategic Plan 2011-16
• MCCCD District-Wide Consolidated IIT Plan 2011-12
• Beyond Boundaries I (September 2004)
• Beyond Boundaries II (October 2006)
• Rio Salado College Strategic Plan

Criterion 3
• Rio Salado College Assessment of Student Learning Public Website
• Rio Salado College Assessment of Student Learning SharePoint
• Rio Salado College Assessment of Student Learning Annual Report 2010-11
• Rio Salado College Assessment of Student Learning Executive Summary Report 2010-11
• Rio Salado College Critical Thinking Rubric
• Rio Salado College Information Literacy Rubric
• Rio Salado College Reading Rubric
• Rio Salado College Writing Rubric
• Rio Salado College-Wide Critical Thinking Outcomes Report Spring 2011
• Rio Salado College-Wide Writing Outcomes Report Spring 2011
• Rio Salado College-Wide Information Literacy Outcomes Report (RRSA) Spring 2010
• RRSA Combined Summary Data 2010
• Rio Salado College-Wide Reading Outcomes Report Spring 2011
• Rio Salado College Program Review Model
• Rio Salado College Program Review Template
• Rio Salado College Program Review Data
• Rio Salado College Program Review Examination & Feedback Form
• Rio Salado College HLC Assessment Academy Poster Session
• Transparency By Design White Paper
• Rio Salado College Residential Faculty
• Rio Salado College Faculty Chair Instructional Support Model
• MCCCD Faculty Evaluation Plan (FEP)
• MCCCD Faculty Professional Growth (FPG) Programs
• MCCCD Sabbatical Leave
• Maricopa Center For Learning And Instruction (MCLI)
• Adjunct Faculty Development (AFD) Workshops
• Rio Salado College Adjunct Faculty Newsletter September 2011
• Center for Curriculum & Transfer Articulation (CCTA) Curriculum Procedures Handbook
• Instructional Council Handbook
• Articulation Task Force (ATF) Handbook
• MCCCD General Education Curriculum
• RioLearn Original Envisioning Document March 2003
• RioPASS
• Rio Salado College Locations
• Rio Salado College Sustainable Food Systems
• RioLounge
• Rio Salado College International Education
• Adult Basic Education (ABE)
• General Education Development (GED) Prep Classes
• English Language Acquisition for Adults (ELAA)
• Rio STAR-PATH
• Adults Achieving a College Education (ACE)
• Achieving a College Education (ACE) Puente
• MCCCD ACE Progress Report 2009
• Rio Salado College Academic Advisement
• Electronic Student File (ESF) System
• Rio Salado College Student Success Pilot Proposal 2008
• Rio Salado College Student Success Pilot Report 2009-2010
• Rio Salado College Student Success Pilot Report 2010-2011
• RioPace Predictive Analytics Model
• Rio Salado College Library
• Rio Salado College Library Catalog
• Rio Salado College Library Databases
• Rio Salado College Library Ebooks
• Rio Salado College Library How Do I? Video Tutorials
• Rio Salado College Library Google Analytics 2010-11
• Rio Salado College Library Google Analytics Database Exit Tracking 2010-2011
• MCCCD Ask A Librarian Service
• Rio Salado College Library Txt A Librarian
• Rio Salado College Counseling & Career Services
• Rio Salado College Tutoring Services
• Rio Salado College Instructional Helpdesk
• Rio Salado College Technology Helpdesk
• Rio Salado College Computer Labs
• Rio Salado College Enrollment Services
• Rio Salado College Financial Aid
• MCCCD Financial Aid Comparison Chart
• Rio Salado College Testing Services
• National College Testing Association (NCTA) Standards & Guidelines
• Rio Salado College Veterans Affairs
Criterion 4

- MCCCD Governing Board Values
- MCCCD Governing Board Guiding Principles
- MCCCD Governing Board Broadest Outcome Statement
- MCCCD Tuition Waivers Webpage
- MCCCD Tuition Waivers, Affidavits and Exemptions Handbook 2011
- MCCCD Renewal Funding Application 2011-12
- Maricopa Summer Institute
- Rio Salado College Honors Courses 2011-12
- Community College Week
- The Democracy Commitment: An American Community College Initiative
- National Alliance of Concurrent Enrollment Partnerships (NACEP) Accredited Programs
- MCCCD Transfer Partners
- Rio Salado College University Transfer Partnerships List
- MCCCD Transfer Students: Trends & Outcomes 2011
- Rio Salado College University Transfer Summary 2009
- Maricopa to ASU Pathways Program (MAPP)
- Maricopa Community Colleges/Northern Arizona University Connection
- Rio Salado College Catalog 2011-12
- Rio Salado College Archived College Catalogs
- MCCCD Copyright Policy
- MCCCD Copyright Guidelines
- MCCCD Copyright Tutorial
- Rio Salado College Academic Freedom and Philosophy Statement
- MCCCD RFP Section 3.2 Intellectual Property Rights

Criterion 5

- Communiversity@Surprise
- MCCCD Environmental Scan 2010
- Rio Salado College New Program/Partnership/Course Flowchart
• Rio Salado College New Program Feasibility Study
• Rio Salado College President's Advisory Council Members 2011
• Rio Salado College Institute of Employee Development
• Certified Professional in Learning and Performance Exam Preparation
• Rio Salado College Teacher Education Professional Development
• Rio Salado College Chemical Dependency Seminars
• Rio Salado College Spanish Language Community Education Classes
• Rio Salado College Website
• Rio Salado College Website Google Analytics Top 50 2009-10
• Rio Salado College Website Google Analytics Top 50 2010-11
• The Wave Website
• Rio Salado College Blog
• Rio Salado College Employer Educational Service Partnerships
• East Valley Veterans Education Center
• Military Friendly Schools List 2012
• Dual Enrollment Memorandum Of Understanding (MOU)
• Rio Salado College/NYT Knowledge Network Application to HLC Executive Summary
• KJZZ Homepage
• Fronteras: The Changing America Desk
• KBAQ Homepage
• Sun Sounds Delivery Formats
• MCTV Homepage

**Federal Compliance Materials**

• [Credits, Program Length and Clock Hours Worksheet](#)
• [Center for Curriculum & Transfer Articulation (CCTA) Curriculum Procedures Handbook](#)
• [MCCCD Non-Instructional Complaint Resolution Process](#)
• [MCCCD Instructional Grievance Process](#)
• [MCCCD Transfer & Articulation Website](#)
• [Rio Salado College University Transfer Partnerships](#)
• [Federal Student Aid Program Participation Agreement](#)
• [MCCCD Single Year Audit June 2010](#)
• [MCCCD Single Year Audit June 2005](#)
• MCCCD Report on Internal Control & Compliance 2010
• Clery Act Crime Statistics Summary 2011
• MCCCD Standards Of Satisfactory Academic Progress (SAP)
• Rio Salado College State Authorization Website
• American Dental Association, Commission on Dental Accreditation
• National Alliance of Concurrent Enrollment Partnerships (NACEP)
• Arizona Department of Education State Board Approved Programs
• Third Party Comment Example 1
• Third Party Comment Example 2
• Credits and Program Length Worksheet
• Assignment of Credit Policies
• Course Descriptions and Applicable Credit Hour Requirements (Catalog)
• Course Schedule Fall 2010/Spring 2011
• Dental Hygiene Accreditation Report 2006
• Dental Hygiene Accreditation Letter 2006
• Dental Assisting Accreditation Report 2007
• Dental Assisting Accreditation Letter 2007
• Dual Enrollment NACEP Accreditation Report 2011
• Dual Enrollment NACEP Accreditation Letter 2011
• Dual Enrollment NACEP Accreditation Certificate 2011
• Credit Hour Generation (available in Resource Room Folder, Compliance)
• Credit Hour Generation by Evening/Day (available in Resource Room Folder, Compliance)
• Credits by Mode (available in Resource Room Folder, Compliance)
• Practicum and Internship Course List (available in Resource Room Folder, Compliance)
• Documentation of Receiving, Processing and Tracking of Student Complaints (available onsite)

Assessment and Evaluation
Documentation

Student Learning Outcomes Assessment

- Academic Profile Report 2006
- Assessment Plan Library Program 2009-2012
- College-wide Critical Thinking Outcomes Report Spring 2011
- College-wide Information Literacy Outcomes Report (RRSA) Spring 2010
- College-wide Reading Outcomes Report Spring 2011
- College-wide Writing Outcomes Report Spring 2011
- Education Post Baccalaureate Program: Program Review Examination Summary Report Spring 2010
- ETS Proficiency Report 2010
- HLC Assessment Academy Application Fall 2006
- Mini Program Reviews Charts and Summaries June 2011
- National Community College Benchmark Project (NCCBP) Below Median 3 Year Trend 2009-2011
- National Community College Benchmark Project (NCCBP) Strengths Trends 2009-2011
- Priorities Survey for Online Learners (PSOL) Comparison Report 2008-2010
- Priorities Survey for Online Learners (PSOL) Comparison Report 2008-2010 Detailed Analysis
- Rio Salado College Assessment of Student Learning Annual Report 2010-11
- Rio Salado College Assessment of Student Learning Executive Summary Report 2010-11
- Rio Salado College Student Learning Outcomes Report 2009-2010
- RioLog: Collecting And Analyzing Baseline Data for the Departmental Assessment Plan for Languages
- RioLog: Creating and Improving Math Exams to Increase Student Success
- RioLog: Creating Interventions For Faculty to Use For Writing Interventions
- RioLog: Piloting Sustainability as a Learning Outcome across Several Disciplines
- RioLog: Sociology And Communication Assessments
- RRSA Comparison Report Effect of Library Instruction
• RRSA National Comparative Data Spring 2010-Spring 2011
• RRSA Summary Data 2010
• Survey of Online Student Engagement (SOSE) Report Fall 2011

Rio Salado College Surveys
• ABE Student Survey Spring 2010: Analysis
• Academic Co-Curricular Survey Report Fall 2010
• Academic Co-Curricular Survey Report Spring 2011
• Adjunct Faculty Survey Report Fall 2009
• Adjunct Faculty Survey Report Spring 2011
• Café@Rio Survey Report
• Community Survey Report Spring 2010
• Community Survey Report Spring 2011
• Copyright Survey Spring 2011
• Course Support Survey of Adjunct Faculty Spring 2011
• Dental Hygiene Employer Survey Report 2010
• Dual Enrollment Five Year Follow-up Report October 2009
• Dual Enrollment Student Survey Report Fall 2010
• Dual Enrollment Student Survey Report Fall 2011
• Employee Engagement Survey Report Spring 2009
• Employee Engagement Survey Report Spring 2010
• Employee Engagement Survey Report Spring 2011
• Employee Survey Report Fall 2009
• Employee Survey Report Fall 2010
• Institutional Research Customer Feedback Comparative Report 2006-2011
• Leadership Council/Faculty Chair Survey Report Spring 2010
• Leadership Council/Faculty Chair Survey Report Spring 2011
• Locations Survey Fall 2011
• Partnership Survey Report Spring 2010
• Partnership Survey Report Spring 2011
• Post-Baccalaureate Teacher Program Employer Survey Report Summer 2007
• Residential Faculty Survey Report Spring 2010
• RioLounge Engagement Survey 2008-10
• Student Co-Curricular Survey Customer Service Follow-up Fall 2008
• Student Co-Curricular Survey Customer Service Follow-up Fall 2009
• Student Co-Curricular Survey Customer Service Fall 2009
• Student Co-Curricular Survey Point of Contact Fall 2008
• Technology Resource Survey Report Spring 2010
• Technology Resource Survey Report Spring 2011

Materials Set II – Self-Study
Supplemental Materials

All current faculty and staff handbook(s)
• MCCCD Adjunct Faculty Policy Manual
• MCCCD All Employee Groups Policy Manual
• MCCCD Chancellor's Executive Council Policy Manual
• MCCCD Crafts Policy Manual
• MCCCD Maintenance and Operations Policy Manual
• MCCCD Management, Administrative & Technological Policy Manual
• MCCCD Professional Staff Policy Manual
• MCCCD Public Safety Policy Manual
• MCCCD Residential Faculty Policy Manual
• MCCCD Specially Funded Policy Manual
• Rio Salado College Faculty Senate Constitution
• Rio Salado College Professional Staff Association Bylaws

All Current Student Handbook(s)
• Rio Salado College Policies as Articulated in College Catalog
• Rio Salado Student Policies Website

Audited financial statements for the two most recent fiscal periods
• Maricopa County Community College District Comprehensive Annual Financial Report (CAFR) 2009
• Maricopa County Community College District Comprehensive Annual Financial Report (CAFR) 2010

All Current institutional catalog(s) or course bulletin(s)
• Rio Salado College Catalog, 2011-12